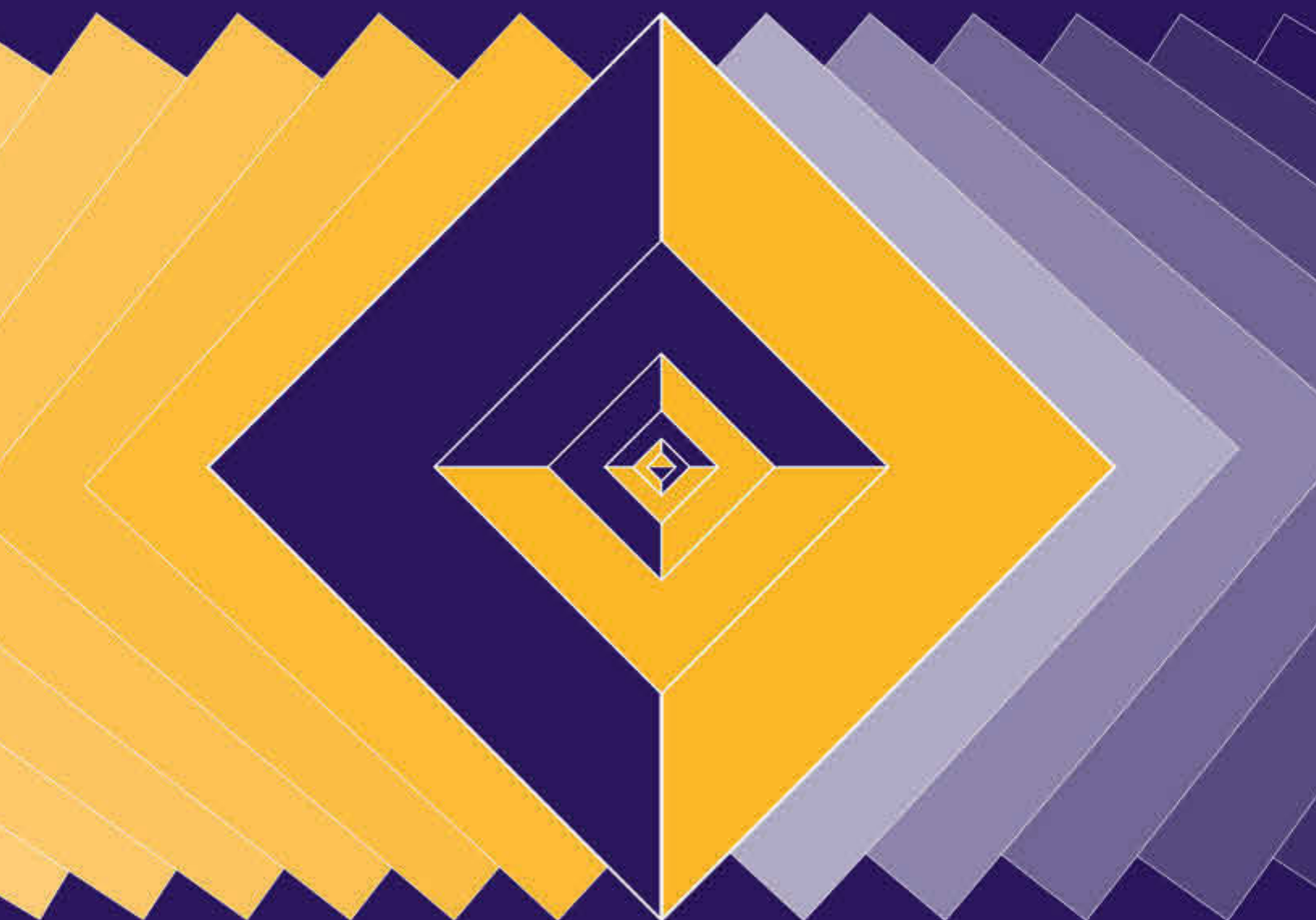




Kit 339

Innovation and R&D
December 2013



ASSOCIATION OF RESEARCH LIBRARIES

SPEC KITS

Supporting Effective Library Management for Over 40 Years

Committed to assisting research and academic libraries in the continuous improvement of management systems, ARL has worked since 1970 to gather and disseminate the best practices for library needs. As part of its commitment, ARL maintains an active publications program best known for its SPEC Kits. Through the Collaborative Research/Writing Program, librarians work with ARL staff to design SPEC surveys and write publications. Originally established as an information source for ARL member libraries, the SPEC Kit series has grown to serve the needs of the library community worldwide.

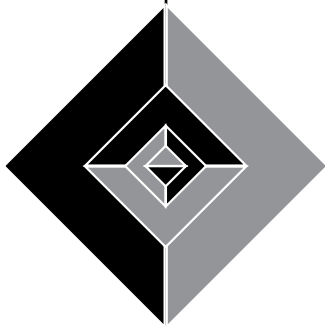
What are SPEC Kits?

Published six times per year, SPEC Kits contain the most valuable, up-to-date information on the latest issues of concern to libraries and librarians today. They are the result of a systematic survey of ARL member libraries on a particular topic related to current practice in the field. Each SPEC Kit contains an executive summary of the survey results; survey questions with tallies and selected comments; the best representative documents from survey participants, such as policies, procedures, handbooks, guidelines, Web sites, records, brochures, and statements; and a selected reading list—both print and online sources—containing the most current literature available on the topic for further study.

Subscribe to SPEC Kits

Subscribers tell us that the information contained in SPEC Kits is valuable to a variety of users, both inside and outside the library. SPEC Kit purchasers use the documentation found in SPEC Kits as a point of departure for research and problem solving because they lend immediate authority to proposals and set standards for designing programs or writing procedure statements. SPEC Kits also function as an important reference tool for library administrators, staff, students, and professionals in allied disciplines who may not have access to this kind of information.

SPEC Kits are available in print and online. The executive summary for each kit after December 1993 can be accessed online free of charge. For more information visit: <http://www.arl.org/publications-resources>.



SPEC Kit 339

Innovation and R&D

December 2013

Lisa German

Penn State University

Beth Sandore Namachchivaya

University of Illinois at Urbana-Champaign



ASSOCIATION OF RESEARCH LIBRARIES

Series Editor: Lee Anne George

SPEC Kits are published by the

Association of Research Libraries

21 Dupont Circle, NW, Suite 800

Washington, DC 20036-1118

P (202) 296-2296 F (202) 872-0884

<http://www.arl.org/publications-resources>
pubs@arl.org

ISSN 0160 3582

ISBN 1-59407-911-0 / 978-1-59407-911-5 print

ISBN 1-59407-912-9 / 978-1-59407-912-2 online

Copyright © 2013

This compilation is copyrighted by the Association of Research Libraries. ARL grants blanket permission to reproduce and distribute copies of this work for nonprofit, educational, or library purposes, provided that copies are distributed at or below cost and that ARL, the source, and copyright notice are included on each copy. This permission is in addition to rights of reproduction granted under Sections 107, 108, and other provisions of the US Copyright Act.



The paper used in this publication meets the requirements of ANSI/NISO Z39.48-1992 (R1997) Permanence of Paper for Publications and Documents in Libraries and Archives.

SURVEY RESULTS

Executive Summary	11
Survey Questions and Responses	19
Responding Institutions	63

REPRESENTATIVE DOCUMENTS

Strategies to Support Innovation and Research

University of Alberta	
Forging the Future, Preserving the Past: A Strategic Plan for the Great Research Library (excerpts)	68
University of British Columbia	
UBC Library Strategic Plan 2010–2015 (excerpts)	72
Case Western Reserve University	
Kelvin Smith Library Strategic Plan 2011–2014	74
Columbia University	
Columbia University Libraries/Information Services Strategic Plan 2010–2013 (excerpts)	76
University of Illinois at Urbana-Champaign	
University Library Strategic Initiatives FY12–FY14 (excerpts)	78
Office of Research and Technology	82
Guideline for Investigation Time	83
Iowa State University	
University Library Strategic Plan: 2011–2016	84
University of Kansas	
KU Libraries: Strategic Directions 2012–2017	86
University of Louisville	
University Libraries Strategic Plan, 2012–2020	87
Massachusetts Institute of Technology	
Annual Report FY 2012–2013. Research	91
Digital Library Application Development	94

McMaster University	
Strategic Plan 2010/2013	95
University of Minnesota	
Supporting the Cycle of Knowledge. Strategic Priorities for the University	
Libraries (excerpts)	97
National Archives and Records Administration	
FY 2014–2019 Draft Strategic Plan (excerpts)	100
About the National Archives. Office of Innovation	104
North Carolina State University	
Hunt Library Vision	105
Northwestern University	
Strategic Plan, FY 2012–14 (excerpts).....	107
University of Pennsylvania	
Penn Libraries Strategic Plan, 2011–2013 (excerpts).....	111
Smithsonian Institution	
A Focus on Service. Strategic Plan 2009–2013 (excerpts)	114
University of Tennessee	
University Libraries 3- to 5-Year Strategic Plan	118
University of Virginia	
Strategy Map.....	119
Our Organization. Digital Research and Scholarship	120
Scholar’s Lab. Research	121
Virginia Tech	
Strategic Plan 2012–2018 (excerpts)	123
New Learning Initiative	127
University of Waterloo	
Library Review: Campus Consultation Document (excerpts)	131

Organization Charts

University of California, Irvine	
Libraries Reference Department & Grunigen Medial Library.....	138
University of Illinois at Urbana-Champaign	
Interactive University Library Organizational Chart	139
University of Kansas	
User-focused Organizational Structure	140
National Archives and Records Administration	
NARA Organization Chart.....	141

Innovation Grants/Awards

Case Western Reserve University	
Freedman Fellows Program 2013	144
Freedman Fellows Frequently Asked Questions.....	146

University of Illinois at Urbana-Champaign	
Research and Publication Committee Charge	149
RPC Application Process	150
Policies for Award Approval	151
Guidelines for the Distribution of ICR Grant Seed Money	154
Innovation Fund	155
University of Louisville	
Dean's Innovation Fund	156
Dean's Innovation Fund proposal evaluation sheet	157
Massachusetts Institute of Technology	
MIT Libraries Program on Information Science	158
Penn State University	
Penn State University Libraries Innovation Microgrant Program	159
Rice University	
Shapiro Award	161
Temple University	
The Alternate Textbook Project. About the Project	162

Job Descriptions

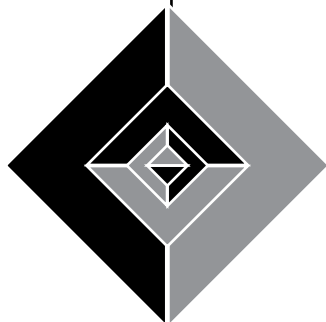
Columbia University	
Digital Scholarship Coordinator	164
Emerging Technologies Coordinator	166
Research Services Coordinator	168
University of Illinois at Urbana-Champaign	
Associate University Librarian for Research and Technology	169
Interim Library & Information Science and Research Support Services Librarian	171
Orientation Services and Environments Librarian	172
North Carolina State University	
Academic Technology and Rich Media Librarian	174
Visualization Coordinator	175
Rice University	
User Experience Librarian	177
University of Tennessee	
Head, Integrated User Services	179
University of Virginia	
Director, Digital Research and Scholarship	182
Social Science Data Consultant (excerpts)	184

SELECTED RESOURCES

Books and Journal Articles.....189

Parent Institution Policies and Guidelines.....190

Library Reports.....192



SURVEY RESULTS

EXECUTIVE SUMMARY

Framework for Innovation and R&D

Research libraries increasingly prize innovation as a key to sustaining a competitive edge in a rapidly changing landscape of library services and content. While informal data suggests that research libraries have increased the amount of effort on innovation and research and development (R&D) in the past decade, it is not clear in what areas these efforts are focused and if the activities are integrated into the library's organizational structure and processes.

The purpose of this survey was to investigate the current state of both innovation and R&D in research library organizations. The survey sought first to understand what outward-facing commitments libraries have made to innovation and R&D, and what foundations are in place to support these activities. It asked who is involved in innovative activities, how libraries organize themselves to create, support, and sustain innovation, and how they measure the resulting outcomes. It also collected data on which research libraries support R&D, at what level, for what purposes, and how these activities are organized, funded, and assessed. The survey was distributed to the 125 ARL member libraries in July 2013 and these results are based on data submitted by 47 libraries (38%) by the deadline of September 3, 2013.

After defining innovation and research and development, the survey asked if the library had a strategic plan or another type of planning document that includes specific references to innovation or R&D. The responses show that the majority of libraries do have such a planning document. Fifteen respondents (32%) reported there is a document that refers to innovation, 14 (30%) reported that their strategic plan refers to both innovation and R & D, and two (4%) responded

that their library's strategic plan mentions R & D. Some respondents noted that their strategic plans refer broadly to innovation, while others identified specific activities that they consider to be innovative, for example, support for digital library development, and the integration of technology into planning for new spaces and user-focused services.

Sixteen respondents (34%) said the library strategic plan does not specifically mention either type of activity. Some of these noted that while the terms "innovation" or "R & D" didn't appear in their strategic plan, they considered one or more of the activities identified in the strategic plan to be innovative in nature.

The survey next asked whether the library has other documents, such as policies or guidelines, that reference either innovation or R & D. About half of the responding libraries do, and half don't (23 or 52%). Eleven of the respondents (25%) indicated that they have policies that reference innovation, six (14%) have policies that reference both, and one has an R&D document. Six (14%) responded that they are developing such documents.

Most of the respondents (36 or 80%) indicated that references to library innovation or R&D do appear in campus-level policies and guidelines. Only a few (7 or 16%) indicated that campus policies and guidelines do not specifically refer to library activities; two noted that campus-level documents are currently in development.

Case Study: Descriptions of Library Innovation Activities

The survey asked libraries to identify one example of a service, product, or process in their library that they considered to be innovative, and to provide further

- An intensive 3-workshop model for delivering basic instruction and orientation to at-risk students as part of a library-campus-state collaboration.
- Investing resources in curating and preserving collections of freely accessible web content, with support from a foundation.
- Digital Scholarship Consulting Services: a non-service-point-based service designed to assist faculty with any of their digital efforts.
- Implementation of a single search box on the library's homepage that covers all library collections and services.
- Three universities formed a partnership in the areas of shared library systems,

- A three-year pilot Technology Prototyping Service focused on developing light-weight software application prototypes to support library operations and services.
- The Alternative Textbook Project to create an alternate textbook or collection of learning objects that would be free to students and would thus enable the faculty member(s) to stop requiring that students purchase a commercial textbook.



from another source. Examples of other sources of inspiration include user suggestions, collaboration with other campus units, collaboration between library units, librarians working with faculty, listservs, and other campus contacts.

When asked what forces were the impetus for the innovative activity, most of the respondents (37 or 84%) cited the opportunity to further a library or institutional mission. A substantial number (27 or 61%) cited user expectations as the driver. Slightly more than a quarter of the respondents (12 or 27%) indicated that competition for resources also played a part in the decision to support the innovation. A number (6 or 14%) indicated that the innovative activity was supported by a new source of funding; while three of the libraries (7%) innovated as the result of a reduction in funding. Respondents cited a number of other drivers for the innovation in 29 of the cases (66%). Some examples of the other drivers include:

- Raising the visibility of the library's programs and services in the institution.
- Supporting an already-innovative library staff culture.
- Needing a comprehensive solution to digital preservation challenges.
- Having an opportunity to envision and design a new library from the ground up.
- User expectations.

Library Innovation: Leadership and Structure

The survey further explored the leadership and organizational structure that exists in libraries to support innovation. Respondents were asked to identify the position(s) and/or the unit in the library that is/was administratively responsible for initiating the example of innovation described in the case study. The majority of respondents noted that the library administration was administratively responsible for initiating the innovative activity: six listed the university librarian/dean as the initiator; 19 listed an associate/assistant dean/director. Eight unit or department heads, seven front-line professionals, and one innovation officer initiated other innovative activities described in the case study.

Not surprisingly, the areas that were listed as administratively responsible for starting the innovative

activity include library administration (18), a branch library or center within the library (6), IT (5), technical services (5), public services (3), special collections (3), and a team or committee (1). Many of the responses listed additional roles and units that were engaged with an administrator in initiating the activity. Further, a number of initiatives included personnel from multiple units (e.g., instructional services and digital initiatives). This is an indicator that there is a reasonable level of team involvement and input in most of the responding libraries in establishing innovative activities.

Moving deeper into understanding how innovation is accomplished, respondents were asked to indicate the positions and the units at their institutions that are/were responsible for implementing the innovative activity that was articulated in the case study. Twenty-one respondents (51%) identified a specific library unit, 17 (42%) listed a committee or group of units, and two listed library administration. Examples of position titles listed in groups or committees include the following:

- Librarians or IT professionals with web development and content responsibilities
- Scholarly communications librarian
- Digital learning librarian
- GIS specialist
- Visualization Research Coordinator
- Access services manager
- Digital collections librarian

Perhaps most interesting are the collaborations put in place to support innovative activities that require individuals with different skill sets in order to complete work successfully. Examples of collaborators include:

- Archives & Special Collections, Web Resources, Office of Libraries Technology
- IT, User Experience, Digital Library Initiatives, Engineering Services
- Publishing and Curation Services in the library and Digital Library Technologies in the university IT unit.

When asked whether the library provided administrative support for the individual(s) or unit(s) who are/were responsible for implementing the innovative activity, the overwhelming majority (32 or 74%)

indicated that the library did; only 11 (26%) said it did not. The types of support that libraries frequently provide include:

- Support for strategic direction/vision (by university librarian, associate directors)
- Budget planning and management
- Assessment and evaluation (by assessment librarian or committee)
- Grant and funding proposal preparation (provided by a variety of places)
- Travel/conference/workshop attendance
- Reassignment of staff expertise to the project

Library Innovation: Funding

The survey then examined how libraries fund innovative activities through a series of questions that elicited information about both the specific case study example and library support for innovative activities in general. Almost all of the libraries responding (40 or 91%) make funding decisions for innovation on an individual, case-by-case basis. Almost two-thirds of the libraries (28 or 64%) fund the activity in collaboration with other units in the institution. Over half of the libraries (27 or 61%) have made a recurring commitment to innovation, and half (22) have made one-time commitments to innovation. Other strategies articulated in the survey responses include partnerships with other institutions, support for release time, external grants, fund raising, and support from the parent organization through special requests or fees.

When asked to specify the sources of funds that are used to support innovative activities, the overwhelming majority of respondents (93%) indicated that they fund both the case study activity and innovative activities in general from the library's operating budget. Only five libraries reported that they have a separate library innovation budget line. Additional funding strategies reported include a parent institution grant to the library (17 or 39%), internal grants to staff (15 or 34%), a library endowment fund specifying innovation support (9 or 21%), and a library gift fund that is earmarked for innovation (7 or 16%). Twenty-eight respondents noted that they tap other sources of funding to support innovation. Key among these sources are external grant funding from state and

federal agencies, private foundations, and monies made available from cooperative organizations to support specific development activities. Other funding sources include lapsing salary dollars, private donations to support specific innovative activities, campus research and innovation funds, and unrestricted library endowment funds.

Twenty-seven libraries reported that their parent institution provides funding to support innovation, and indicated that they obtain innovation funds through a number of on-campus channels. The most frequently reported process for securing funds is through the library annual or periodic budget request (19 or 70%). Special request by the library director to an institutional administrator is another common method of obtaining parent institution support (15 or 56%). Twelve libraries (44%) also reported that they participate in some type of competitive funding process at the institutional level. Other sources of funds include student fees and institution-level funds allocated to enhance technologies and teaching.

While only five libraries reported having a separate innovation budget line, a total of 11 libraries track the amount that is spent on innovative activities. Eight of these reported on the amount they allocate to innovation. Four libraries allocated between \$11,000 and \$50,000 to the case study innovation, and two allocated \$400,000 and \$500,000, respectively. Three allocate between \$1,000 and \$50,000 to innovation overall, and five allocate on a larger scale, ranging from \$100,000 to \$550,000.

Library Innovation: Staff Skills and Rewards

The survey also explored the types of skills and knowledge that are required of library staff in order to implement the case study innovation. Clearly, the libraries that responded to this survey view the need for new skill acquisition as important for supporting successful innovation. The overwhelming majority of respondents (41 or 93%) noted that staff need project management skills in order to successfully manage the innovation. They also need marketing and publicity skills (32 or 73%), web development (31 or 71%) and programming and scripting skills (27 or 61%), knowledge of intellectual property rights (19 or 43%), and skill in grant proposal preparation (14 or 34%). Other

skills recommended by survey respondents include assessment; an ability to collaborate and to manage collaborations, including the work product, as well as the interactions; facilities and space planning; political savvy; and specific functional and technological skills, such as data curation and management, collection development, and working with large media files.

Survey participants felt that library professionals could gain these skills using a number of means. Everyone indicated that on-the-job experience was one way in which librarians could gain the necessary skills, followed by self-study (37 or 84% of respondents). Other ways librarians could gain the requisite skills, although not to the same degree as on-the-job experience or self-study, include participating in externally offered workshops (22 or 50%), online workshops or courses (17 or 39%), and workshops or courses offered by the library (11 or 25%). Other suggestions for bringing the needed skills into the organization include hiring staff who bring the necessary qualifications, librarians providing mentoring to their colleagues, and consultation with on-campus experts.

Respondents identified numerous professional meeting or conference opportunities that they believe inspire innovative thought and activities. Many of these tend to be technology or technology, service, and policy meetings, such as CNI, the Joint Conference on Digital Libraries, EDUCAUSE, the Digital Library Federation Forum, and the Library and Information Technology Association conference. Others are focused on mainstream library professional conferences, such as ALA, ACRL, and SAA. ARL workshops were mentioned, as were discipline-specific professional meetings, such as the Modern Language Association meeting.

Libraries responding to the survey indicated that they recognize and reward innovative activities in a number of ways, including the merit/performance review process (36 or 82%); press releases to local, institutional, and national audiences (27 or 61%); and through an award or some type of recognition citation (19 or 43%). Respondents suggested that their libraries also use a number of other forms of recognition for innovation, including nomination for a variety of awards, some specifically referencing innovation at the library, institution or state/national levels;

recognition in the library internal newsletter; and increased opportunities for professional development.

Library Innovation: Assessment

The survey explored the ways in which libraries are assessing the outcomes of innovation, specifically asking about the case study example. Assessment is clearly a priority for most of the libraries that responded to the survey. While the motivations for assessment may vary, there is a clear value to assessing and sharing the outcomes of innovative activities. Many of these activities were funded with library operating funds, as well as competitive internal and external funding or donor support, and are likely to be highly visible activities. Assessment provides the objective lens through which to view the merit of any activity, and to determine whether it serves the purpose for which it was intended, or perhaps some other unintended purpose. Seventeen of the 44 responding libraries (39%) have already assessed or evaluated the innovative activity in the case study example, and half plan to evaluate the outcome of their activity. Only a small number of the libraries that responded (5 or 11%) indicated that they had no plans to evaluate their innovative activity.

Libraries who did evaluate the innovative activity reported using a variety of methods to assess the outcomes of the case study examples. The top three assessment approaches used include the collection and analysis of data on use of innovative services or products (26 or 67%), user surveys (20 or 51%), and interviews with individuals who use innovative services or products (20 or 51%). Other methods used include report submission, focus group interviews, pre- and post-tests, citation analysis, and ongoing analysis of customer feedback.

The survey also asked how libraries would characterize the extent of change due to their specific case study innovative activity. Eight of the 44 libraries that responded to this question (18%) thought the change was incremental, nine (21%) judged the change in their library to be radical, and 27 (61%) felt that the change was “somewhere in between.”

Research & Development

In order to better understand whether and to what extent libraries have identified research and development

cross-functional team. The comment below seems to best characterize the responses to this question:

Research & Development: Funding

The most common process for securing funding from a parent institution for library R&D is a competitive process at the institutional level, followed closely

Figure 2. Descriptions of Library R&D Activities Word Cloud



by a special request by the library director, and a request included in the library annual/periodic budget.

Research & Development: Assessment

Assessment is clearly important to the 22 libraries (73%) that have evaluated the success of specific R&D projects, and the seven that plan to. Twenty-six of those libraries (90%) collect and analyze data on the use of the project's services or products (or will do so). Other assessment methods include interviewing individuals or focus groups who use the product or service, and user surveys. However, most of the respondents (25 out of 29) stated that they had not assessed or evaluated the utility of R&D activities overall, although eight said that they planned to. The planned assessment processes ranges from very rigorous to informal.

Twenty-seven libraries described how the library determines that a project should move from an experimental to production service. In just more than half of the cases, library administration makes the decision to move forward. Others noted that a project might be moved forward to production on a case-by-case basis, or that user demands are what drive the decision. One of the comments deserves highlighting because it points to the importance of agility:

"I like to instill the values of lean startup—in this manner measurements and metrics are built into the process. We try to use more of an agile approach—adapting based on use and other insights [from] which the idea, product, or service is being developed. I think the waterfall approach of launch and then wait-and-see assessment does not translate to "innovation" so that's why I selected "No" to the questions about assessment. Most of our R&D does not "assess;" instead, we build/measure/learn; we constantly adapt and pivot."

Futurecasting and Conclusions

The final set of survey questions asked respondents to indicate what role they thought innovation will play in their library's future. Forty libraries responded to this open-ended question with their perspectives on the role of innovation in the library's future. Many respondents indicated that innovation would play an important role in the future, most citing that innovation

would be "critical to maintaining the alignment of the library's mission with the needs and the work of its user communities." One respondent views innovation as the "heart of planning for the future." Other comments focused on the fact that innovation in libraries was increasing as libraries move from a print to digital economy, where the pace of change is fast, and user demands can change quickly, requiring libraries to anticipate new demands before they are fully formed. Several respondents believe that innovation is important for libraries as they identify new ways to partner with faculty and to support their research needs. One respondent expressed doubts about the future of innovation activities, stating that "...library administration wants to be 100% sure that something will work before they give the go-ahead." While innovative activities signal risk-taking in an organization, the underlying structure that most libraries have built into support for innovation—case-by-case decision-making, and assessment—appears to moderate the risk associated with innovation.

When asked who would be their innovative partners in the next 1 to 3 years, respondents articulated a number of potential partnerships within and beyond their institutions. Many expressed the desire for the library to become engaged with faculty in partnerships that supported subject domain and interdisciplinary research, including data curation and management, scholarly publishing, digitization, and access. Others articulated interest in working with faculty and students on digital learning, instructional technology development, and developing deeper partnerships around teaching, learning, and library support. A number of respondents anticipate partnering with the Office of Research on research policy, support, data curation, and management. Working with campus IT is also anticipated.

Although the overwhelming majority of the responding libraries consider innovation and R&D to be a crucial element in the library's ability to anticipate and support evolving user needs, they do not anticipate creating a line item in the library budget to support innovation per se. Only nine of the respondents (26%) indicated that R&D has a likelihood of becoming a line item in the library's budget in the near future. This could be because so many respondents

The majority of respondents stated they were interested in innovation in order to support their library's and/or institution's mission. Libraries have an opportunity to play a larger role in university-level research activities and library R&D activities will support that role. One of the responses summed up the tenor of the responses quite clearly.

formalized approach to funding and otherwise supporting R&D within the library.”

A number of responses recognized the value of pursuing innovative activities within existing partnerships like the Library of Congress National Digital Stewardship Alliance and other government agencies, consortia like the Committee on Institutional Cooperation (CIC), cultural organizations, and community partners.

ARL libraries are achieving innovation at the macro level with initiatives such as HathiTrust, Shared Print Preservation Networks, and the Digital Public Library of America. This ability to collaborate and to bring concerted resources to bear on very large-scale problems was not mentioned very often in this survey, but it is a uniquely powerful element of library culture and may be driving the innovative and R&D wheels at our institutions.

Figure 3. Descriptions of the Future Role of Innovation in Libraries Word Cloud



SURVEY QUESTIONS AND RESPONSES

The SPEC Survey on Innovation and R&D was designed by **Lisa German**, Associate Dean for Collections, Information, and Access Services, at Pennsylvania State University, and **Beth Sandore Namachchivaya**, Associate University Librarian for Information Technology and Research, Associate Dean of Libraries, and Professor, at the University of Illinois at Urbana-Champaign. These results are based on data submitted by 47 of the 125 ARL member libraries (38%) by the deadline of September 3, 2013. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

Research libraries increasingly prize innovation as a key to sustaining a competitive edge in a rapidly changing landscape of library services and content. Innovation, as well as research and development (R&D), programs appear to have grown within research libraries in the past decade. While informal data suggests that research libraries have increased the amount of effort on innovation and R&D, it is not clear in what areas the effort is focused and if these activities are integrated into their library's organizational structure and processes.

The purpose of this survey is to investigate the current state of both innovation and R&D in research library organizations. It elicits information about who is involved in innovative activities, how libraries organize themselves, both operationally and strategically, to create, support, and sustain innovation, and how they measure the resulting outcomes. It also collects baseline data on which research libraries support R&D, at what level, for what purposes, where they find the support (local or external), and how these activities are organized and assessed.

To fully understand how innovation and research and development occur, it is important to have a common definition. This survey uses the definition of innovation developed by Baregheh, Rowley, and Sambrook.¹ They state, "Innovation is the multi-state process whereby organizations transform ideas into new/improved products, service, or processes, in order to advance, compete, and differentiate themselves successfully in their marketplace." (Baregheh, p. 1334) To this we would also add, "thus demonstrating organizational value."

Research and Development is defined using the *Frascati Manual 2002: Proposed Standard Practice for Surveys on Research and Experimental Development*² published by the OECD (p. 77–78):

Basic research is experimental or theoretical work undertaken primarily to acquire new knowledge of the underlying foundations of phenomena and observable facts, without any particular application or use in view.

Applied research is undertaken either to determine possible uses for the findings of basic research or to determine new methods or ways of achieving specific and predetermined objectives. It involves considering the available knowledge and its extension in

1 Baregheh, Rowley, and Sambrook (2009). Towards a Multidisciplinary Definition of Innovation. *Management Decision*, 47 (8), 1326.

2 OECD (2002) *Frascati Manual 2002: Proposed Standard Practice for Surveys on Research and Experimental Development*. DOI: [10.1787/9789264199040-en](https://doi.org/10.1787/9789264199040-en)

order to solve particular problems.

Experimental development is systematic work, drawing on existing knowledge gained from research and practical experience, that is directed to producing new materials, products and devices; to installing new processes, systems and services; or to improving substantially those already produced or installed.

Below are some examples of research and development activities that pertain to libraries. All or any of these examples are types of innovation and R&D activities.

Basic Research	Applied Research	Experimental Development
Developing a method for performing transaction log analysis to understand the use of a discovery system.	Examination of transaction logs in order to understand the use of a discovery system in order to add records to the system.	The development of a program that supplies users with optional choices when null searches are realized.
Observational analysis of user behavior in the Learning Commons.	Observational analysis of user behavior in the Learning Commons in order to determine whether new furniture is required.	Based upon the observational analysis, a space plan is developed with different furniture options.
Examination of faculty methods for storing, sharing, and curating their research.	Examination of faculty methods for storing, sharing, and curating their research in order to provide repository services.	Implementation and assessment of a repository service.

FRAMEWORK FOR INNOVATION AND R&D

1. Does your library have a strategic plan or other planning document that includes specific references to innovation or R&D activities as defined in the introduction? Check the applicable choices. N=47

Yes, that references innovation	29	62%
Yes, that references R&D	16	34%
No	16	34%

If yes, please identify the document(s). N=29

Twenty-nine respondents identified a library strategic plan or similar document. See the Representative Documents and Selected Resources sections for examples of these documents.

Comments N=18

Absent such planning documents, we have nevertheless developed some cool, original systems in recent years.

Actions identified in the library strategic plan include developing "a suite of programs, technology, tools, and spaces dedicated to research and digital scholarship needs," as well as "goals, supports, and funding for a library research program."

Development of new technologies and service innovations are mentioned in several goal areas.

Innovation appears as #9 in our Strategic Plan.

Innovation is referenced several times in our strategic plan, although it is most prominently mentioned in the context of the "Innovation Fund," which is a funding source/process to encourage innovative new ideas throughout the Libraries. Active involvement in the Kuali OLE project, and internal application development to support digital technologies, is also prominently featured.

Innovation is referenced specifically in the current library strategic plan in Goal 6.

Our current strategic plan identifies "continuous improvement" as a core value.

Our current strategic plan uses both of these words.

Our libraries particularly mention innovation in regards to student engagement and informal learning spaces.

Our strategic plan includes the following statements in our Mission & Values section: "We enable our staff to excel and innovate in support of our mission." "We value our talented, informed, and diverse staff for their excellent contributions to the development and delivery of innovative services, programs, and collections of outstanding quality."

Our Strategic WorkPlan for 2009–2012 includes references to R&D.

The document is in production. It should be ready by November.

The library strategic plan supports R&D and innovation across the campus. It indirectly references R&D and innovation in the library program itself.

The planning documents drafted here do not discuss innovation or R&D as a precisely defined concept or a specific goal. Rather the general notion of innovation underlies much of the thinking reflected in the document. There may not be many uses of that exact word, but the ideas are still present.

We are currently searching for a new dean of libraries and anticipate a new strategic plan will be formed once that hire is in plan.

We believe strategic plans actually inhibit innovation.

We don't precisely match your definitions of innovation, however, the intent is similar.

While we do not single out the words "innovation" or "r & d," the goals presented require and anticipate research in the form of assessment/design/usability and strive to represent innovative strategies in problem solving and service improvement.

2. Does your library have any policies, guidelines, or other document that reference innovation or R&D activities? Check the applicable choices. N=44

Yes, that references innovation	17	39%
Yes, that references R&D	7	16%
No	23	52%
In development	6	14%

If yes, please identify the document(s). N=20

Twenty respondents identified a variety of policy documents. See the Representative Documents and Selected Resources sections for examples of these documents.

Comments N=14

Absent such planning documents, we have nevertheless developed some cool, original systems in recent years.

Both of the referenced documents were developed with considerable staff input and engagement.

Digital preservation framework and policies in development. Committed to R&D in the area and sharing findings and policies with the digital preservation community.

Examples include the Irving K. Barber Learning Centre Charter, the UBC Library IT Plan, and grant documents for the Koerner Library Research Commons.

In development is a basic introduction to concepts in innovation to help library staff think more about the meaning of innovation and how organizations become innovative.

Innovation is one of our core library values associated with our planning documents and performance review process. Both the managerial and staff communication principles, exhibited in meeting rooms throughout the library, include a whole section on innovation

Internal "Innovation Grant" pilot program guidelines. The Libraries conducted a pilot program during 2012–2013 where we provided a modest pool of one-time "innovation grant" funds that could be used to support innovative projects within the Libraries.

Internal policies that establish the Office of Innovation and the Applied Research Division at the library.

Library-funded grant program for small innovation projects within the library.

Not specifically, but we use the strategic plan (noted above) to guide departmental planning and projects. We also have a small fund controlled by the dean that is called the Fund for Innovation that we use for various small individual projects.

Various reports for campus communities and fundraising networks. This sort of document expresses institutional intent and aspiration, rather than establishing policy. It does reflect the Libraries purpose in using innovation to devise new lines of service relevant to changing academic need. Innovative work is also described in these vehicles.

We don't mention these words in our policies or work guidelines but we do incorporate innovation metrics and measures as well as R & D practices and outlooks throughout our work. It is just not mandated, which is how I am reading this question.

We have existing guidelines and procedures for developing innovative ideas as well as an existing "innovation fund." Digital Stewardship: Guiding Principles, Policies, and Procedures (January 2013) outlines new department devoted to development and project management of digital initiatives, programs, and principles.

We have two Early Career Librarian endowments that are awarded to two librarians for a period of three years with the possibility of renewal for one additional term of three years. One is the Sally W. Kalin Early Career Librarianship for Technological Innovations and one is the Sally W. Kalin Early Career Librarianship for Learning innovations.

3. Does your parent institution have any policies, guidelines, or other document that reference library innovation or R&D activities? Check the applicable choices. N=45

Yes, that references library innovation	33	73%
Yes, that references library R&D	27	60%
No, doesn't explicitly reference library activities	7	16%
In development	2	4%

If yes, please identify the document(s). N=33

Thirty-three respondents identified a university strategic plan or similar document. See the Representative Documents and Selected Resources sections for examples of these documents.

Comments N=14

As a research university, including a teaching hospital, there are many more documents relating to R&D in individual departments and schools.

As the pioneering land grant institution in the United States, the university was founded on the basis of a mission to apply the benefits of academic research and activity to improve the lives of residents of the state. In the 21st century, that commitment remains the basis for programs that build on R&D activities to identify, support, and develop innovations in agriculture, medicine, business, and other disciplines.

Frequent mentions in the University Strategic Plan, especially in the first goal area.

Innovation and Impact: Renewing the Promise of the Public Research University. Phase 1 Report: Setting the Agenda is the university's strategic plan. There are certainly other documents that reference innovation and/or R&D, but I don't know of them specifically.

Innovation in the university's planning process is mostly tied to economic development activities and the metrics are outputs such as licenses, patents, and business start-ups.

Innovation is referenced 11 times in the document Ten by Twenty: Johns Hopkins University Through the Year 2010, Ron J. Daniels (President).

Innovation is referenced in the university's strategic plan, Bold Aspirations, as goal 3, action 3-B. The university also has a Vice-Chancellor for Innovation and Entrepreneurship.

The university has an Associate VP for Innovation and provides resources for entrepreneurs and incubators of new businesses.

The School of Business devotes a considerable amount of focus on innovation and entrepreneurship, primarily as an academic topic. As a research institution, there is a considerable amount of R&D effort going on in all schools and colleges with grant and university funding.

The university is an R1 institution that takes in nearly \$1 billion annual in research grants. Policies and guidelines are voluminous, highly distributed and are by-and-large not cataloged or publicly available. The Office of the Vice Provost for Research keeps certain basic documentation.

The university provides a rich and diverse environment supporting innovation, as well as research, coordinated at the university level by the Office of the Vice President for Research, which supports institutional initiatives. On our campus,

these activities are coordinated and supported at the campus level by the Office of the Vice Chancellor for Research, which coordinates grant opportunities—internal campus-wide, and external sponsored research, as well as compliance, research integrity, conflict of interest, and technology management. Individual colleges and units may also support research activities.

The university's strategic plan, "Place and Promise: The UBC Plan," references both innovation and R&D activities.

The university's website has extensive references to both innovation and research and development and has a "culture of innovation" as a core value. Innovation is specifically mentioned in the vision statement.

We have an office for innovation in the provost's office, along with a vice-provost position for innovation.

LIBRARY INNOVATION: DESCRIPTION OF EXAMPLES

Please pick one example of an innovative service, product, or process in your library and answer the following questions about it.

4. Please briefly describe your library's innovative activity and its intended outcome. N=43

A Library Resources Block (plug-in/widget) embedded in the institutional online course management system (CMS). Embedding library resources into the CMS leads to the creation of collaborative relationships with the teaching faculty and supports student achievement.

An intensive 3-workshop model for delivering basic instruction and orientation to at-risk students as part of a library-campus-state collaboration was implemented in 2012 to prepare students in a two-year community college setting to succeed at a four-year research institution. This collaboration between the university libraries, the university Bridge Program, and the community college aims to provide students with the research skills, living skills, and acculturation necessary to thrive in a university setting. The Bridge Program is an invitation-only living and learning community that gives approximately 80 at-risk students who are waitlisted for admission to the university an opportunity to gradually transition between high school to a large public research institution. Students enrolled in the program live on campus and participate in a sequence of workshops delivering and reinforcing content most relevant to undergraduate students in a college setting. Pre and post skills tests are delivered to assess immediate learning. Follow-up assessments are administered to evaluate retention of skills. The project has proven successful and continues. The collaboration is a partnership that places the library at the center of campus and state initiatives aimed at student retention and success. Assessment was a key component of this project and has clearly demonstrated the value of library instruction and services to student success.

Creating a User Experience (UX) Department. Within the broader context of a full reorganization of the Public Services Division, the UX Department was established to better understand and meet the needs of users and their expectations for a positive, worthwhile, and meaningful 21st century library experience. Going beyond the original and more traditional interpretations of "user experience," rooted in usability, web design, and other technologies, this department is responsible for helping design, develop, implement, assess, and improve a broader range of services and initiatives.

Design large-scale visualization and technology spaces and associated support services into the new library. This was done in 2008–2009 when the need was emergent.

Develop academic support and collaborative work hub within library building. Includes Writing Center, Honors Program, Center for Teaching Excellence, Math Classrooms & Labs, Learning Support Services, Testing Lab, and Café.

Development of "Selection Manager," a comprehensive online module that tracks collection requests; evaluations, reviews and scores; trials, prices, and decisions for electronic resource selection.

Development of a Collaborative Technology Lab System in the Libraries. The Libraries have created a number of reservable spaces for student collaborative activities. The rooms provide furniture, computers, software, and equipment (such as smart boards and cameras) designed to facilitate a variety of collaborative activities including group projects, practicing presentations, webinar participation, and teleconferencing.

Development of a new library website to 1) integrate eight individual library websites, 2) promote activities and resources in the library, 3) be more coherent with university web presence, 4) provide easy discovery of resources, including knowledgeable library staff, and 5) be “mobile friendly.”

Digital Preservation Curriculum

Digital Scholarship Consulting Services: a non-service-point based service designed to assist faculty with any of their digital efforts. We are able to offer educational and consultative services now with an ultimate goal of offering infrastructure or support. A wide range of staff and librarians from across the library’s organization provide assistance, so that someone needing metadata help talks to a metadata person or someone wanting advice on preservation speaks with a knowledgeable staff person.

Establishing the Freedman Center for Digital Scholarship to provide a range of services to support all aspects of e-research. Its purpose is to stimulate & sustain innovation at the university by connecting people physically & virtually. It will serve as the hub to connect faculty & students with tools and services they need to develop their ideas and to stimulate and sustain innovation.

Guide on the Side open source software

Implementation of a single search box on the library’s homepage that covers all library collections and services.

In 1995, the university libraries at the University of Waterloo, University of Guelph, and Wilfrid Laurier University came together to form the Tri-University Group. Initial efforts were in areas of shared library systems, remote storage, and information services and resources. The intended outcome was to share expertise, reduce costs, and achieve a “seamlessly integrated programme of library collections and services.”

In 2008, the Nunn Center, in partnership with the Digital Library Services unit, developed OHMS (Oral History Metadata Synchronizer) to enhance online access to oral history. OHMS provides users word-level search capability and a time-correlated transcript or indexed interview connecting the textual search term to the corresponding moment in the recorded interview online. Through assistance from a National Leadership Grant from IMLS, OHMS is currently being prepared for open source, free distribution.

In 2011, our library launched a new service to support the data management planning needs of our researchers. The service helps researchers prepare data management plans and also provides data archiving services and support. The goal is to support better stewardship of research data products.

Library Technology Prototyping Service

In 2013, the library committed resources to support a three-year pilot Technology Prototyping Service, focused on developing light-weight software application prototypes to support library operations and services. The service is based in the Undergraduate Library, and is led by the Orientation Services Librarian, in collaboration with library faculty and staff colleagues in the Undergraduate Library and Library IT. The funding supports hourly employees. It is supplemented by at least two federal agency grants.

National Archives Transcription Pilot Project facilitates public participation in transcribing historical records of the National Archives.

One of our main innovative activities is the development of a gematic software which allow to integrate reference base for visualisation.

Open Access Author's Fund for funding OA fees for journal article submission to open access journals.

Our Alternative Textbook Project. Using annual operating funds we created an allocation so that up to ten faculty could receive a supporting grant from the University Libraries to create an alternate textbook or collection of learning objects that would be free to students and would thus enable the faculty member(s) to stop requiring that students purchase a commercial textbook.

Our example—Enhancing Learning & Student Success Initiative—has included a series of “component innovations” that build on one another over time. These included (listed in chronology sequence):

- Development of process to use “affinity string data” (institutional codes for type and level of user and program area) to develop custom presentations of Libraries’ webpage through university portal with domain/level specific resources.
- Assessment of student success (GPA, retention) based on affinity string data and any use of library collections, programs, services.
- Development of tailored coursepages (webpages) for every one of 5000+ courses, customizable by faculty.
- Dedicated eLearning initiative team to work with faculty and to develop innovations to enable learning—including collaboration with bookstore and Copyright Permissions Center to create “digital coursepacks,” seamlessly integrating licensed, open, fair use, and royalty/permission digital course readings into course management system.

Our office delivery service delivers requested library materials to faculty and graduate student offices. The service was instituted to respond to a long-standing desire and to make eventual closure of small branch libraries more acceptable.

Our Special Collections & Archives department applied for and received an internal Libraries Innovation grant to implement a project to digitize select historical films, video, and audio related to the history of the campus. The goal of the project was to show potential donors and funders about the potential for the online archive and to attract further support.

ScholarSphere is a secure repository service enabling the Penn State community to share its research and scholarly work with a worldwide audience. Faculty, staff, and students can use ScholarSphere to collect their work in one location and create a durable and citable record of their papers, presentations, publications, data sets, or other scholarly creations. Through this service, Penn State researchers can also comply with grant-funding-agency requirements for sharing and managing research data.

Set up “Innovation Fund” that staff can draw on to fund innovation projects or “buy” release time.

The Analytic is a web-based tool for annotating videos that have been deposited in RUcore - Rutgers Institutional Repository. The Analytic allows a user to capture various segments of many videos and bind them into an object that focuses on a specific subject. This tool has been used very successfully applied in doing research to improve mathematical instruction. See: <http://videomosaic.org/>.

The Libraries developed a discovery team process (based on IDEO Deep Dive) that explored learning environments in the library, on campus, and around our community. Nearly 50 library employees as well as students, faculty, and campus staff participated in this ethnographic-inspired process. Teams explored environments looking at different themes (group work, technology, media production, etc.) They wrote a brief review of results. We hosted several internal and external focus groups and validation sessions around this data. Many of the concepts were built into renovation plans. This process was a mix of product development R&D with the need for discontinuous and disruptive innovation. We needed to rethink our spaces and services, not just upgrade them.

The Libraries have migrated from one integrated library system (ILS) to another for the expressed purpose of substantially improving the curation, discovery, and assessment of scholarly resources. This migration allows library staff to configure systems for efficient and largely automated ingestion of records and links to predominantly electronic collections. It facilitates discovery of, and connection to, a much broader range of resources. And it allows cost per use data to be automatically tracked once configured for Counter-compliant resources. As this new ILS is being implemented, library staff are developing new workflows and processes to take advantage of new possibilities and efficiencies.

The library is supporting digital humanities scholarship and teaching through an innovative service model that integrates graduate students, undergraduates, faculty, and library staff members into research teams. These teams, based in the library, place the libraries and library staff in a central role in the development of this new exciting discipline that integrates digital technology, humanities scholarship, and information in an experiential learning framework to extend humanistic inquiry.

The Remixing Archival Metadata Project (RAMP) is an attempt at innovation in both form and product. As a matter of form, we are managing this project using the Agile/Scrum methodology, and trying to determine how well this process works in a library context. The project itself involves developing software to convert EAD finding aids into EAC-CPF files; gathering additional information via web APIs (VIAF, OCLC Identities) to enrich the EAC-CPF file; translating that into wiki markup; and pushing revised biographical information to Wikipedia. The desired outcomes are multiple: on the process side, seeing if the Agile/Scrum methodology might be used in other projects; on the software side, developing a tool that will enrich Wikipedia with data from our local collections—and broaden access to our finding aids and digital collections.

The university copyright compliance strategy was developed by the library, in partnership with other campus units, to support the university's decision to opt out of the Access Copyright interim tariff. Members of the copyright team work one-on-one with members of the university community to ensure that teaching and instructional materials are copyright compliant. Selected initiatives include developing educational resources for faculty, students, and staff on copyright obligations and procedures; enhancing instructional support to ensure appropriate permissions have been obtained for digital materials; and establishing a central permission service that clears and tracks copyright for everyone at the university.

The University Libraries/Information Services has expanded the scope of its collection development activities to include curated archival collections of freely available Internet resources. We received a series of grants from the Andrew W. Mellon Foundation to develop and implement a program for incorporating web content into its collections. This work established best practices for collecting, managing, preserving, and providing access to at-risk digital content, originally focusing in the area of human rights but later expanded into other areas such as historic preservation and New York City religions. The goal is to provide a model for the wider community of research libraries to use and adapt, resulting in web content collection and preservation being fully integrated into the work of research libraries.

The University of Maryland Libraries were one of the key sponsors when the Maryland Institute for Technology in the Humanities (MITH) was founded in 1999, and since that time, the UMD Libraries have provided physical space and a portion of the financial support for MITH. Thirteen years into this relationship the UMD Libraries and MITH desired a closer working relationship in order to demonstrate the enormous benefits to be gained from the collaboration of a university library and a digital humanities research center. To support deeper collaboration, a number of initiatives were undertaken. The creation of a joint position—Associate Director of MITH and Assistant Dean of the Libraries for Digital Humanities Research—with responsibility for developing joint projects between MITH and the University Libraries, coordinating activities and initiatives between the two units, and developing a digital scholarship strategy for the Libraries' collections was an important first step in 2011. Also in 2011, the Libraries and MITH developed the first

formal charter for this collaboration laying out a series of reciprocal activities. One of the important initiatives described in this charter is the joint Digital Humanities Incubator. The Digital Humanities Incubator is a program intended to help introduce University Libraries faculty, staff, and graduate assistants to digital humanities through a series of workshops, tutorials, "office hours," and project consultations. The four workshops will feature 1) an Introduction to Digital Humanities, 2) a workshop on developing your research ideas, 3) a workshop on working with data, and 4) project development best practices. Participants who attend the entire workshop sequence will be guided through the process of developing digital humanities project ideas, finding data, evaluating tools, and crafting a compelling proposal for funding support (internal or external).

The UofL Archives & Special Collections (ASC) used crowd-sourcing to transcribe individual articles from the Louisville Leader, an African American newspaper published in Louisville from 1917 to 1950. These transcriptions are then incorporated into the Libraries' Digital Collections, giving researchers the ability to keyword search growing portions of the paper.

The Visualization Studio is a state-of-the-art digital facility created to provide support for faculty researchers. Its primary feature is a high-resolution display wall with surround sound. The studio is designed to provide researchers with significant visual real estate for working with digital information. The display's 34.5 million pixels allow for insight and overview that is impossible to achieve with a desktop monitor or standard projector. Through discussions with faculty, we foresee exciting uses for the Visualization Wall: biologists examining the smallest sub-cellular details in microscopic imagery; urban planners viewing entire road corridors while still being able to discern sidewalks, power lines, and even lane markings; artists examining dynamic digital art; astronomers analyzing deep-space telescopic imagery; and sociologists digging into huge spreadsheets of data.

There has been a great deal of innovative activity related to library commons spaces, specifically the Library 2 West project, and Library East Commons project. Most recently, the library has been involved with the Clough Undergraduate Learning Commons, which included a great deal of experimentation and prototyping in library spaces while the Clough Commons was under construction.

These fall into three main categories.

I. Internal/ Business Process Oriented: Penn is a co-developer of the Kuali Open Library Environment. We have received funding from IMLS to develop Decision Support Technology, currently in the field as MetriDoc.

II. Discovery/Repository Services: The Libraries have been aggressively developing enhanced discovery and delivery services based on Solr/Lucene and related XML parsing technology. Known internally as the Digital Library Architecture (DLA), this software provides the UI for our public catalog (<http://dla.library.upenn.edu/dla/franklin/index.html>); the account services associated with the catalog and interactive capabilities that allow users to engage various access services from within the catalog. Associated with the DLA for discovery/delivery is a set of integrated technologies for ingesting and preserving a wide array of digital content, DLA-R (for repository). Repository services will provide the backbone for digital reformatting, dissemination of Penn scholarship, ingestion of research data, and linkage to knowledge management services such as VIVO.

III. New Lines of Service: The Libraries at Penn have rolled out a research intelligence service, VIVO and installed supporting technology (Symplectic/Elements) to provide faculty tools for networking within their disciplines, showcasing their publications, and managing their promotion and tenure process. The Libraries also manage courseware and are bringing on line related curriculum and research support technologies, such as Omeka service, streaming media, and video capture. While these initiatives employ established technologies, innovation comes through the Libraries providing enterprise-level support for new forms of service.

To provide digitization services for hire to other public institutions in the state, in particular, the Utah State Historical Society (USHS).

UVa Library is spearheading the Academic Preservation Trust (APTrust) <http://aptrust.org/>. The Academic Preservation Trust (APTrust) consortium is committed to the creation and management of a preservation repository that will aggregate academic and research content from many institutions.

We have established technology-enabled group collaboration spaces around the library.

We have recently opened the Lewis & Ruth Sherman Centre for Digital Scholarship. This new centre supports the digital scholarship in its many forms (textual analysis, etc.)

We used GIS software to help develop a digital map of all the trees on campus. The map provides information not only on location and species but also maintenance. Trees are a campus value and faculty and staff with over 20 years service at retirement get to choose a tree to bear a plaque in their honor.

5. Where did the idea for this innovation originate? Check all that apply. N=44

Library administration	24	55%
Department/unit head	23	52%
Frontline staff	15	34%
From a workshop or conference	7	16%
From another library	6	14%
From another industry	5	11%
Other source, please briefly describe	20	46%

Builds on ideas the public had been suggesting for participation and crowdsourcing.

Collaboration with the vice president and chief information officer

Collaborative work between two units (our Digital Research and Curation Center and our Entrepreneurial Library Program) led to service creation.

Developed in collaboration with MITH directors.

Frontline instruction librarians and information science professors teaching and studying library instruction.

Listservs

Other campus contacts

Pedagogical trend moving towards greater group collaboration and environments to support group work.

Scholarly Communications Librarian

Small working group of administration members and department heads who work with original, curated digital materials.

The assistant director for information technology wrote a proposal, which the director of libraries took to the vice provost. The vice provost provided special money from the "Quality Initiatives Fund" to pay for one room. The initial investigations were carried out by a committee chaired by the head of reference. Ownership later transferred to a librarian coordinator.

The concept evolved from collaborative discussions among the AUL for Public Services, Public Services department heads, and all of the Division's staff.

The idea was brought up in a library planning retreat.

The original idea for this project grew out of conversations with library administration and leadership at the Mellon Foundation.

The project began long before GIS as a legacy project of a professor of Ecology and Evolutionary Biology. For 15 years students had worked with pre-GIS technology to map the campus trees (CAD?). Students then got training in the library's GIS/Data Center to move the data to a public online environment. The library then approached campus Facilities, Engineering, and Planning to inquire whether they would be interested in tracking additional data to make the map more widely useful. Examples of this data include: times of planting, trimming, and removal; cost of pest removal.

The project idea from a metadata librarian, the Agile methodology came from attending a workshop.

This has been an iterative process; component projects largely executed through teams, including most recent appointment of eLearning lead cohort. All teams represent multiple functional areas.

This innovation was faculty driven. The faculty approached the library as partners.

University administration

University Information Technology Services, our ScholarSphere partner.

6. What forces were driving the need/opportunity for this innovation? Check all that apply. N=44

Opportunity to further institutional/library mission	37	84%
User expectations	27	61%
Competition for resources	12	27%
New source of funding	6	14%
Reduction in library funding	3	7%
Other driving force, please briefly explain	29	66%

A range of user needs were going unmet, while some services were being duplicated at multiple locations; some staff continued to be allocated to work that no longer needed to be done. No new positions were added; rather, a number of existing staff were redeployed in new areas of responsibility.

Attempt to anticipate and respond to evolving user needs.

Attract students to library, increase campus security, increase student convenience and innovation.

Changing instructional methods on campus.

Collecting archival content from the web extends the mission of research libraries to support future research and helps to guarantee the integrity of current scholarship by preserving ephemeral content that might otherwise be lost (i.e., addresses the "link rot" issue).

Community engagement—the project was an effort to experiment with whether or not crowd-sourcing was an effective approach to making materials accessible more quickly than through existing resources.

Development of an open access policy and limited funds from grants and other sources to publish in open access journals that require fees.

Efforts to raise the visibility of the library on campus and in the community, and to realign staff organization to better serve the university's mission and the modern student. LibQUAL+® survey results.

Faculty have been concerned at the high cost of textbooks both on grounds of principle and pedagogy. Faculty have noted that the high cost of textbooks for students has been detrimental to courses if students attempt to forgo purchase or use much earlier used editions. Students have periodically complained that the library does not have a textbook collection.

Increased expectations around data sharing and management by Federal funding agencies.

Innovation is part of the library culture. The leadership of the organization encourages, supports and rewards new ways of furthering the library mission. The administration is open to proposals, communicates well so that all feel like they are in the loop, and generously supports continuous learning.

Institutional interests/priorities in eLearning, student retention/graduation rates. Also motivation to make learning and teaching environment more coherent and cost-effective for students and faculty.

Internal bonding; change management; partnership opportunity among separate library departments as well as campus units

Migration to a new client/server ILS (Voyager) from a mainframe environment (Geac) as a cooperative procurement.

Need for comprehensive solution for preservation of digital materials.

Need to further develop collections and resources to support the upcoming 50th anniversary celebrations for the campus.

New trends in higher education requiring students, especially at the undergraduate level, to engage in greater group collaboration.

Opportunity to envision and design a new library from the ground up.

Perceived user expectations

Scholarship in digital media, digital humanities, and the drive for colleges and universities to provide opportunities for undergraduate research, experiential learning, and alternative career paths for graduate students in the humanities are driving the need for this new kind of support that combines website development, scholarly communication, traditional research, data analysis and visualization, and humanities computing. The Libraries, with their extensive portfolio of subject librarians, are uniquely qualified to bridge the disciplines, bringing together diverse interdisciplinary teams and skillsets to this initiative.

The emphasis of open government and the principles of transparency, participation, collaboration from the Open Government Directive.

The initial user was a faculty member in the Graduate School of Education who was looking for ways to improve math education. From the IR perspective, the Analytic provides an approach for utilizing video and audio in more flexible ways. Without the Analytic, media become sequential resources and difficult to use in education. The Analytic and the related website (<http://videomosaic.org/>) new services and new roles for the research library.

The interest in a new methodology was driven by a desire to complete tasks more efficiently/expeditiously; the RAMP was an interesting research project that would serve a need (enhancing Wikipedia with better information) and raise the profile of the Libraries' collections.

The overwhelming complexity in today's large academic research library of tracking the process of electronic resource selection from request, to trial, to evaluation, pricing, license review, and purchase.

The university's decision to opt out of the Access Copyright interim tariff.

The USHS had large amounts of funding available for its digitization program but did not want to hire staff or build infrastructure. They were interested in out-sourcing this work to another state institution. They launched a competitive bidding process through which our library was selected as the service provider.

Two additional key drivers for establishing the service: Desire to support areas of the library that need advanced technology services but don't have the resident expertise to develop them; Strong interest in recruiting to the library profession undergraduate students with diverse backgrounds and perspectives.

University mission to increase retention rates and ensure student success. State educational mission to increase education levels in the state.

Workflow enhancement

LIBRARY INNOVATION: LEADERSHIP AND STRUCTURE

7. Please identify the position(s) and/or unit in your library that are/were administratively responsible for initiating this innovation. N=41

Position Title(s):	Department/unit:
Assistant Dean for Digital Humanities Research, Digital Systems and Stewardship/Associate Director, MITH; Assistant Director, MITH	Maryland Institute for Technology in the Humanities (MITH)
Assistant Dean of Libraries	Administration
Assistant Dean, Technical Services, Collections, & Systems	Technical Services
Assistant Director for Information Technology	Library
Assistant Director of Information Technology	IT
Assoc. University Librarian for Research & Instruction	Library Administration
Associate Dean	Dean's Office
Associate Dean for Public Services	Library
Associate Dean for Research and Scholarly Communications	Administration
Associate Dean for Research Data Management	Digital Research and Curation Center
Associate Director for the Digital Library	Information Technology (IT), Digital Library Initiatives
Associate Librarian	Instructional Services Team
Associate Provost & University Librarian	Library
Associate University Librarian for Bibliographic Services and Collection Development	Bibliographic Services and Collection Development
Associate University Librarian for Digital Initiatives and Open Access	Library Administration
Associate University Librarian for Digital Library Systems	Technical and Automated Services
Associate University Librarian for Public Services	Public Services Division
Associate University Librarians for Research & Learning and AUL for Data & Technology	Various
Chief Innovation Officer	Office of Innovation
Dean	Library Affairs
Dean of Libraries	Library

Position Title(s):	Department/unit:
Deputy University Librarian	Administration
Director	Library
Director, Library Digital Initiatives	Digital Initiatives
Director, Louie B. Nunn Center for Oral History	Special Collections
Head	Curation and Preservation Services
Head	GIS/Data Center
Head-Digital Ventures, Head-Digital Operations	Information Technology
Head, Special Collections & Archives	Special Collections & Archives
Instructional Services Librarian for Undergraduate Programs and other instructional services librarians	Learning, Research, and Engagement Department
Liaison librarian in geomatic	Humanities library
Metadata Librarian	Cataloging & Metadata Services
None specified	Library Information Technology
Orientation Services Librarian	Undergraduate Library
Public Services Librarian	Education & Physical Education Library
Scholarly Communications Librarians, Dean of Libraries	Center for Digital Scholarship, Medical Library, Law Library, Administration
Technically, no one person is responsible. Group membership is extracurricular from job descriptions.	None—group cuts across departments.
Technology Officer, Taylor Family Digital Library	Information Technology, Libraries and Cultural Resources
University Archivist and Director, Archives & Special Collections	Archives & Special Collections
University Librarian	Library
University Librarians	University of Waterloo, University of Guelph, Wilfrid Laurier University

8. Please identify the position(s) and/or unit in your library that are/were/will be working to implement this innovation. N=41

Position Title(s):	Department/unit:
	Public Services Committee
	Library Information Technology
	Public Services
1) Digital Collections Librarian; 2) Web Resources Librarian; 3) Digital Technologies/Systems Librarian	1) Archives & Special Collections; 2) Web Resources; 3) Office of Libraries Technology
Access Services Manager	Access Services
All managers	All units
All positions	IT, User Experience, Digital Library Initiatives, Engineering Services
All staff	
As above, no one person is responsible. Group membership is extracurricular from job descriptions.	None—group cuts across departments.

Position Title(s):	Department/unit:
Assistant Dean for Digital Humanities Research, Digital Systems and Stewardship/Associate Director, Maryland Institute for Technology in the Humanities (MITH); Assistant Director, Maryland Institute for Technology in the Humanities (MITH); Librarian for the School of Languages, Literatures, and Cultures; Head, User Education Services	
Associate University Librarian for Research & Instruction	Library Administration
Associate Dean	Information Services
Associate Dean of Libraries	Library
Associate University Librarian AND Administrative Director, Lewis & Ruth Sherman Centre for Digital Scholarship	Library & Learning Technologies
Associate Dean for Reference and Instruction, Head of Instruction, Reference Coordinator	Reference and Instruction
AUL for Public Services, UX department head, UX unit heads, all UX staff members, and indirectly all staff in the Public Services Division	Public Services Division
Collaborative Technology Labs Coordinator and CTL Team	Library
Collection Management Librarian, Senior Applications Developer, Assistant Dean Technical Services	Technical Services
Digital Library Architect	Scholarly Communication Center
Digital Projects Specialist, Metadata and Digital Resources Librarian	Information Technology, Cataloging
Director	Digital Humanities Center
Director Web Development, various liaison librarians, copyright librarian, program lead for eLearning	Various
Director, Library Digital Initiatives; Scholarly Communications & Copyright Coordinator; Rights and Permissions Manager; Rights and Permissions Assistants	Digital Initiatives
Head	Entrepreneurial Library Program
Head	Curation and Preservation Services
Head of Digital Programs	Digital Library Services
Head of Web & Emerging Technologies; 2 Digital Programmers	Web & Emerging Technologies
Head-Digital Ventures, Head-Digital Operations	Information Technology
Head, GIS Support Specialist	GIS/Data Center
Instructional Services Librarian for Undergraduate Programs and other instructional services librarians	Learning, Research, and Engagement
Liaison librarian in geomatic; TI resources in geomatic	Humanities library
Library Strategist	Strategic Assessment Services
Many are involved; most are library managers and department heads, but non-supervisory staff are also working on implementation.	Across the library system

Position Title(s):	Department/unit:
Orientation Services Librarian; Head, Undergraduate Library; Director, Library IT Production Services; Manager Software Development	Undergraduate Library; Library IT
Digital Content Strategist, University Libraries and the following from the university's ITS unit: Digital Library Architect, Team Leader Application and Repository Services, Project Manager, Director of Service Operations, Developer, Lead Storage and Archival Services	Publishing and Curation Services in the Libraries and Digital Library Technologies in the university IT unit.
Programmer	Library Technology Team
Scholarly Communications Librarians, Assistant Dean (Libraries)	Center for Digital Scholarship, Medical Library, Law Library, Administration, Collection Development
Team Leader Digital Learning & Scholarship, GIS Specialist, Digital Scholarship Librarian	Digital Learning & Scholarship Team
Visualization Research Coordinator	Information Technology, Libraries and Cultural Resources
Web Archiving Project Librarian; Web Resources Collection Coordinator	Original & Special Materials Cataloging, Bibliographic Services and Collection Development
Web Program Manager; Management and Program Analyst for Open Government	Office of Innovation

9. Does the library provide any kind of administrative support to the staff who are working to implement this innovation, for example, assistance with requesting funding, identifying training opportunities, developing an assessment strategy, etc.? N=43

Yes	32	74%
No	11	26%

If yes, please briefly describe the type of support and who provides it. N=30

- 1) Support for direction/vision (University Librarian, Associate Directors).
- 2) Commitment to provide resources to realize it (UL and ADs).
- 3) Identifying training opportunities.

Administrative support is provided for budgeting from one of the libraries. Each library funds staff development individually, but some shared programmes have shared budget as well. Assessment for shared ventures has been done through work groups and committees along functional service lines.

Assessment assistance from Assessment Librarian, freedom to collaborate campus and statewide, travel and research funding

Assessment support provided by the Assessment & Planning Coordinator. Grants management support provided by the Grants Manager. Communications and marketing support provided by the Communications & Marketing Coordinator. Training support provided by the Training Coordinator.

Assistance with requesting funding, identifying training opportunities, developing an assessment strategy

Assistance with requesting funding; development opportunities; administrative assistance

Assistance working with grant proposal. Staff person is currently being hired to create training opportunities, as well as assess current models of OHMS implementation and working with OHMS to engage university students and faculty.

Budgeting assistance

Centrally supported travel funds to research novel solutions (such as visits to peer institutions, and vendor showroom visits such as attending the NeoCon exhibition in Chicago). Library administration supports contributions of library staff time from a wide array of units, including media production, PR, facilities, multimedia, A-V, and systems.

For the Scrum/Agile aspect, the administration provided funding to attend a 3-day workshop in this methodology.

Funding and travel support to attend relevant professional development events, participate in training, and take advantage of ongoing education opportunities.

Funding for the above would be available if needed.

Funding support to bring potentially interested and actively participating faculty together for meetings. A Library Finance Specialist provides support in transferring the grant funds to the faculty members' departmental budgets.

Help with assessment is offered. This innovation did not require additional funding, but did require additional effort from the department heads and their staff.

Innovation Office staff work with agency staff on a case-by-case basis. Further innovation support is currently being developed.

Library Strategist has been managing the development of the APTrust.

Professional development support, travel, consulting assistance, reassignment of staff for project management assistance

Project manager (director of science and engineering library), Web Development Coordinator, Content Development/Communications (director of management library)

Salaries of some managerial staff, support services in Financial Management and HR, building overhead, etc.

Salary, financial support for the project, staff support (IT, technician, etc.)

The library administration has created two new exempt positions to support this initiative, GIS Research Specialist and Humanities Programmer. In addition, the library has made a significant investment in human and capital resources to support three current digital humanities projects, including providing dedicated research space, equipment, and student employment.

The library has provided assistance with assessment tools.

The Library Planning, Budgets and Assessment Team provides support with the design and implementation for renovating current space, marketing of new and existing services, and creating metrics to assess outcomes of both in-person and virtual services.

The library supports the technology infrastructure for the service, and it supports the preparation of grant proposals, as well as professional training and development (on a case-by-case basis) of the library faculty and permanent staff who are focused on implementing the service.

There is support related to the purchase and installation of the equipment.

Training opportunities provided by Libraries and Cultural Resources.

Training, consulting services for developers

Training, funding, % time off from core duties

Whatever is possible and needed is provided, including time to work on developing configurations and processes, resources for training, and administrative support.

Yes, support is provided as needed. For example, student workers are hired to assist with commons research assessments. In addition, we have partnered with third party consultants to perform post-occupancy research on library commons spaces, as well as the Clough Commons.

LIBRARY INNOVATION: FUNDING

10. Which of the following describes your library's strategy(ies) for funding innovative activities (i.e., does the library anticipate the need to fund innovation on a recurring basis or does it consider requests as they arise)? Check all that apply. N=44

Case-by-case basis	40	91%
Collaboration with other departments in the institution	28	64%
Recurring commitment	27	61%
One-time commitment	22	50%
Other strategy, please briefly describe	7	16%

Ability of librarians to attend the Digital Humanities Incubator workshop series and to then use release time to work on a dedicated project for a semester.

Con-funding partnerships with other institutions; partnering on research grants with faculty; contract work with external organizations, e.g., federal government or scientific agencies

External fund raising; student fee

In some cases, also commercial partners

Outside grants

Special funding, for example through a request to the provost's office.

We have an annual initiatives process tied to the fiscal budget cycle through which staff can submit proposals for innovation funding. These are ordinarily considered on a case-by-case basis for one time initiatives, but if an initial experimental innovation (such as the alternative textbook project) is successful, it is encouraged to re-apply for funding the next year to grow the program and extend the impact of the innovation.

11. Please indicate the source(s) of funds to support both this specific innovation example and innovative activities in general. Check all that apply. N=44

Source of Funds	This example	In general	N
Library operating budget	34	33	41
Library grant to staff	5	15	15
Library endowment fund earmarked for innovation	4	6	9
Library gift fund earmarked for innovation	1	6	7
Separate library innovation budget line	3	5	5
Parent institution grant to library	7	13	17
Parent institution endowment fund earmarked for innovation	1	4	4
Parent institution gift fund earmarked for innovation	2	0	2
Other source of funds	20	19	28
Total Responses	41	40	44

If you selected "Other source of funds" above, please briefly describe that source. N=28

Campus sources include the Quality Initiatives Fund, Technology and Learning Environment (TLE) funds, and Instructional Technology Support funds.

CUL/IS generates revenue from various ventures, including the publication of the Avery Index to Architectural Periodicals and CIAO. Proceeds from these ventures are often used to fund innovation initiatives.

Donation specifically for this innovation

Donors who support specific innovative programs, for example the "Dean's Fellows."

External funding

External small grants

Externally funded collaborative efforts, along the lines of Mellon's support for Kualii-OLE.

Externally sponsored research—grants from IMLS

Friends of the Library grants

Funding from university IT department

Funds for the Academic Preservation Trust are raised through partner fees. In general, through outside grants.

Gifts and endowments not restricted to innovation.

Grant agencies external to the university

IMLS National Leadership Grant

In-kind contributions from campus partners and peer institutions, i.e., development time; research grant monies shared by individuals

Parent institution budget

Private fundraising, gifts-in-kind

Separate dedicated operating budget that was established for the consulting service after a formal proposal was submitted to the deans of the schools that fund the library. Plus a service center established for fee-based archiving services.

Soft funding (federal and foundation sources); Targeted development funding (small and major gifts)

Student technology fees

The library has received monies from university alumni who now work at IBM, and IBM matches their gift to the university. University designated this ongoing gift to the University Library, and has funded computing needs over several years.

The product was sold to several other institutions.

There are some projects that we use donor money or student fees, for example 3D printing.

There is a fund for strategic investments for which we could apply for funding.

This specific innovation is also partially funded by the faculty members' research funds.

Travel funds, equipment funds, departmental budget requests, special requests

Unrestricted gift funds targeted for this project

We consider lapsing salary savings dollars, which in our institution are fungible and spendable as a supplement to our routine recurring operating budget, as a critical source of seed money for innovation, especially in cases where there are potentially large one-time capital or non-capital costs. We have library endowments that are unrestricted in purpose that can also underwrite innovations although these endowments are not earmarked for innovation alone.

12. If your parent institution provides financial support for library innovation, what is the process for securing funding? N=27

Included in library annual/periodic budget request	19	70%
Special request by the library director to an institutional administrator	15	56%
Competitive process at the institutional level, e.g., submit a grant proposal	12	44%
Other process, please briefly describe	4	15%

Assorted opportunities for innovation funds from the university. Vice President and Chief Information Officer and Dean of Libraries also agreed to commit resources from their existing budgets.

Campus Library/IT Fee allocation focused on supporting students.

In some cases, shared funding for new services, such as procurement and implementation of a discovery layer (Ex Libris Primo) were jointly submitted to administration for special funding.

University funds earmarked for classroom or technology upgrades, campus teaching grants.

13. If your library has a separate innovation budget line or otherwise tracks the amount that is spent on this and other innovative activities, please indicate how much has been allocated to this innovation example and to all innovative activities in a typical fiscal year. N=8

Funds allocated to this innovation:	Funds allocated to innovation overall:
	1,000
	5,000
11,000	100,000
30,000	285,000
45,000	150,000
50,000	50,000
400,000	420,000
500,000	550,000

LIBRARY INNOVATION: STAFF SKILLS AND REWARDS

14. What skills/knowledge did/will library staff need to implement this innovation? Check all that apply. N=44

Project management	41	93%
Marketing/publicity	32	73%
Web development	31	71%
Programming/scripting	27	61%
Intellectual property rights	19	43%
Grant proposal preparation	14	32%
Other skill/knowledge, please briefly describe	25	57%

All digitization services: scanning, image processing, metadata capture, DAMS ingestion

Assessment skills, usability, front end marketing with campus partners

Assessment, data analysis, usability testing

Collaboration skills, agile development process skills

Collaborative skills in building a consensus in favor of the project

Collection management expertise

Data management and curation expertise, as well as domain expertise

Design thinking, social skills, observation skills, ethnography

Digital humanities research skills

Digital preservation frameworks, advanced digital infrastructure development

Facilities planning

Facility management, software application management

GIS (Geographic Information Service) Research and Development

IT, AV, Media, Visualization

Knowledge of campus and community status and beliefs. Ability to negotiate and collaborate with many different stakeholders.

Knowledge of scholarly communications, other institutional initiatives that were similar, and persuasive proposal writing (similar to grant proposal preparation, but ad hoc in this instance).

Open Source Project management

Political skills were absolutely essential in getting the right parties outside the libraries to agree to support the specific innovation project.

Skill and knowledge in handling large media files (GT 10 GB), including transcoding, efficient network transfer, ingest into the repository, and video play/view technologies. Skill and knowledge in digital preserving media files.

Space assessment/design and user research skills

Subject expertise in copyright

Subject knowledge, language expertise, metadata expertise

Technical skills, interpersonal/collaboration skills

The importance of expertise in facilities management cannot be overstated, for fundamental details such as patron needs for wiring and furniture. Also needed: programming skills to create a novel space reservation system, knowledge of instructional technology trends, and soft skills in team building.

These skills and many others are necessary, but not to make a specific project work. They are necessary to teach and guide our faculty.

15. How did/will library staff gain these skills/knowledge? Check all that apply. N=44

On-the-job experience	44	100%
Self-study	37	84%
In-person workshops/courses offered by external organizations	22	50%
Online workshops/courses	17	39%
In-person workshops/courses offered by the library	11	25%
Other method, please briefly describe	15	34%

Active on-the-job mentoring between senior and junior staff

Center for Excellence in Teaching and Learning (CELT)

Consultants familiar with software

Consultation with experts on campus in intellectual property and technology management. Through collaboration with faculty in the colleges, and with IT and educational technologies professionals, etc.

Following (reading) the literature on open educational resources.

Hired new people with the necessary skills.

Instructional/course development

Mentoring from department heads, administration, and experienced faculty

National and international policy and advocacy experience

New hires who bring transferrable skills.

Our Organization Development division develops initiative-specific professional programs, as well as providing consultation services around a project.

Outreach/networking with peer institutions

Previous work experience before joining the library

Recruited individuals into the organization with the needed skill sets in many instances.

Thinking outside the box is an important skill that is fostered through encouragement by senior leaders.

16. Please identify any specific professional development programs or conferences you are aware of that inspire innovative thought and activities. N=22

Access conference <http://accessconference.ca/>

Coalition for Networked Information (CNI) conference <http://www.cni.org/>

Code{4}lib conference <http://code4lib.org/>

Innovation Boot Camp <http://innovationbootcamp.wordpress.com/>

American Library Association, EDUCAUSE

CNI, LITA, Computers in Libraries, EDUCAUSE, Disciplinary Meetings like MLA, World History Conference, etc.

CNI, EDUCAUSE, Access (Canada), PA-SIG

Coalition for Networked Information, Access, ARL LMSI

Code4Lib

D School, Startup Camp, Next Web Conference, there are tons

Designing Libraries for the 21st Century

Digital Library Federation (DLF) Forum

DLF Forum, Code4Lib, EDUCAUSE, ALA, LITA, ACRL conferences, JCDL, HathiTrust Research Center UnCamp

EDUCAUSE, CNI meetings and events, CLIR workshops on participatory design, some assessment and UX conferences

For library application development, the Code4Lib conference brings together programmers and project managers working on many innovative projects. Other library conferences [ALA, LITA, ACRL, DLF Forum, E&RL, etc.] typically provide exposure to innovative ideas, services, program that can inspire further innovation or new projects

InfoComm, Code4Lib

Joint Conference on Digital Libraries, (Library of Congress) Digital Preservation, iPres, CNI

Joint Conference on Digital Libraries, Coalition for Network Information Membership meetings, Open Repositories annual meetings, Digital Library Federation Forums

Library Assessment Conference, Code4Lib, Open Repository Conference

New Media Consortium (NMC) Contests and Award, Association of College and Research Libraries (ACRL) Cyber Zed Shed events, Open Repositories Developer Challenge, THATCamp

Recent conferences attended: the Hydra Partners Meeting in Boston and the NISO Virtual Conference on how libraries are implementing emerging technologies. There is also the Data Information Literacy Symposium at Purdue University.

SAA, MAC, ACRL, LITA, ALA, and others

Society for College and University Planners, ACRL, ALA, SXSW interactive

SPARC and its sponsored activities and events and the efforts behind the COPE (<http://www.oacompat.org/>) initiative contributed inspiration to this effort.

The Entrepreneurial Library Program plans annual retreats to encourage innovation, as well as works on individual staff plans to encourage innovation.

17. In what ways does your library recognize and reward innovation? Check all that apply. N=44

In the merit/periodic performance review process	36	82%
Press releases to local, institutional, national audiences	27	61%
Award or other recognition/citation	19	43%
N/A or none	1	2%
Other method, please briefly describe	14	32%

Acknowledgement through library wide communications

Announcements of new services that go out to faculty and students—not really press releases, but campus-wide publicity

Consideration is given during our annual merit salary review and promotion processes.

Encouragement by department heads and library administration

Identify and nominate for external awards.

Internal library newsletter

Opportunities for internal professional development, conference publications/posters, publications in library journals

Promotion and advancement

Providing budget support for innovative ideas and projects. Some innovations and recognition of individual innovators are also mentioned in the annual library report to the provost and deans.

Recognition events hosted by dean or provost and other upper level administration.

Shapiro Library Staff Innovation Award, annual nomination process

The award isn't for library staff, but for faculty that apply for a Freedman Fellows Award. This annual award is given to full-time faculty whose current scholarly research projects involve some corpus of data that is of scholarly or instructional interest (e.g., data sets, digital texts, digital images, databases), involve the use of digital tools and processes, and have clearly articulated project outcomes.

The staff implementer frequently has opportunities to present their work at a conference.

There is not a specific library award for innovation, but there are awards for which innovation is a contributing factor, specifically the Anschutz-Budig award (<http://www.lib.ku.edu/awards/anschutz-budig.shtml>) and the Rosenblum award (special initiative category, <http://www.lib.ku.edu/awards/rosenbloom.shtml>).

LIBRARY INNOVATION: ASSESSMENT

18. Has your library assessed or evaluated the outcomes of this innovation? N=44

Yes	17	39%
Not yet, but we plan to	22	50%
No, and we have no plans to	5	11%

If yes or you plan to, please indicate the assessment method(s). Check all that apply. N=39

Collection and analysis of data on use of innovative services or products	26	67%
User survey	20	51%
Interviews with individuals who use innovative services or products	20	51%
Report submission/review/decision process	14	36%
Interviews with focus groups that use innovative services or products	13	33%
Other assessment method, please briefly describe	15	39%

A Library Innovation Fund grant supported an earlier phase of the Technology Prototyping Service. The PI prepared a report and assessment of the use of funds to recruit students with diverse backgrounds to the service.

Assessment was of the productivity of using crowdsourcing vs. assigning to a student assistant or intern. Findings were that crowdsourcing was not more productive but generated other benefits, primarily in terms of campus recognition and community relationship building, e.g., several local TV channels covered the project on the evening news.

Citation analysis of archived web content

Collection of online comments and recommendations

Continuous review and evaluation, networking to share/have ideas challenged, conference presentations to share ideas/solicit feedback

Customer feedback: We continue to expand our digitization program with the USHS, so they like the work we do.

Informal feedback with users during presentations, demonstrations, transcribe-a-thons, and via email

Pre- and post- skills tests, feedback from campus and community partners

Research projects and grants that utilize technologies and space, partnerships with campus and external entities, teaching impact

Seating sweeps

Since this has been a series of components, various assessment techniques used. Data capture and analysis common to all.

The effectiveness of the Analytic and the Video Mosaic website is being assessed in a follow-up grant. The Video Mosaic website collection has the highest average number of downloads per object in RUcore (in which there are some 300 collections).

We have assessed as a pilot but we also plan to do more assessment in the future via focus groups and interviews.

We require faculty who are awarded library grants supporting their alternate textbooks to complete an evaluation report at the end of their project. The AUL then summarizes the findings in a report to the university's "Teaching, Learning, Technology Roundtable." We have made changes in the subsequent iterations of the program based on these evaluations.

Achieving project goals and acquiring new members/partners will indicate the success of this project.

19. The extent of change due to innovation can be incremental (uses existing knowledge to create minor improvements) or radical (uses new knowledge to make fundamental changes). How would you characterize the extent of change of this example of innovation? N=44

Incremental	8	18%
Radical	9	21%
Somewhere in between	27	61%

Comments N=15

Change in the courses affected was radical; the alteration in the cost and delivery of learning materials was complete and not introduced in an incremental way (for those courses and textbooks). But on a global scale, looking at the entire university course catalog, the change is incremental in that only a slight percentage of courses have been moved in any given year from expensive commercial textbooks to free alternate textbooks.

For the 2 West post-occupancy study, we noted a 92% increase in space utilization after renovation.

Had two empty floors to fill innovatively, made other modifications.

I would characterize the improvements as radical, but the scale itself for adoption of incremental in that funding for author OA fees is limited to \$25k per year which does not cover all potential author OA journal article submissions.

I would say a mix of incremental and radical (vs. "somewhere in between" but I couldn't choose that). As noted, some of these components built on previous components (e.g., affinity string work). The coursepage and coursepack projects were more radical than incremental.

In some sense, the Transcription Pilot Project could be considered incremental (it was designed with other institutions' online transcription projects in mind), but for some at the agency, it was considered radical (the agency had never done transcription with the public or online).

In the end, the impact was more on public relations and knowledge of our collections than productivity.

Large scale visualization is not a new technology but we added new dimensions: 1) Open access to everybody in the university community; 2) Cloud services to make it usable and useful; 3) Programmatic engagement with researchers and corporate partners.

Long term will have radical change to our spaces but near time had more incremental impact.

The information gleaned from the assessment of this innovation has begun to change the way the library and university approaches educating 1st year students on becoming part of a research community.

The new UX Department brings together responsibility for some previously existing services (such as library education and the information commons) and some new functions and initiatives (including assessment, non-academic and community outreach, first-year librarians, user spaces and signage, and the library ombud) into a three-unit department (undergraduate services and user spaces; web and mobile services; learning services). While not earthshaking, the restructuring and creation of this new department is something of a radical departure within our more traditional library structure.

The Scrum/Agile approach to project management is a radical type of innovation within our organization.

This creates a brand new paradigm in the processing and delivery of oral history.

This was a radical change, because prior to implementation, there were no comparable technology-centered user spaces in the library.

We have raised/generated significant amounts of revenue from this program that has been used to fund the ongoing growth and expansion of the digital library.

RESEARCH & DEVELOPMENT

20. Does your library invest resources in exploratory, research & development projects that may or may not be successful (i.e., may not result in production programs or services)? N=45

Yes	31	69%
No	14	31%

Comments N=14

Greatest investment is time, but some funding is available.

On a limited basis, we have invested in exploratory research and development projects that do not always result in a production service or program.

Our Digital Research and Curation Center undertakes R&D activities for the library.

Our library administration is committed to taking risks in an effort to improve spaces, services, collections, and staff development.

Our principal R&D effort has been around MetriDoc.

The library offers an annual Innovation and Program Enrichment grant, available to any library employee who has identified a need in any service or program and has an innovative solution. This is a competitive grant, reviewed by a committee of volunteer library staff.

The University Library invests in research and R&D activities in several ways: internally, through support from the Innovation Fund, and from the Research and Publication committee support, both competitive processes.

Through the Applied Research Division of Information Services at the library.

We commit to a project concept prior to beginning true project development.

We don't PLAN to do this, however, it is the case that some projects just don't work out, e.g., a type of software, or a preservation technique.

We have a very active User Experience office.

We have an Emerging Technologies and Service Innovation unit with responsibilities for environmental scanning and experimentation of technologies that may be useful to the Libraries and our users.

We have invested in supporting human resources in exploring innovative technology spaces. There is an expectation that librarians will explore new trends and topics.

We have no formal entity assigned to R&D as defined in this survey. We have an assessment unit charged with gathering quantitative and qualitative data on which we base decision to make changes. But we have no one department or budget line for R&D.

If you answered Yes, when you click the Next>> button below you will skip to the section Research & Development: Structure.

If you answered No, when you click the Next>> button below you will skip to the section Futurecasting.

RESEARCH & DEVELOPMENT: STRUCTURE

21. Please briefly describe some examples of R&D activities your library has undertaken. N=28

1. Development of a Learning Commons dubbed the "learning studio."
2. Development of a process to pass an open access policy for faculty.
3. Development of demand-driven-acquisitions for print and e-resources.
4. Development of a mobile web presence.

1) Multi-Touch System for Gesture Based Authoring, Research, and Presentation: The library's Digital Scholarship Lab installed a multi-touch display which allows faculty from diverse disciplines a place to experiment with new ways of displaying and creating visual representations of their work.

2) The U & You Veteran's Project: An Asynchronous Human Library: An outgrowth of the Digital Scholarship Lab's "The U & You" Project, student veterans are encouraged to participate in both longitudinal and one-time video interviews that capture student experiences.

An anthropological study of student use of our Learning Commons, the creation of the Digital Scholarship & Consultation Services (described in the questions about innovation), usability studies of various services

Applied: 1) User studies: i.e., video diaries and personas; 2) Mobile: i.e., Physical Space Assessment Toolbox

At Theology, we started a "personal librarian" program in 2011 in which each incoming student is assigned a "personal" librarian who is their contact at the library, and who periodically contacts the student with information about upcoming library programs, services, and resources. The Theology Library continues to implement digitization projects, including the digitizing of the complete run of motive magazine (a Methodist journal, aimed at young people), as well as digitizing materials related to the Methodist Church's missionary efforts in Russia. The university's assessment program, which involves all libraries.

Born digital, video capture, screen sharing, social media, presentation tools

Catalog usability study, research flow study

Digital preservation, digitization, research data management, metadata design

Examination, exploration, and drafting of a business case for a Research Data program. Examination and recommendations for a Research Commons. Drafting of a Digital Preservation Policy and continuing research and gap analysis to make infrastructure and digital repository development decisions.

Grant funding to conduct research behavior analysis, which lead to another grant to develop a virtual community for a field (which grew out of the behavior analysis).

In 2012, classrooms in the university's Humanities and Social Sciences Building, the largest classroom building on campus, were renovated to include mobile furniture and interactive classroom technologies as part of a campus plan to encourage blended and active learning teaching techniques in the classroom. As part of this effort, The University Libraries partnered with the Teaching and Learning Center and the Classroom Upgrade Committee to create a classroom in the library outfitted with new furniture and technologies. This classroom would serve as a training area for faculty, instructors, and GTAs to familiarize them with the new mobile furniture and teaching technologies. The collaboration targeted, trained, and assessed over 600 faculty at the university. The project solidified the Libraries' reputation as the main street of campus as well as a leader in innovation in teaching and learning.

The room was outfitted with:

- ceramic boards on all walls and an annotation board
- 30 Node chairs with tablet arm
- 2 Node chairs without tablet arm
- 2 Mobile ADA tables
- instructor furniture and equipment stack
- wall-mounted, interactive projection system in addition to ceiling-mounted projector

Major library software: the entire NOTIS system was designed at Northwestern. More recently, we have designed several more targeted software applications, for example a page-turner and book mark-up application for processing the digital files from a book scanner. We did some explorations to develop a preservation technique for diazotypes but the preliminary work did not result in findings that funding agencies felt were indicative of a need for unique new solutions.

MetriDoc is a modified form a data warehousing developed for the specific needs of libraries and the peculiarities of library transactional data.

Open source software development in partnership with external stakeholders; research to improve access of library webcasts, particularly for integration with university courses; development and implementation of an electronic course reserves system; development of a copyright permissions database; various web interface improvement projects.

Previous funding of academic university research projects on electronic records, automated transcription, etc.

RAMP [described above]. Cuban Theater Digital Archive: development of an open source content management system designed especially for the collaborative documentation of theater performance. Participation in the Variations, Variations-on-Video/Avalon, Shared Shelf. ArtSTOR, and Kuali OLE R&D initiatives

Research into data curation and digital preservation options (collaborative activity with SURA and ASERL), joint initiation of the CLIR-Vanderbilt Committee on Coherence of Scale, development partner for Primo (Ex Libris), NSF study grant

Review, analysis, and implementation of open repository platforms. Review, analysis, and implementation of open publishing platforms. Development of data archiving processes and software. Development of research fluency framework for guiding development of embedded instructional learning modules. Development of software to help students collect environmental data. Development of curated digital humanities collections.

Software exploration, evaluation of early Sony e-reader

Technology: Ethics CORE Portal: <http://nationalethicscenter.org/> an interactive resource designed to provide researchers and professionals in the sciences, social sciences, engineering, and mathematics with information on ethical practices and materials on Responsible Conduct of Research (RCR), is now available at <http://nationalethicscenter.org>. The University Library played an integral role in the \$1.5 million National Science Foundation (NSF) grant awarded to Illinois to develop the site, which is housed in the Grainger Engineering Library Information Center. William Mischo, Head of the Grainger Engineering Library, was the library lead. The grant provided learning opportunities for new librarians and LIS graduate students to develop digital library expertise.

Collections: The library has used the materials allocation to fund small pilot collection development projects that have the potential to result in ongoing services. Local experiment in demand driven acquisitions (and partnerships with the state library consortium, CARLI) were funded that way. The acquisition of small data sets was funded in this way. The examination of different methods of cataloging via some outsourced services was also funded that way. Approximately \$20,000/yr is devoted to these types of experimental activities.

Preservation: The University Library will receive a National Leadership Grant from the Institute of Museum and Library Services (IMLS). The library will partner with the William R. and Clarice V. Spurlock Museum; the McLean County Museum of History; Heritage Preservation, Inc.; the Chicago History Museum; the Illinois Heritage Association; and the Illinois State Library to develop the Preservation Self-Assessment Program, a free computer-based tool that will help library, museum, and archives staff to conduct physical assessment and prioritization of preservation needs for paper-based and photographic materials. This tool will build upon the project director Jennifer Hain Teper's previous work developing a similar tool for assessing audio-visual collections, and will produce a detailed preservation report prioritizing collection items in order of preservation need. The tool will be designed to allow interoperation with other emerging software tools such as the open-source Archives Space collections management tool.

The Coordinator of Information Literacy and the Digital Technology/Systems Librarian are conducting a survey of user interaction with a pilot discovery portal to our collections to determine if there is potential for further development. The Information Literacy Coordinator and Head of Reference and Information Literacy conducted an analysis of student essays about their approach to research to determine if there were implications for info lit instruction. In the past few years, we have conducted pilots of reference chat service and the use of Gimlet software as an enhancement to traditional data collection about reference transactions. Both have been adopted and Gimlet data is being used to redesign reference services and as the prompt for exploring more technology-based help services in the libraries. We have a Student Advisory Board that has provided insight into study patterns in the building in order to reallocate space and redesign one floor.

User Experience testing, Big Data initiative, Scholars' Lab's PRAXIS (new program for graduate education in the humanities)

User Research (ethnographic studies), preservation assessment for special collections, website interface/architecture for digital collections

We examined reservation system data to discover patterns of patron usage, and computer login data to see which publicly available computers got the heaviest use. After exploring reservation system options, an internal library unit wrote its own software. A user experience team conducts observation of patron use of the library website.

We have several R&D research activities. The two I will highlight are “hubs” that we’ve developed to serve as R&D think tanks. We have one for Learning and one for eResearch. There are others but these two are more well formed. This effort ranges from theoretical exploration to prototyping to developing entirely new products or services.

We recently undertook a study of patron use of one of our library facilities. The study involved the periodic observation of library spaces and taking notes on patron activity.

Website and discovery system integration and redesign, refurbishing areas following observation and measurements of user behavior and preferences

Working with students to redesign interior spaces, partnering with students in developing mobile applications as part of a student project, working with faculty to pilot a new research data management platform.

22. Does your library have a separate unit that is devoted to such exploratory, research & development projects? N=31

Yes	9	29%
No	22	71%

23. If your library has a separate R&D unit, please identify the unit, indicate the number of staff, and the position to which the unit reports. N=8

Unit name:	Full-time staff:	Part-time staff:	Unit reports to:
Applied Research	5		Chief Information Officer
Digital Library Initiatives	10	1	Associate Director for the Digital Library
Digital Research and Curation Center	7		Associate Dean for Research Data Management
Emerging Technologies and Service Innovation	2		Head of Reference
Office of Research and Technology	1		University Librarian
Program on Information Science	1	2	University Librarian
Scholar’s Lab	9	4 student assistants	Director, Digital Research and Scholarship who reports to Deputy University Librarian
User Experience (UX) Office	1	2	AUL for Access Services and Information Technology

24. If your library does not have a separate R&D unit, please briefly describe the staff and structure for R&D activities. N=22

Administration encourages staff throughout the library to work with their supervisors to improve services and resources as much as possible. R&D activities are conducted within departments and branches.

Almost always dedicated project teams, with expertise drawn from multiple relevant sectors.

Associate Dean of Libraries, Director of Scholarly Communications, Library Digital Services personnel

Every manager is encouraged to include innovative opportunities in annual goals of staff.

In the case of MetriDoc, IT, subject experts, and business analysts collaborate.

It is expected that the leadership in our information technology, digital collections, and preservation departments is always empowered to explore projects informally and to propose formal R&D for external funding. As a result, it is also the case that other departments such as Reference, or Bibliographic Services, will occasionally propose a custom service or application development.

Most are idea-generated by departmental heads or staff and develop through cross-functional project teams.

Personally, I am really against the skunk works approach. I strive to encourage innovation throughout the organization. To me R&D has value being library-wide effort rather than being in silos. Obviously, there might be some teams or some projects that have more R&D needs than others, but we are not interested in creating barriers around who can or cannot do R&D. I think it can actually damage the organization.

Project basis; vetting through library management group

R&D activities are also embedded in other units, as well, including the Entrepreneurial Library Program, Center for Educational Resources, Conservation and Preservation, Scholarly Resources and Special Collections.

R&D activities are undertaken as needed by appropriate staff.

R&D activities are undertaken on a case-by-case basis by various functional units.

R&D activities may originate in any unit. Typically, units engaged in R&D activities are those that have a public services, instructional, or technology focus (Digital Initiatives; Learning, Research, and Engagement).

R&D tends to be focused on an interest of a person or a group. R&D in IT focuses around new service and software exploration, such as the development of mobile applications.

There is no formal staff or structure. We recognize the importance of it and want the organization to be flexible enough to allow for different units to engage in R&D activities as necessary. Most of our efforts are on a small scale, and our resources in general are limited, so this approach suits us well.

This often comes from liaison librarian opportunities, working with student government, or as part of a research leave by librarians. We recently hired a Head, Digital Initiatives, who will be working in a lot of this area.

We do have a full-time position in our Library Technology Systems Department that is devoted primarily to R&D. Other R&D effort is drawn as needed/available from other departments including Digital Library Initiatives, Special Collections Research Center, Reference, etc., in ephemeral working groups focused on the project.

We have a new User Experience/Assessment Librarian and a long-standing Assessment Team, and a Web Development Team. Both groups have routinely undertaken R&D type activities. In addition, individual departments and professional school libraries have used pilot projects to experiment with new approaches to doing their work and providing user services.

We have had a Director of User Research since 2005 who has involved a diversity of staff members in ethnographic studies ranging from studying the undergraduate research process to space planning. The director recently left this position to pursue new employment opportunities. The website interface/architecture project and preservation needs assessment are both grant funded studies carried out by a P.I. in the library with staff members from a cross section of library staff members chosen for their specific skill sets.

We incorporate R&D activities into each librarian's position description to encourage capacity building.

We typically utilize staff from our Web & Emerging Technologies, Systems, Digital Initiatives units, supplemented by others throughout the Libraries depending on the topic/field being explored.

While the library does not have a separate R&D unit, there are two committees tasked with fostering innovation. The Innovation and Program Enrichment grant committee accepts grant applications on a yearly basis for innovative solutions to observed program and/or service needs. Launch Pad Services assists library staff with digital publishing or innovative business ideas for the library.

RESEARCH & DEVELOPMENT: FUNDING

25. Please indicate the source(s) of funds to support library research & development activities. Check all that apply. N=30

Library operating budget	29	97%
Library grant to staff	8	27%
Separate library R&D budget line	3	10%
Library gift fund earmarked for R&D	3	10%
Library endowment fund earmarked for R&D	2	7%
Parent institution grant to library	12	40%
Parent institution endowment fund earmarked for R&D	0	0%
Parent institution gift fund earmarked for R&D	0	0%
Other source of funds, please briefly describe	14	47%

Campus funds earmarked for technology or space upgrades or teaching and learning grants

External funding: foundations and general sources, targeted gifts (major & minor)

External grants and partnerships

External grants or non-restricted endowment funds

External grants, one-time funding from university administration

Externally sponsored research (i.e., federal, state agency; private or corporate foundation)

Foundation and federal grants

Grant funding (Mellon, IMLS)

Grant funding for specialized purposes

Grants directly sought by department.

Library non-specific discretionary funds. We do not really differentiate between "innovation" and "R&D" in how we fund projects. They are often a little bit of both, and we use the same pots of money.

Occasional grants

Outside grants from NEH, Mellon, etc.

Partnerships, internal & external, e.g., research grants. Fee for service contracts, e.g., digital preservation & research data management.

26. If your library has a separate R&D budget line or otherwise tracks the amount that is spent on R&D activities, please indicate how much is allocated to R&D in a typical fiscal year. N=5

5,000
100,000
150,000
420,000
475,000

27. If your parent institution provides financial support for library R&D, what is the process for securing funding? N=16

Competitive process at the institutional level, e.g., submit a grant proposal	11	69%
Special request by the library director to an institutional administrator	10	63%
Included in library annual/periodic budget request	8	50%
Other process, please briefly describe	0	0%

RESEARCH & DEVELOPMENT: ASSESSMENT

28. Has your library assessed or evaluated the success of R&D projects? N=30

Yes	22	73%
Not yet, but we plan to	7	23%
No, and we have no plans to	1	3%

29. If yes or you plan to, please indicate the assessment method(s). Check all that apply. N=29

Collection and analysis of data on use of the project's services or products	26	90%
Report submission/review/decision process	18	62%
Interviews with individuals who use the project's services or products	18	62%
User survey	15	52%
Interviews with focus groups that use the project's services or products	12	41%
Other assessment method, please briefly describe	5	17%

Assessment is on a project-by-project basis. For example, the OA author's fund and demand-driven acquisitions innovations rely on data analysis.

Collaborative assessment with campus entities

Post occupancy observation of facility/furnishings

TBD

UX testing

30. Has your library assessed or evaluated the utility of R&D activities overall? N=29

Yes	4	14%
Not yet, but we plan to	8	28%
No, and we have no plans to	17	59%

31. If yes or you plan to, please briefly describe the assessment process. N=7

Ad-hoc review by steering committee (AUL's + UL)

Assessment is done within Applied Research and evaluated by agency senior leaders.

In 2011–12, the library analyzed 10 years of sponsored research projects, and carried out interviews with library faculty and academic professionals who were investigators on these projects, to determine how to strengthen support for R&D activities in the library. The results of this survey and analysis were written as a paper by Jamie McGowan and Beth Sandore Namachchivaya for the ARL Assessment conference in October 2012. The paper is available at: <http://hdl.handle.net/2142/35316>

This is quite informal. Because useful improvements that address user needs have come from the UX studies, we have not created a separate assessment.

This would be a long-term identification of R&D initiatives and their long-term success based on outcomes analysis.

We want to formalize assessment of various pilots in a more consistent process. This work will likely emerge as an outcome of the library strategic directions, in which enhancing assessment is strong.

Will be part of a new overall assessment project.

32. Please briefly describe how the library determines that a project should move from an experiment to a production service or product. N=27

1) Management review

2) Senior management review depending on size and nature of project

A formal proposal is made to the dean of libraries including background and rationale for establishing services, detailed service scope, operational plan, and budget.

Adoption can be based on data, on user feedback, or through a formal or informal adoption process. Adoption is not always formal, depending on scale. We do few projects that are high-risk and focus more on outcomes that may have various solutions that are tested and revised over time.

Assessments as indicated above, survey of similar activities/services at peer institutions, staff evaluation

At the Libraries, a variety of projects are initiated on an experimental, exploratory basis. After those trial or pilot programs have had the opportunity to develop, they are assessed to determine whether they should continue, continue in modified form, or cease. Because no two projects are alike, there is no predetermined format for assessment, but in nearly all cases, judgments are made on the basis of factors such as informal feedback from users, reports from library staff members about more and less successful instances of program activity, focus groups or user experience observation (if appropriate), and analysis of statistical information (if relevant and available). Funding needs and potential sources of funding also are taken into account. Finally, a range of promising ideas is evaluated by library

administration in the context of the need to prioritize in our use of library resources (funds, staff time, floor space, technology).

Based on the success of the initial implementation, and available funding, the library may decide to continue or expand use of an innovation project.

Currently, this happens on a case-by-case basis, depending on the type of innovation, whether and how it supports strategic priorities for the library and campus, and what resources are needed to integrate it into mainstream library operations. The experience with the Technology Prototyping Service may help the library identify more straightforward approaches to moving from experiment to production service.

Depending on the nature of the service/product, presentations are given to a variety of groups: executive group, department heads, faculty council. After deliberation, a decision is made whether to move into production.

Depends on user demand for the service/product and on the feasibility or success of the experiment.

Determined on a case-by-case basis.

Discussion at Dean's Library Management Group and then typically through a project team that conducts further investigation and makes recommendations.

Discussion in departments and in the senior leadership group. If recurring funding is needed, the dean's approval is also needed.

Discussions among department and branch heads with their associate university librarians or associate library directors, depending on the library. These project ideas are then discussed among the associate university librarians or the library directors, depending on the scope.

Feasibility and funding are considerations to moving an experiment to production.

Generally, internally sponsored initiatives have a goal of becoming a part of the Libraries' portfolio, so the planning efforts involved include necessary resources. Grant funded projects result in final assessments of sustainability, which may include folding the effort into the Libraries' operating budget.

I like to instill the values of lean startup—in this manner measurements and metrics are build into the process. We try to use more of an agile approach—adapting based on use and other insights which the idea, product, or services is being developed. I think the waterfall approach of launch and then wait-and-see assessment does not translate to “innovation” so that's why I selected no to the questions above. Most of our R&D does not “assess,” instead we build/measure/learn, we constantly adapt and pivot.

Investigatory Project Charter with assessment at the end and a recommendation to move forward with an implementation, and then discussion by library executive.

It's usually the case when we start an R&D project that we assume it is being done in order for us eventually to have a production service, so part of the original proposal (e.g., to a funding agency) outlines the success criteria and the steps to move it to production.

Ongoing consultation among the SLT, especially if there are resourcing issues.

Ordinarily, there is a verbal report and recommendation to responsible administrator(s) of the perceived benefit for users (or efficiencies for staff) balanced against estimated resources (one-time and ongoing funds, space, and staffing) required to attain and sustain the desired production result. This is not always a formal and rigorous analysis. In some cases it is obvious.

Our decision-making process for this type of activity is influenced by many situational factors such as funding, staffing, data, need, political imperatives, return on investment, etc. We do not have one specific path that we follow to determine whether or not we can or will provide a new product or service. Sometimes a successful experiment is discontinued for sustainability reasons. Sometimes a failed experiment is continued for political reasons. Every situation is unique and the decision-making process is appropriately flexible.

The final assessment/evaluation rests with the Administrative Committee that includes the library dean and associate deans.

Those involved in the project make a formal or informal report to department heads and/or library administration. If the project's implementation will enhance the user experience, reduce costs, or support the strategic goals or mission of the libraries, and funding is available, then the project moves to production or implementation.

Typically, report submission/review/decision by steering committee.

Typically, through discussion among the involved groups and individuals, followed by a recommendation to administration, if appropriate.

User demand for product/service

UX studies go to the Executive Committee of the library for discussion and decision on which recommendations will be implemented, and how.

FUTURECASTING

33. What role will innovation have in your library in the future? N=40

A crucial role. Innovation and flexibility are part of the ongoing adaptation that the library must embrace in order to provide relevant spaces, services, and technology amid changing expectations.

A greater role. We hope to devote specific time/resource towards innovation.

As defined for this questionnaire, innovation will be critical to maintaining the alignment of the library's mission with the needs and work of its user communities.

As I mentioned in the early questions, innovation is at the heart of planning for future endeavors. We recognize the importance of it in the quest to continue to make ourselves relevant to users with a rapidly changing set of needs.

Assuming that the pace of change continues to increase, innovation will play an increasingly important role in assuring that library services and resources continue to serve our constituents' needs.

Developing courses and programs with other colleges and museum. Incorporating new technologies. 3-D printer, makerbot, planetary scanner. Increased leadership in scholarly communications, open access, institutional repository.

Expect that innovation will have a larger role in the future.

Hard to tell. The library administration wants to be 100% sure that something will work before they will give the go-ahead.

Innovation is critical to the advancement of the Libraries' portfolio and responsiveness to community needs. We attempt in all that we do to not simply improve existing services, but to look afresh at problems and dedicate talent to addressing the needs.

Innovation is critically important for the long term. Library must be able to collaborate with faculty to develop innovative approaches to information discovery and management.

Innovation is playing a major role in how CUL/IS redefines itself as “the new research library,” combining traditional library functions with innovative academic and research technology activities to support the research, teaching, and learning missions of the university.

Innovation will be a vital ongoing activity, expected of librarians and units.

Innovation will be crucial to our library now and in the future. We will roll out new services to meet the needs of 21st century students and faculty.

Innovation will be key to both the near-term strategic directions and future directions as we expand into new service areas such as digital curation and digital preservation. We also envisage new ways of partnering with faculty to accomplish their research goals, including cost recovery for data stewardship services and custom interfaces for managing their research data. We are also working on a shared analysis of collections at all three institutions, which has not been done in Ontario, to the best of my knowledge.

Innovation will continue to be a vital element in the development of services that anticipate evolving user needs. It is also a critical component in the transformation of access, discovery, and content preservation.

Innovation will continue to be an important area of focus for our library as we seek to be responsive to our users. Innovation also presents an opportunity for our library to create fee-based services that help support operational budgets.

Innovation will continue to have a major role.

Innovation will have a major role in the coming year as positions are recast to serve more data-driven and outcomes-based needs in our larger university community.

Innovation will play a large role in the agency's new strategic plan. The Innovation Office will lead projects to support online access of our records and projects throughout the agency.

Innovation will play a major role in establishing Freedman Center 2.0 to become the campus hub that works with partners to understand and support the research process and to expedite the research process so scholars can generate and share their research optimally.

It is probably the most important thing we can do. It will improve our core services (continuous innovation), as well as launch new products and services (discontinuous innovation).

It will be pervasive throughout both our services and our internal operations. We are building spaces and resources to encourage innovative thinking among our users (i.e., maker spaces/new technologies/learning and research commons).

It will play a key role in future planning. Particularly in regards to library services and spaces to support problem-based learning environments, and access to electronic collections. However, we have not discussed, as an organization, specific R&D efforts and how they will be assessed. We are in the very early stages of discussions and exploration of R&D and innovation efforts.

It will play an increasing role, as we will necessarily need new methods to meet our strategic goals as the landscape of scholarly communication and library services continues to shift.

It will remain a value in our planning documents and be recognized through the Shapiro Award and in individual performance appraisals.

Looking into digital humanities project.

Modest but steady role in rolling out new applications and keeping me excited about my job!

Ongoing creative solutions for current challenges.

Ongoing, even increasing, since the budget is not expanding but the service and technology demands are growing. Also, it is a good thing to encourage in order to keep staff motivated and engaged.

Our library will be much more innovative in the future. We hope to cultivate a culture of innovation and collaboration within the library and with the university and community partners through enacting our new 5-year strategic plan.

Significant role. As libraries move from the print to the digital economies, and as a digital ecosystem of resources and services develops to support higher education, radical innovation will be required.

Technology-based innovation will have an increasing role, affecting all aspects of current services and offering the potential to create totally new services.

The dean of libraries and AULs believe we will continue to place an emphasis on innovative and experimental projects and new service initiatives. So continued innovative and some R&D will be important on a local level. However, it is virtually impossible for every library (even every ARL library) to attempt to be innovative and do R&D in all areas. We need to share results and findings that inform best practices so that each of us is not re-studying and re-inventing wheels again and again.

The library plans to continue supporting innovation through these two entities, the IPE grants and Launch Pad Services.

Unclear

We clearly see increased attention to innovation and research & development efforts as we look to meet the changing needs of our users and continue to improve internal operations processes. To date, these have been somewhat ad hoc/project-based efforts, but we anticipate developing a more formalized approach to funding & otherwise supporting R&D within the library.

We have a long tradition of piloting ideas and making a determination of whether or not to continue and/or seek recurring or more significant funding. This will undoubtedly continue. The dean has sought to expand those initiatives by establishing the Innovation Fund so that pilots requiring money can be undertaken. In addition, he required each librarian to identify a new/innovative project for their annual workplans.

We have a new innovation and strategy division in the libraries, which suggests a new focus on more innovation and more risk-taking.

We will need to be innovative in how we measure and report the value of our library services.

We will take a stronger, more evidence-based approach to innovation.

34. Who will be your innovative partners at your institution in the next 1–3 years? N=40

Academic departments and support services, research centers, and information technology are likely candidates for innovative partnership.

Arts, computer science, engineering, medicine

Campus IT; Center for Written, Oral and Visual Communication; Center for Digital Learning and Scholarship; Office of Vice Provost for Interdisciplinary Initiatives (MOOCs); Chao Center for Asian Studies; Facilities, Engineering and Planning

(building renovations); Humanities Research Center; individual faculty members and departments

Center for Teaching and Learning, Office of Assessment, Office of Information Technology

Central IT, external/community-based cultural organizations, other academic/research libraries

CIO, provost, chancellor, Vanderbilt Institute for Digital Learning, digital humanists, researchers

Disciplinary faculty, Office of Interdisciplinary Studies, College of Arts, Sciences, and Engineering

Division of Information Technology, Office of Research, Graduate School, Future of Information Alliance, Vice-Provost for Innovation

Each of the academic colleges, Information Technology Services, Undergraduate Education, World Campus, Vice President for Research

Faculty, Information Technology Services, schools & college, Baker-Nord Center for the Humanities, UCITE [University Center for Innovation in Teaching and Education], think[box].

Faculty, Library of Congress NDSA, OCLC, Sloan Foundation

Faculty, students, researchers; Academic computing/Academic technologies/Center for Teaching excellence; research centers and institutes; GSLIS faculty and students; Office of Research; NCSA (National Center for Supercomputing Applications); Office of Undergraduate Research

Graduate School of Arts & Sciences, Office of the Executive Vice President for Research, University Writing Program, School of Engineering & Applied Sciences, many individual faculty members with whom we partner on grants and other projects

Information Services & Technology, university administrators, faculty, and students

Information Technology Services, Center for Excellence in Teaching and Learning (CELT)

Information Technology, registrar, schools and colleges

Institutional Research, University Research Council

Instructional technology support units within academic computing as a whole

Not sure.

Office of Institutional Technology, Office of Institutional Research, Center for Faculty Teaching & Development, Office of the Provost

Office of Research and Engagement, Office of Information Technology, Teaching and Learning Center, Student Success Center and other academic support providers, Classroom Upgrade Committee

Office of Research, Central Computing, other universities

Office of Research, individual faculty and research teams, student government and individual student entrepreneurs

Other UC campuses and the California Digital Library, Office of Information Technology, Office of Research, deans at various schools.

Our partners will be a variety of internal and external offices, other government agencies, and cultural institutions.

Our user community (researchers, students, staff, etc.) are important partners in innovation.

Past partnerships have included academic units on campus, campus IT, computer science, and undergraduate education offices. Those will likely obtain in future. We also have a number of partnerships with other institutions on innovative efforts, largely grant funded or through consortial efforts (e.g., Committee on Institutional Cooperation, CIC).

Planning & Design, Institutional Research & Effectiveness, IT, Research Office, Grad School, Provost's Office

Researcher in humanities

Researchers, both faculty & student, campus technology partners, campus service departments, VP research office

School of Business, Computer Services, Computing Sciences Department, and individual faculty in various disciplines

The library is open to and actively pursues partnerships with entities across campus. We will continue to forge these partnerships as we expand innovations in library programming and services.

The schools of the university

There will be much more collaboration with teaching faculty. For example, the library is currently collaborating with faculty in the Classics Department and the School of Communication and Information to provide online access to a unique collection of Roman Republican Coins.

Unclear

University computing, university media lab/language services, student government

University IT department; Centre for Teaching, Learning and Technology; Office of the University Counsel; Office of Research Services; various academic faculties

University IT services, APTrust partners, Hydra partners, Fedora 4 partners, VIVA (Virtual Library of Virginia consortium), university schools. Collaborating within and outside of UVa is a major strategy.

University museum, university press, university college, other colleges, student services

We have over 25 partners from our campus. Some of the core partners in terms of R&D and Innovation are Campus IT, Provost's Office, Grad School, Student Affairs, and Office of Research. We also have external services in our buildings like the Writing Center, a Communications Lab, and other academic support units.

35. If it is not already, will R&D be a line item in your budget in the future? N=35

Yes	9	26%
No	26	74%

Comments N=16

Already exists for practical purposes, although not identified as R&D per-se.

Don't know.

Funds are available as needed.

I believe we will attempt to increasingly consolidate some library R&D in various institutions or cooperatives so that each of us is not separately doing the same repetitive R&D and that we collaboratively approach R&D opportunities. So R&D is likely to become an identifiable cost item. As examples, the R&D efforts to create ArchivesSpace or HathiTrust.

I foresee library R&D continuing to derive support only from the operating budget.

In the near future I don't imagine there ever being a line specifically for R&D. We build R&D practices into everything. For example, I am currently developing a presentation rehearsal room. I have a set budget for that project which includes R&D as well as furniture and technology and publicity. Our approach is to bundle R&D into project or departmental budgets rather than saying it be a line item in the total library budget.

Our operating principles and culture suggest that innovation is an essential strategy in how we plan and develop rather than a separate enterprise. We expect staff to think creatively and to be flexible in assignments that address new needs. Similarly, research (i.e., data analysis, assessment) is core to advancing our service portfolio and contributing to the profession. Reappointment and continuous appointment (tenure) is contingent upon these types of contributions.

R&D activities will continue to be embedded in the library program.

R&D will not likely be a line item in the budget in the near future. Library R&D activities will continue primarily within grant-funded projects.

Right now, there is not a dedicated line item in the budget. It is not definitively yes or no as an R&D project could be funded if it arose and was viewed as a high priority. Future discussions of R&D and innovation will most likely inform how budgeting is managed for those types of efforts.

Under discussion

We expect R&D planning to be a large part of our future and budgets will need to accommodate this.

We have no plans for this in the near future.

We have tried to have innovation permeate both our culture and the budget process. At different times, we have put out a call for innovation grants internal to the library; the decision to do that precluded other sources of funds to do innovative work.

While this could change, current practice is to rely on either special sources of income as documented in other questions, or to earmark unrestricted endowment and operational funds for any R&D projects.

Will always be in strategic plan, but we have more flexibility if we fund it through a variety of mechanisms.

ADDITIONAL COMMENTS

36. Please enter any additional information that may assist the authors' understanding of innovation and R&D activities at your library. N=9

Our library administration is very committed to startup thinking. We try to encourage lean practices in terms of ideation and idea development, but innovation is also an outlook. It is very much an attitude rather than just a recipe. This involves looking for new service models, new liaison roles, new skills and capacities that we need. It all centers on developing a better understanding of the needs of our users and then addressing the infrastructure to make that happen. In short, our drive isn't just making things a little bit better but asking new questions about what we should even be doing to have the most impact on our community.

Our Library Systems Department has built a lot of innovative applications over the past ten years, all self-funded and all self-inspired.

The small size of our staff relative to our services and collections does not allow a large quantity of resources for bleeding-edge development. We actively monitor innovative, research-based activities in other libraries and quickly adapt what will work well in our environment. The two additional staff working with the User Experience Librarian is an estimate of between 1 and 2 FTE composed of additional librarian/staff hours, students, and library school practicum students. Informal research goes on in every department, sometimes at a very high level in connection with complex projects.

The tracking of R&D spending is a challenge for internal initiatives.

There can sometimes be a downside to being an institution that has a long history of innovation. We assume we always will get a better product/service if we do it from scratch here, rather than buy it off-the-shelf. This can mean that things take a long time and cost a lot of labor.

There is an assumption that the print-to-digital trends in librarianship will continue to demand flexibility and innovation.

Though we don't anticipate creating an R&D/innovation department or budget line, there is a desire to support more research and development across the library system.

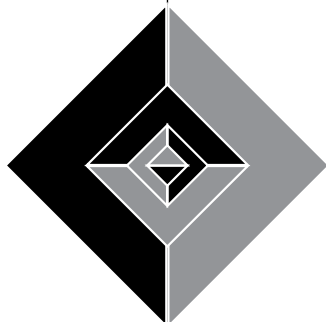
We highlight these activities at all-staff meetings and talk about innovation as part of this library's culture. Staff and administration become discontent when there is not some highly visible, cutting-edge activity underway.

While we have always had pockets of innovation and projects that relied on some level of R&D, we are fairly new to the concepts of committed effort and risk required for innovation. The new Innovation and Strategy Division is a next step for us toward becoming a more innovative organization.

RESPONDING INSTITUTIONS

University of Alberta
University of Arizona
Auburn University
Boston University
Brigham Young University
University of British Columbia
University of Calgary
University of California, Irvine
Case Western Reserve University
University of Colorado at Boulder
Columbia University
Georgia Institute of Technology
University of Illinois at Urbana-Champaign
Iowa State University
Johns Hopkins University
University of Kansas
Kent State University
University of Kentucky
Université Laval
University of Louisville
McMaster University
University of Maryland
University of Massachusetts, Amherst
Massachusetts Institute of Technology

University of Miami
Michigan State University
University of Minnesota
National Archives and Records Administration
North Carolina State University
Northwestern University
University of Pennsylvania
Penn State University
Purdue University
Rice University
University of Rochester
Rutgers University
Smithsonian Institution
Southern Illinois University Carbondale
Temple University
University of Tennessee
University of Utah
Vanderbilt University
University of Virginia
Virginia Tech
Washington State University
Washington University in St. Louis
University of Waterloo



REPRESENTATIVE DOCUMENTS

Strategies to Support Innovation and Research



UNIVERSITY OF ALBERTA
LIBRARIES

Forging the Future, Preserving the Past: A Strategic Plan for the Great Research Library

2012-2016 | Prepared by the University of Alberta Libraries Strategic Planning Team

Solid foundations, Innovative initiatives

EXECUTIVE SUMMARY

The strategic plan details five key strategic directions inspired by the University of Alberta's *Dare to Discover* vision document and modeled on the five pillars defined in the Libraries' *Companion Document*. These pillars and strategies are the foundation upon which the Libraries will build the future:

Collections:

Continue to enhance collections in all media, and support 'discovery,' a paramount cornerstone articulated in the University of Alberta's *Dare to Discover: a Vision for a Great University*. We will create a Library of Record, focusing on preservation and pursuing new partners.

Services:

The great research Library of Record enhances the learning continuum of its parent institution by way of exemplary service. The plan emphasizes the key importance of the Libraries' ability to respond to ever-changing user needs. It outlines targeted service improvements to undergraduate students, faculty and researchers, serving the mobile, connected users of the future, and serving external clients.

Relationships:

The plan strongly reaffirms the commitment to 'citizenship' and 'connecting communities' emphasized in *Dare to Deliver*.

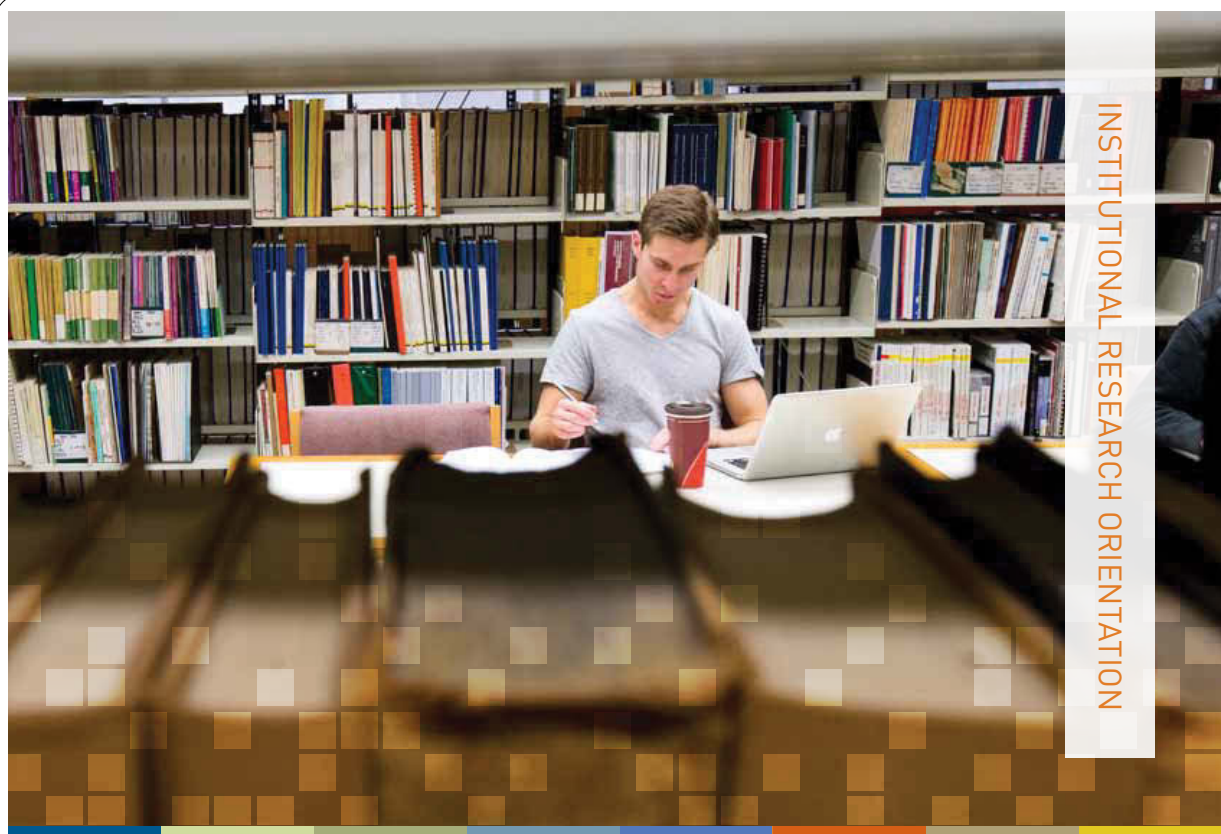
Institutional Research Orientation:

Like their parent institutions, academic libraries face increased accountability and must demonstrate their value to stakeholders. The plan promotes the establishment of a research orientation to library practice.

People:

Recruiting, realigning, retaining and developing a cohort of 'talented people' will be an ongoing strategy of the University of Alberta Libraries. A key priority lies in aligning staff assignments and competencies with the strategic direction of the Libraries.

Our enduring vision recognizes the University of Alberta Libraries as one of the best academic research libraries internationally, nationally, and locally. *Forging the Future, Preserving the Past: A Strategic Plan for the Great Research Library, 2012-2016* strives to accomplish this vision by aligning the Libraries' strategic directions with those of the University and building on our formidable strengths, including: the breadth and depth of our collections; the exemplary and user-centered services; the engaged and talented staff; the strong research orientation; and the mutually beneficial relationships we build with our partners and the community.



Strategy 4: Institutional Research Orientation

Research supported,
Evidence-based

The Libraries' first principle is service in furtherance of research, teaching, and learning at the University of Alberta. Institutionally-focused research is key to the Libraries' recognition of those service initiatives that best support faculty, students, and staff in their work. This research focus is distinct from individually-based research projects or programs. For the purposes of the strategic plan, this section solely addresses the area of institutional research. Librarians' capacity for and the importance of pursuing individual research is assumed as a foundational right and responsibility that is addressed within the collective agreement.

4.1 Priority: Undertaking the Libraries' Institutional Research Agenda

4.1.1 Strategic Questions

- 4.1.1.1 Will the outcome of the research provide information that will help the Libraries meet its strategic priorities?
- 4.1.1.2 Does library institutional research align with the strategic priorities?
- 4.1.1.3 Does the policy, service, initiative, or decision include appropriate, systematic evaluation?

4.1.2 Distinguishing outcomes

- 4.1.2.1 The Libraries' initiatives are designed and delivered incorporating the best available evidence.
- 4.1.2.2 Initiatives include an assessment component from their inception.
- 4.1.2.3 Staff are given support, resources, and opportunities to participate in and/or conduct research.
- 4.1.2.4 Research informs decision-making in the Libraries.

4.1.3 Strategic initiatives

- 4.1.3.1 Openly share results of assessment activities with all units within the Libraries.
- 4.1.3.2 Actively involve faculty and students in assessment activities and projects.
- 4.1.3.3 Undertake systematic assessment of products, collections and services on an ongoing basis; use such assessments to inform changes to service and collection policies and activities.
- 4.1.3.4 Make use of research initiated or directed by the Libraries.
- 4.1.3.5 Incorporate research generated by other library and information science (LIS) professionals and by professionals in other disciplines.
- 4.1.3.6 Disseminate the results of research broadly, both within the LIS sphere and beyond.
- 4.1.3.7 Seek out opportunities for collaborative research projects within the University Libraries and beyond.
- 4.1.3.8 Provide ongoing training and development opportunities to build and enhance assessment and research skills.

**As a key campus and community partner, UBC Library endorses
the vision, values and commitments in *Place and Promise:
The UBC Plan*. The following plan is the Library's promise to UBC.**

STRATEGIC

ENHANCE STUDENT LEARNING

Students' evolving needs demand that we deliver a responsive, integrated program of services and create exceptional learning and research environments. The Library's extensive teaching programs equip students with skills for lifelong success in an information-intensive world.

GOALS

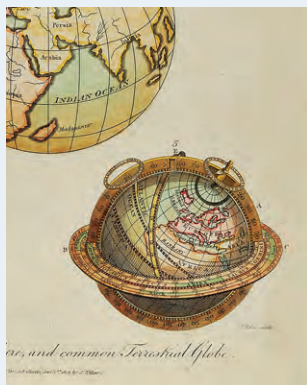
- Actively partner with faculty in curriculum design, teaching critical thinking, digital literacy and information fluency
- Provide new technologies to enhance student learning and productivity, wherever users are
- Develop user-centered spaces and services to promote informal learning, study and reflection, collaboration and dialogue
- Expand support for Aboriginal students and encourage all students to learn about Aboriginal issues and perspectives

ACCELERATE RESEARCH

The Library is critical to the research endeavour. Our expertise connects faculty and students with local and global information resources and enables new forms of knowledge creation, dissemination and exchange.

GOALS

- Increase the impact of UBC research by making it widely available in open access digital repositories
- Be a leader in developing and promoting open access and open source methods and tools
- Establish a research commons, including specialized services to enhance research productivity
- Involve Library staff more fully as partners in the research process, applying their expertise and promoting connection between disciplines
- Build research capacity within the Library



DIRECTIONS



MANAGE COLLECTIONS IN A DIGITAL CONTEXT

Content is our strength. As we develop the digital library we will maintain our commitment to print collections and provide powerful tools for discovery.

GOALS

- Implement a comprehensive digitization program to provide unlimited online access to materials of research and teaching value
- Enhance and integrate access to print and digital collections to make them easier to find
- Strengthen and preserve collections to meet changing curriculum and research needs
- Achieve a stable, sustainable collections funding model

ENGAGE WITH COMMUNITY

Through local, national and international collaboration we exchange perspectives, expertise and resources with diverse communities. Our community engagement encourages effective use of resources and contributes to the economic, cultural and social well-being of the people of BC and beyond.

GOALS

- Actively support the Irving K. Barber Learning Centre and all Library branches in their community engagement initiatives
- Expand programs and services for alumni
- Extend support for students and faculty in their community-based and international activities
- Foster collaboration with other libraries, archives and educational and cultural organizations
- Increase the Library's global presence

CREATE AN EXCEPTIONAL WORK ENVIRONMENT

The Library commits to being a respectful, healthy environment that encourages leadership, collegiality, diversity, individual growth and opportunity.

GOALS

- Continue to build a respectful, healthy and sustainable work culture
- Support and engage staff in planning for organizational change
- Ensure a work environment that fulfils employees' needs for continual learning and growth
- Attract, recruit and retain a highly qualified, skilled and diverse staff



Summon: Search across the library's collections...

or access the [Advanced Search Catalog Databases](#) or [eJournals](#) directly

HOME
COLLECTIONS
SERVICES
FACILITIES
GIVE TO THE
LIBRARY
ABOUT US



KSL Strategic Plan 2011-2014



[Context](#) - [Mission](#) - [Vision](#) - [Values](#) - [Goals & Objectives](#) - [Visualizations](#)

Context

A major underlying principle of this strategic plan is to highlight objectives that represent either entirely new activities for the Kelvin Smith Library (KSL), or ones in which a substantial redirection of effort is required. Although continuing activities do not appear in the objectives, there are some broad commitments that are bedrock principles upon which we base all KSL services. In particular, KSL will continually: (1) build and maintain strong scholarly information resources; (2) foster faculty and student engagement and productivity in their intellectual pursuits; (3) provide high quality services for our faculty, students and staff; (4) work collaboratively with on-campus and external partners to maximize the availability of information, and (5) grow our vibrant commitment to inclusion and diversity in our programs, services, and staffing.



Mission

KSL is the knowledge and creativity commons of CWRU.

Vision

KSL will be the information laboratory for knowledge collection, connection, creation, and curation.

Values

- openness
- collaboration
- personalized service
- agility and innovation through experimentation

Goals & Objectives

KSL Objectives: Impact

I.1 - Understand CWRU Community Interests and Needs. Transform the design and delivery of KSL services by systematically engaging in research to understand the changing needs and scholarly behaviors of faculty, undergraduate and graduate students, and by customizing services to accommodate differences among these groups.

I.2 - Expand the Availability of Scholarly Content. Ensure that KSL is the trusted campus source for procuring, preserving, and delivering scholarly information by:

- identifying future research needs and developing a multi-year plan to provide the books, journals and other information resources to ensure that KSL's support of research is commensurate with that of the best practices of academic research libraries (including in support of University international and interdisciplinary initiatives);
- expanding the core of information housed or fully accessible on campus as CWRU is particularly vulnerable to the likely reduced ability of OhioLINK to provide CWRU with the level of research collections required for excellence;
- developing, in consultation with faculty, comprehensive principles to govern the preferred formats for the acquisition, retention and storage of library materials, with particular attention paid to publication periodicity and the diverse needs of different academic disciplines;
- creating a new library materials allocation formula for KSL library materials that is fair and transparent, and that recognizes changes in scholarly publishing and the use of these materials at CWRU;
- examining and recommending actions to further the adoption of Open Access by the CWRU community;
- expanding the scope of special collections with a focus upon University areas of strength that support the curriculum and research of CWRU faculty and students; and,
- exploring opportunities to grow the use of the archival materials by faculty, students and staff through increased marketing of available collections, and by expanding access and preservation through digitization of both born-digital and printed materials (e.g., in science, technology, and medicine, as well as industrial, urban, ethnic, cultural and immigration history).

I.3 - Define and Deploy a Digital Learning and Research Strategy. Engage in campus and external partnerships to define and deploy a strategy that integrates KSL services for digital learning and scholarship that: (a) is built upon a strong technological infrastructure and embedded personal support for faculty and students; (b) provides a data management plan – including a data repository and curation services – that will fully accommodate the data management requirements for federally-funded research; and (c) provides a unified information chain for faculty and students beginning with topic identification, and advancing through digital investigation methodology, content creation, and communication.

I.4 - Increase Student Fluency in Knowledge Discovery and Processing. Engage in a strong partnership with faculty to develop an innovative new information literacy program that: (a) provides students with instruction at the point of need; (b) effectively employs a combination of pedagogic techniques (e.g., live presentation, self-paced learning units, recorded instruction); (c) enhances the ability of undergraduate and graduate students to comprehend and integrate diverse information resources, and thereby contribute to their ability to create new knowledge and engage in lifelong habits of the mind; and, (d) demonstrates value through a strong outcomes-assessment component.

I.5 - Become the Campus Destination for Intellectual Pursuits. Advance student, faculty and staff recruitment and retention by: creating a

comprehensive and flexible strategic program to meet the specialized needs of each key client constituency; engaging with faculty to create programs and platforms to foster scholarly exchange among diverse members of the university community, and with colleagues nationally and internationally; reinvigorating KSL as a physical and virtual destination for faculty, students and staff through the creation of inviting collaborative and individual learning and research spaces; and, creating new service delivery models.

KSL Objectives: Diversity

D.1. - Define Services and Information Resources to Support Global Diversity. Advance the international initiatives of the University by providing robust information resources and support for globalization activities, both for CWRU faculty, students and staff who are working abroad, and for international students who are studying at CWRU.

D.2. - Promote Collaborative International Content Development. Position CWRU to influence the economic models affecting trade publications and scholarly content by participating in collaborative global information developments that cultivate contributions from global partners (from both developed and developing countries) to expand the global availability of information.

KSL Objectives: Community

C.1 - Strengthen Content Partnerships. Strengthen OhioLINK, UCI and other library partners to ensure the continued availability of digital and print information resources of value to the CWRU community.

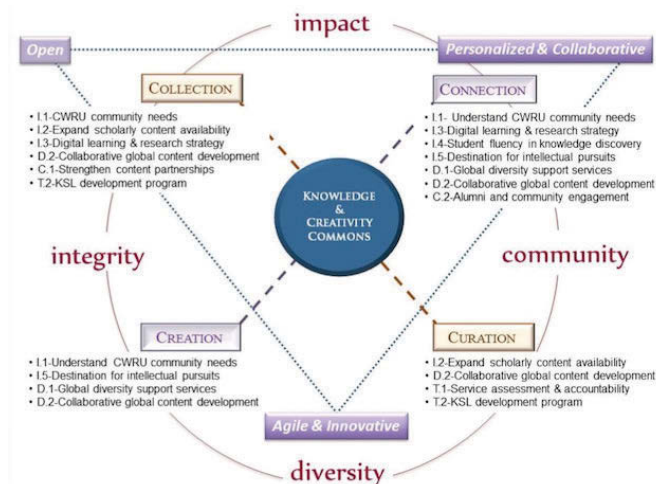
C.2 - Alumni and Community Engagement. Undertake a comprehensive strategic review and articulate a plan as to how KSL will support alumni, and the extent to which KSL can and should support the larger Cleveland community.

KSL Objectives: Integrity & Transparency

T.1 - Service Assessment and Accountability to the CWRU community. Continually assess and report upon KSL's progress to implement best management practices, including identifying and reporting measures of success that are important to the university community.

T.2. - Build a KSL Development Program. Ensure the financial sustainability of KSL by establishing a development program, including articulation of major gift priorities and goals, the development of persuasive case statements worthy of prominent participation within the University Capital Campaign, and the initiation of a systematic program to cultivate potential donors.

Visualizations



EXECUTIVE SUMMARY

The Columbia University Libraries/Information Services (CUL/IS) Strategic Plan for 2010-2013 continues themes addressed in the 2006-2009 Strategic Plan while embracing an expanding role within the larger academic community. Faced with fundamental changes occurring in higher education, information technology, and scholarly communication, CUL/IS has developed a wide-ranging and ambitious agenda to fulfill its mission of delivering high-quality content and responsive services in support of research, teaching, and learning at Columbia University and to the wider scholarly community.

This plan is the result of a series of focus groups and studies that took place in the fall of 2008 and the spring of 2009. A Strategic Planning Group, appointed by James Neal, Vice President for Information Services and University Librarian, guided the development of the plan. The plan will serve as guidance for CUL/IS staff and other internal and external stakeholders as they collaborate on the development and implementation of projects and programs.

The plan has been developed in a context of rapid and far-reaching economic, technological, legal, and social change. Economic conditions will have strong impacts on scholarly publishing, the availability of grant funding, the library technology marketplace, and University capital investments. Advances in technology bring new service expectations, changing the ways students learn, faculty teach, and researchers collaborate. Pending legislation may profoundly affect access to digital content and scholarly research.

In response to these changes CUL/IS, together with other research libraries, will place renewed emphasis on seeking systemic change through deep collaborations, eliminating redundant operations and achieving efficiencies of scale, and emphasizing collections and expertise of unique value to the larger scholarly community. CUL/IS will also work to influence change by exercising strong leadership in areas such as information policy, open access to scholarly research, intellectual property rights, innovation in using technology in teaching and learning, collecting and managing web content, and sustaining access to global resources.

The strategic plan focuses efforts and resources in five critical areas:

- **Global and Special Collections:** The plan strongly reaffirms Columbia's commitment to continue to develop and support global and special collections. This assumes the collection and preservation of print and other analog materials, as well as digital materials, together with a specialized staff of subject librarians, catalogers, and curators working with faculty and students to develop and interpret collections and services.
- **Digital Collections:** As faculty and students work increasingly in virtual environments, deep and effective digital collections and services are essential. CUL/IS will aggressively develop licensed, purchased, locally-created, and born-digital collections and related services to meet the research and teaching needs of the University.
- **Effective Interfaces and Improved Access:** This plan places a new emphasis on simplifying and improving access to digital and print resources and services. CUL/IS will substantially improve search, discovery and delivery, both in terms of improving

local interfaces and by exposing Columbia resources to other search engines and discovery tools.

- **Library Space:** The plan recognizes the continuing importance of library space on the Columbia campus – and the appropriate repurposing of these spaces in order to meet the changing behaviors and needs of new generations of library users.
- **A New Type of Research Library:** Lastly, this plan expands the definition of a research library to include the work of the three centers (the Center for New Media Teaching and Learning, the Center for Digital Research and Scholarship, and the Copyright Advisory Office) - focusing on the purposeful use of technology in learning and teaching – on partnering with researchers and scholars to share new knowledge – and on addressing the relationship between copyright law and the work of the University.

The Strategic Plan for 2010-2013 will guide the allocation of the CUL/IS budget over the next three years, and will shape future budget submissions. To maintain current acquisitions levels and collecting depth, it will be necessary for the University to continue a significant annual increase to the collections budget. Significant new investments in technology and infrastructure will be needed to realize aspects of the plan such as a new module at the ReCAP storage facility, digital storage and preservation, extension of library services to Manhattanville, creation and maintenance of digital centers in the humanities, sciences, and social sciences, and replacement of aging software for library management and discovery systems. We will continue to actively pursue opportunities to expand the reach of the operating budget through grant opportunities, the major gifts program, broadening outreach to alumni, collaborative fund raising with schools and other external partners, and expanded engagement with the University administration and academic leadership in resource development.

University Library

Strategic Initiatives
FY12 – FY14

December 2011

I Background

The University Library's last strategic plan ran from 2006 – 2011. In light of the arrival of new leadership for the Urbana campus in Fall 2011, the Library chose not to develop a full strategic plan at this time, but to employ a planning process that would inform short-term and medium-term decision-making while long-term priorities for the campus were identified through a broader process. This strategic initiatives document identifies priorities, including specific goals and objectives, that will inform Library decision-making during FY12 – FY14 (July 1, 2011 – June 30, 2014).

II Mission

The University Library supports teaching, learning, scholarship, and public engagement at the University of Illinois at Urbana-Champaign by providing world-class library services and collections, and acts as an informed steward of collections and content comprising a current and retrospective record of human knowledge.

III Vision

The University Library offers unique opportunities for intellectual exploration to the faculty, staff, and students of the University of Illinois at Urbana-Champaign, the citizens of the State of Illinois, and scholars and visitors from across the country and around the world through its leadership in the:

- design and delivery of exceptional user services;
- acquisition and curation of extraordinary research collections;
- identification and application of new information technologies;
- research and development of innovative library services and information technologies; and
- promotion of substantive and sustained collaboration with partners on the Urbana campus, among the local community, across academic institutions, and around the world.

IV Guiding Values

The University Library is committed to:

- Improving access to library content and collections;
- Preserving and curating physical and digital collections entrusted to its care;

- Promoting subject, functional, and technical expertise among its faculty and staff in order to inform the design of Library services and the development of library collections;
- Fostering a supportive, inclusive, and diverse environment among its faculty, staff, and users;
- Stimulating innovation in library practices, services, and technologies;
- Advocating global perspectives on library issues and issues relevant to the broader enterprise of scholarship and scholarly communication; and
- Mentoring the next generation of librarians and information professionals.

V Goals for FY12 – FY14

Goal 1: Promote Access to, and Discovery of, Library Content and Collections

In order to provide a complete and integrated resource discovery environment for our users, the Library will:

- 1.1 Acquire and implement a “Web-scale discovery system” that will enhance access to Library content and collections, both print and digital.
- 1.2 Establish a program for making “hidden collections,” both in circulating and special collections, accessible, including targeted investment in processing backlogs in special collections and other distinctive collection areas, e.g., foreign language materials.
- 1.3 Process archival collections and enhance archival finding aids in order to prepare for the migration of these records into the ArchivesSpace discovery system once it becomes available.
- 1.4 Invest in new positions and technology infrastructure required to advance the Library’s research leadership position in the field of search and discovery, and to integrate the results of that research into the discovery tools available to Library users.

Goal 2: Support Teaching and Learning Programs

In order to enhance support for teaching and learning programs on the Urbana campus, the Library will:

- 2.1 Design and implement the Undergraduate Library Media Commons service program as a campus-wide resource for media literacy education, course-integrated media content creation and evaluation, and curation of student-created media content.
- 2.2 Design and implement a collaboration, consultation, and instructional space that builds on the foundation provided by the existing Scholarly Commons service program to provide instructional and scholarly support services to undergraduate researchers, graduate students, and faculty.
- 2.3 Increase integration of subject specialist librarians into academic departments and programs across campus in order to promote use of information, instructional, and scholarly support services by students, staff, and faculty.

Goal 3: Support Digital Scholarship

In order to support the emerging needs of students and scholars engaged in e-science and other forms of digital scholarship, the Library will:

- 3.1 Establish a robust and sustainable program supporting access, dissemination, preservation, and curation of digital content created, managed, or acquired by the Library.
- 3.2 Invest in new positions and/or re-allocate resources from among existing human resources toward data curation activities.
- 3.3 Promote the outreach, acquisitions, and scholarly support programs associated with “data services” provided across the Library, especially as a component of the Illinois Research Data Initiative.

Goal 4: Expand Library Collections

In order to promote the Library as a destination, physical and virtual, for the global scholarly community, and to support sustainable models for collection management in research universities, the Library will:

- 4.1. Invest additional resources in Library collections serving areas of identified campus and Library strategic interest.
- 4.2 Identify strategies for ascertaining emerging research and teaching emphases on the Urbana campus and use this information to establish collection development objectives.
- 4.3 Acquire, process, and make accessible materials scarcely-held among research libraries that align with campus research and teaching emphases and/or with the historic strengths of the Urbana campus collections.
- 4.4 Model best practices in collection management through application of guidelines for long-term storage of print materials informed by its participation in local, state, regional, and national programs.

Goal 5: Sustain Partnerships and Collaborations

In order to enhance and improve Library services through participation in partnerships at the local, regional, national, and international levels, the Library will:

- 5.1 Identify opportunities to establish Library spaces and services supporting teaching, learning, and student services designed in collaboration with partner programs, following the models set by the Undergraduate Library Learning Commons and the Center for Academic Resources in Engineering.
- 5.2 Identify opportunities for international partnerships that inform long-term goals supporting international initiatives in the Library and on the Urbana campus.

- 5.3 Expand the “International Reference Service” program based on the Slavic Reference Service model in order to expand the reach and audience for international and area studies expertise and collections on the Urbana campus.
- 5.4 Promote collaborative efforts toward accomplishing local, regional, and national goals for digital preservation programs through participation in initiatives such as the DuraSpace Foundation, ArchivesSpace, and HathiTrust.

Goal 6: Promote Innovation


In order to nourish a culture of innovation in the design and development of library services, collections, and technology, the Library will:

- 6.1 Improve the coordination of research support for Library faculty and staff, including identifying research themes, enhancing support for grant proposal development, and supporting experimentation in the application of technology to Library services.
- 6.2 Establish an “innovation fund” to support pilot projects and other initiatives that explore new ways to improve library services and collections.
- 6.3 Adopt best practices from the fields of evidence-based librarianship and user experience in the design and development of library services.


Goal 7: Build a Robust Assessment Program

In order to ensure evidence-informed decision-making across the Library, the Library will:

- 7.1 Establish a Library-wide assessment plan aligned with strategic planning activities at the program, college, and campus levels.
- 7.2 Identify strategic and tactical metrics for use in Library assessment activities.
- 7.3 Implement mechanisms for routine access and dissemination of data useful in evidence-informed decision making at every level of Library operations.



[Home](#) [Services](#) [Get Help](#) [About Us](#)



UNIVERSITY LIBRARY
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

[Ask A Librarian](#) [Contact Us](#) [My Library Account](#)

Office of Research and Technology

Service Areas
[Help Desk](#)
[Infrastructure Management & Support](#)
[Research Administration](#)
[Software Development](#)
[Workstation and Network Support](#)

Digital content
[Illinois Harvest \(books & images\)](#)
[Digital Collections \(incl. campus restr.\)](#)
[Digital Content Creation](#)
[Digitized Book of the Week](#)
[HathiTrust](#)
[IDEALS Repository and Scholarly Communications Program](#)

Important Resources
[Service Commitments](#)
[<libTechNews> Blog](#)
[OTRS Review Policy](#)

Related Library Committees & Groups
[CAPT \(Content Access Policy & Technology\)](#)
[WAG \(Web Advisory Group\)](#)
[Office of Research and Technology](#)
[246 H Main Library](#)
[1408 W. Gregory Drive](#)
[Urbana, IL 61801](#)

Library » Administration » Research and Technology

Office of Research and Technology

We strive to be integrated and adaptive to the needs of the Library and the campus community by leveraging resources and information technologies that promote research, instruction and service.

The Office of Research and Technology coordinates three areas of activity in the Library: Information technology, grants and sponsored research, and entrepreneurial programs. Library Information Technology includes people, technology and services of all types, on this campus and world-wide.

The University Library's Gateway website is one of the most heavily-used services on campus, averaging over 50 million visits per year. Through the Gateway, the library provides campus access to catalogs of print and digital materials (over 10 million titles), and to the online full text of over 60,000 electronic journals, over 200 abstracting and indexing databases, reference works, encyclopedias, directories and other resources.

The library is digitizing collections through both the Internet Archive and Google. Through these and other initiatives we make a significant contribution to information technology, standards, and guidelines.

You are encouraged to use our systems and services, and to let us know what would enhance your virtual visits to the Library.

- [Library Research and Technology Contacts](#)
- [Library Research and Technology Committees and Working Groups](#)
- [Library Research and Technology News](#) a blog on Library IT news

Library Research and Technology Mission Statement

Library IT supports the overall Library & University vision by making the Library ubiquitous and integrated into all communities affiliated with the University, by providing technologies to support the Library's role in research, scholarship and learning, by placing user need at the heart of technology services, by fostering expertise to keep pace with technologies and by creating new systems and services while maintaining the Library's essential technology foundation.

Library Research and Technology Core Values

COLLABORATION

We work and communicate effectively through both internal and external partnerships that leverage and extend our resources by combining and sharing expertise, documentation, and decision-making processes.

EFFICIENCY

We continually strive to streamline the organization through common processes, procedures, and tools thus reducing consumption of resources and consolidating our efforts to lead to a greater level of service.

FLEXIBILITY

We respond quickly to changes in the demand for services by staying attuned to the needs of library staff and library patrons, and we keep up to date with the library information technology landscape—when it changes, so do we.

INNOVATION

We value research and creativity, solving problems in a forward-thinking manner, and offering an environment where exploration is encouraged and mistakes are tolerated as necessary in the pursuit of progress.

SERVICE

We provide reliable support to Library patrons and staff by responding quickly, communicating clearly and accurately, thinking and acting creatively to solve problems, and offering solutions and services that address current and projected needs.


Collaboration

Efficiency

Flexibility


Innovation

Service




University Library
University of Illinois at Urbana-Champaign
1408 W. Gregory Dr. | Urbana, IL 61801
217-333-2291

For comments on this page contact: [Beth Sandore Namachchivaya](#)
Last modified by: [Douglas Heintz](#) on 8/16/13



[Home](#)
[Services](#)
[Get Help](#)
[About Us](#)



UNIVERSITY LIBRARY
 UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

[Ask A Librarian](#)
[Contact Us](#)
[My Library Account](#)

Library Human Resources
[Library Administration](#)
[Employee Forms](#)
[Employment Opportunities](#)
[Policies](#)
[Resources](#)

Search this site:

Library » Administration » HR » Resources » Guideline for Investigation Time

Guideline for Investigation Time

The University Library seeks to support and actively encourage the continued development of skills and knowledge in our Academic Professional (AP) employees in a fashion that recognizes their specialized backgrounds and is also cognizant of the realities of budget pressures. Full-time APs regardless of their official title should be investigating areas of interest to them, even if those investigations are not directly in support of an immediate programmatic need. This type of employee-driven research is to be distinguished from that which is done as part of the employee's regular work responsibilities or at the direction of a supervisor; this distinction includes training activities and conferences. These activities should not count towards the "investigation time" described in this guideline.

The amount of time for this should be negotiated between the AP and the supervisor. It is expected that many of the areas employees choose to investigate will have some direct benefit to the Library even near-term. When this is true (as determined by the supervisor or the unit head if necessary) the investigation time can be increased. Obviously really beneficial investigations may evolve into a "regular" work assignment or production activities at which point it is no longer subject to this categorization. For example, an AP and supervisor may agree that the AP can spend around 5% of their time on investigations, which equates to 2 hours per week during weeks the employee works a full 40 hours. This could be increased up to 10% if it seems the area may have a more immediate direct benefit to the Library.

The employee and supervisor can negotiate minor shifts of this time (e.g. half a day bi-weekly or one day per month), but this "investigation time" does not accumulate and accrue over time. Even though the topic of investigation is up to the employee, they must inform their supervisor what they are investigating and when. Employees will not be forced to investigate if they opt out for a time, so long as this is not due to implied or explicit pressure from the supervisor or peers.

A few examples of the things APs might pursue are:

- taking online courses, tutorials, webinars, on a relevant topic
- analyzing information in different ways
- learning a (new) programming language, or more advanced techniques
- learning about or practicing different research methods
- creating a new software application
- finding a career mentor (within the library or elsewhere on campus)
- learning about project management or other aspects of management
- writing a paper intended for publication



University Library
 University of Illinois at Urbana-Champaign
 1408 W. Gregory Dr. | Urbana, IL 61801
 217-333-2291

For comments on this page contact: Administration Office

Last modified by: Donna Hoffman on 7/5/11

IOWA STATE UNIVERSITY
University Library Strategic Plan: 2011-2016

Mission

Iowa State University Library is integral to the campus mission to create, share and apply knowledge to make Iowa and the world a better place.

Vision

The University Library provides and promotes discovery tools, trusted informational resources, and information literacy skills as a vital campus partner in ensuring that the university will lead the world in advancing the land-grant ideals of putting science, technology and human creativity to work. In doing so, the Library equips faculty, staff and students to create, share and apply knowledge in addressing the challenges of the 21st century.

I. University Priority: Learning and Teaching

Library Strategic Initiatives

All Iowa State students, regardless of their learning location, will:

1. Achieve a grounded understanding of information literacy concepts and skills through the library's interactive learning programs that support their life-long needs to identify, synthesize, and ethically use trusted information as they collectively work to make the world a better place.
2. Successfully connect with information, resources and services they need through intuitive, mobile, technologically rich discovery and learning tools.
3. Enjoy productive gatherings or solitary work in a technologically advanced, safe and trusted library environment that serves as their intellectual, cultural and social center for efficient academic work and personal success.

II. University Priority: Research

Library Strategic Initiatives

All researchers, regardless of location, will advance their work with:

1. Rapid and easy access to a broad array of the most current and historical full-text research materials through intuitive, mobile, technologically rich discovery tools.
2. Broad interdisciplinary and basic research collections (with growing focus on key strategic cross-disciplinary research) that will serve future generations of scholars through local and consortial repository agreements and partnerships in context of a nationally-respected preservation program.

3. A digital repository and publishing infrastructure that ensures global awareness and access to Iowa State research, provides creative solutions for open access mandates from granting agencies, and offers an effective publishing tool for campus journal editors and campus publications.
4. An array of research support tools that provide and promote individual and institutional awareness of research success and creative impact.

III. University Priority: Outreach and Extension

Library Strategic Initiatives

Iowa and global community members will:


1. Discover and use high-impact Iowa State research through the Internet via the e-Library's digital repository.
2. Benefit from library partnerships that build shared print and electronic repositories that ensure open access to the national research journal collection and support collective efficiencies as to physical space and collection management.
3. Discover and access unique and nationally important research materials held and preserved by the ISU Library.
4. Enjoy welcoming access to a research library environment that may serve as an intellectual and cultural center for their efficient research and personal success.

IV. University Priority: Community of Faculty and Staff

Library Strategic Initiatives

The university community of faculty and staff will:

1. Be assured that the library's broad research collections, mobile discovery tools, innovative programs and services impress prospective candidates in their recruitment, and support retention of an outstanding faculty and staff.
2. Enjoy productive gatherings or solitary work in a technologically advanced and safe library environment that serves as their intellectual, cultural and social center for efficient academic work and personal success.
3. Benefit from strong and innovative external library partnerships, including the Ames Public Library, the Regents Libraries, and the State Library of Iowa, as we collectively offer an extensive range of library resources and services that ensures vibrant community success and impact.




The University of Kansas Libraries




KU Libraries: Strategic Directions 2012-2017

Articles & Databases
Catalog: books & more
E-journals
Research by Subject
Course Reserves
Library Pages A-Z


Images
KU ScholarWorks
KU Digital Collections

Hours
My Account
Request Articles, Books, ...
Friends & Benefactors
Suggestions



SHARE   

The work of this strategic plan has been driven by one question: Given the changing landscape of higher education and the dynamic ambition of our institution, how must KU Libraries transform over the next five years? The goals, strategies and metrics defined in this document represent an intentional redefinition of libraries at the University of Kansas.




Strategic Directions

Home
Updates
Overview
Vision, Mission & Values
Goal 1
Goal 2
Goal 3
Goal 4

Contact

Rebecca Smith
Executive Director of Communications, Advancement & Administration
rasmith@ku.edu
785-864-1761

Related Resources

Bold Aspirations 

UPDATES

Updates on progress toward each goal.

OVERVIEW

VISION, MISSION & VALUES

GOAL 1

Integrate information literacy, research skills and information resources into the curriculum to enhance critical thinking, academic success and lifelong learning.

GOAL 2

Advance scholarship through proactive engagement in research and scholarly communication.


GOAL 3

Strengthen KU Libraries' position as an agile, responsive organization capable of continual improvement and change.

GOAL 4

Stabilize and grow existing funding sources, secure new funding opportunities and enhance public accountability.

Contact Us
KU Libraries
Lawrence, Kansas 66045
(785) 864-8983

 KU Libraries

RESEARCH TOOLS AND EXPERTISE FOR
TWENTY-FIRST CENTURY SCHOLARS



University Libraries Strategic Plan, 2012-2020

Mission:

As an essential partner in the University of Louisville's mission to become a premier, nationally-recognized, metropolitan university, the Libraries meet the information, research and service needs of a diverse population.

Vision:

Transform relationships, collections, and spaces to become a nationally recognized model of user-focused, research library services.

Values:

User information needs drives decision-making and resource allocations.

Experimentation is encouraged and rewarded.

Collaboration internally and externally is encouraged and rewarded.

We value and act upon the ideas of our faculty and staff.

We celebrate the distinctive strengths of each library and department within the system, and remain committed to system-wide goals.

RELATIONSHIPS

By the year 2020, library services will be provided at the time, place and point of user need. Given the libraries' many different user communities, we will use multiple service models to achieve our vision. Our knowledge about users comes from reliable, relevant data related to their preferences, activities and needs, and this knowledge drives future changes. The libraries' organization will be structured to promote continuous effective and creative responses to users' learning and research behaviors. Faculty and staff will have the necessary knowledge and skills to succeed in this environment and be change agents themselves. The University Libraries vision will be recognized locally and beyond.

Goal 1: Engage and learn more about our users and our community to meet their evolving needs.

Strategy 1: Increase data collection about users' needs, information-seeking behaviors and perceptions of the libraries

Objective: Develop a plan for broad-based user assessment

Objective: Use on-going focus groups and surveys to get direct feedback about the user experience and unmet needs

Objective: Identify and use unobtrusive techniques for understanding when and how users interact with library resources

Objective: Create a Libraries-level student advisory board

Objective: Improve capacity for collecting and managing relevant data about the libraries.

Objective: Explore the potential needs of faculty, staff and students who do not use the libraries

Strategy 2: Increase faculty collaborations to become more actively involved in the research, clinical, and student learning processes

Objective: Identify productive opportunities to interact and communicate with different faculty, clinical and research groups

Objective: Meet or communicate with faculty, clinicians and researchers within those preferred environments

Objective: Collaborate on assignments that increase students' exposure to library resources and information literacy skills

Objective: Work with faculty, clinicians and researchers to assist them with identifying the most valuable resources for their work

Strategy 3: Strengthen the libraries' outreach/community engagement program

Objective: Develop a clear plan and identify priorities for working with under-served or non-traditional communities

Objective: Seek opportunities to support campus and community outreach initiatives

Goal 2: Promote and support employee and organizational effectiveness.

Strategy 1: Recruit and retain an excellent, diverse workforce.

Objective: Determine and implement best practices for the recruitment of new personnel and for promotion from within.

Objective: Increase the diversity of the libraries faculty and staff through participation in ARL diversity initiatives and commitment to the campus diversity planning process.

Objective: Improve the student employment experience.

Strategy 2: Provide libraries employees with the knowledge and skills they need to achieve strategic goals.

Objective: Develop a continuing education program for all faculty and staff.

Objective: Expand opportunities for strengthening leadership and supervisory skills.

Objective: Match evaluation tools and reward programs to organizational goals.

Strategy 3: Align organizational structure with strategic goals and provide opportunities for broad-based input into decision-making.

Objective: Review all vacant positions to ensure recruitment is matched with future needs and directions.

Objective: Review and assess the libraries' staffing and administrative structure.

Objective: Identify and expand informal and formal opportunities for relevant information sharing across the libraries to maximize communication.

Objective: Seek formal and informal channels for greater staff input and involvement.

Strategy 4: Encourage and support entrepreneurship.

Objective: Create and implement a process to support innovative projects and learning opportunities.

Objective: Pursue opportunities for regional and national collaborations that advance strategic goals.

Objective: Expand revenue sources for the libraries.

Goal 3: Document and communicate the value, activities, expertise and impact of the University Libraries

Strategy 1: Develop a cohesive and cogent identity program.

Objective: Create a visual branding package for general use.

Objective: Develop a consistent story/message about the libraries and their goals.

Strategy 2: Investigate and implement an effective marketing program.

Objective: Develop appropriate communication strategies for our multiple user groups.

Objective: Make creative use of current technologies to disseminate our message.

Objective: Identify and develop expertise needed to provide high-quality, professional marketing products and services.

COLLECTIONS

By the year 2020, we expect digital collections to have grown substantially and be the resource of choice for most users. Collaborations among academic research libraries will be strengthened in order to ensure access to a full range of scholarly materials. The one area where acquisition of print materials will continue to be robust is in special and/or historical collections. The libraries will have implemented a well-defined preservation plan for our most important assets and local scholarship. The libraries will employ the latest technologies for connecting users to resources at the point of need.

Goal 4: Provide thoughtfully chosen and curated resources to better serve the University and our research communities, and to enhance the Libraries' and University's reputations as centers for learning and research.

Strategy 1: Develop and implement comprehensive collection development plans based on user needs and institutional strengths

Objective: Each library will conduct a thorough assessment of current holdings

Objective: Each library will develop a plan that addresses the future development of its collections

Objective: Restructure acquisition processes in response to the needs of faculty, students, and other researchers

Strategy 2: Assess and address preservation and storage needs of analog and digital materials

Objective: Develop and implement print retention, storage and preservation policies

Objective: Develop a special collections storage plan

Objective: Pursue opportunities for inter-institutional collaboration/collection development

Objective: Develop preservation policies for digital materials

Objective: Evaluate campus needs around digital dissemination and preservation of scholarly work and datasets

Strategy 3: Enhance access to materials held by the Libraries

Objective: Assess user experience relative to current search and discovery tools

Objective: Implement appropriate tools and technologies related to collection use and access

Strategy 4: Emphasize the Libraries' unique research collections

Objective: Add to and enhance Digital Collections

Objective: Acquire, preserve and provide access to new collections

Objective: Actively promote awareness and use of the collections.

SPACES

By the year 2020, the libraries facilities will be high-use research and learning hubs for the campus and scholarly communities. The physical spaces will consist of activity centers offering traditional and non-traditional library services that are designed to engage visitors with opportunities for exploring and sharing ideas. Our virtual presence will be a primary source of engagement for many users and will use sophisticated design principles and technology to allow virtual users to interact with information resources in an intuitive, effective manner.

Goal 5: Create inviting, flexible, and engaging spaces to enhance the campus learning and research environment

Strategy 1: Provide spaces where/when our users need them

Objective: Strategically allocate space to meet ongoing and anticipated needs

Objective: Develop more user spaces in libraries and seek out space in other buildings where appropriate

Objective: 24/7 access where warranted and sustainable

Objective: Provide virtual/mobile services meeting user needs

Strategy 2: Make our physical and virtual spaces user friendly

Objective: Periodically conduct space audits to review for technology, infrastructure, aesthetics, and flexibility.

Objective: Ensure that spaces are easily navigable and intuitive.

Objective: Work with campus partners to provide services and amenities that will increase user satisfaction with library spaces

Strategy 3: Sponsor activities that engage our multiple user communities.

Objective: Host exhibits and events.

Objective: Seek opportunities to support campus and community initiatives.

MIT Libraries Annual Report FY 2012-2013

Research

by Micah Altman, Director of Research

The Libraries' pioneering decision, over a decade ago, to develop a general research program established its reputation for information science research and led to the development of tools and approaches used by many memory institutions and individual researchers. The new Program on Information Science continues this tradition of applied research in information management, dissemination, and preservation.

The current Program on Information Science was initiated as part of the Libraries general research efforts in 2012 with two goals: Firstly, the program aims to catalyze the MIT community in identifying, adapting, and applying new practices, standards, research findings, and methodologies from information science in support of research, education, and practice. Secondly, the program aims to lead in the development of targeted standards and practices in the field of library and information science.

The research program has grown its portfolio and is now engaged in several areas of ongoing research including:

- **Open access publishing**
The research program is collaborating with Harvard and Stanford on a "Data Sharing System for Journals," which aims to develop data-citation and publication workflows for Open Access publications. This work is funded by an award from the Sloan Foundation.
- **Data management**
The research program is collaborating with Harvard University and Microsoft Research to develop a better understanding of the practical performance and usability of a variety of algorithms for analyzing and sharing privacy-sensitive data. The project will develop secure implementations of these algorithms and legal instruments, which will be made publicly available and used to enable wider access to privacy-sensitive data sets. This work is partially funded by the National Science Foundation.
- **Crowd-sourced information**
The program is collaborating with George Mason University on the Public Mapping Project, which uses crowd-sourced GIS information to stimulate public participation in electoral mapping and to advance research in related areas of political science, law, and public administration. This work has been partially funded by the Sloan Foundation and Tides foundation.

- **Digital preservation**

The research program recently completed an IMLS-funded collaboration with UNC, Chapel Hill, University of Michigan, Harvard University, and University of Connecticut to develop an open-source system for systematic policy auditing of distributed digital replication systems. This is being used by the Data-PASS partnership, US GovDocs replication network, CLOCKSS, and others to improve the preservation of critical content, and has revealed substantial gaps between high-level policy and execution in existing preservation methods.

In the 2012-2013 fiscal year the program received three awards for its work in crowd-sourced geographic information systems:

- The 2013 Antonio Pizzigati Prize for Software in the Public Interest was awarded by the Tides Foundation to the program's head, Micah Altman, for development of software in the public interest.
- The 2012 Data Innovation Award for Data Used For Social Impact was presented at the O'Reilly Strata Conference.
- The 2012 Outstanding Research Software Development Award was presented by the American Political Science Association (Information Technology and Politics Section) for development of software useful for political science research.

In FY13 the program has conducted outreach and dissemination activities including:

- Publications of six professional articles and book chapters related to research conducted by the program. This included a chapter in a National Academies report on data citation, and an issue of one of the top-three political science journals.
- Delivering over a dozen invited talks at local workshops, national, and international forums. These talks included a keynote presentation on issues related to data open access presented for the National Academies' meeting Public Access to Federally-Supported Research and Development Data.
- Developing a new website for the program and its research projects based on the *OpenScholar* system: informatics.mit.edu.
- Establishing a monthly "brown-bag" seminar series cover a broad range of developments in information science relevant to libraries and scholarly communications.- Authored and delivered three IAP courses in the areas of developing research proposals and managing confidential data. This attracted students, postdocs, and research staff representing departments across the Institute and beyond.

Finally, the Libraries' research program engaged with a number of key organizations that are developing or guiding broad standards, infrastructures and community efforts:

- As a part of the board and of the technical steering group, the Libraries' research program continues MIT's contribution to the direction of Open Researcher & Contributor ID. ORCID, Inc. is a non-profit organization dedicated to solving the name ambiguity problem in scholarly research; and it brings together the leaders of influential universities, funding societies, publishers and corporations from around the globe. In October 2012, ORCID launched its first full release of its core author identifier and registry service. It now has a membership of over sixty-five member institutions and has registered identifiers for hundreds of thousands of researchers. This constitutes an advance in the infrastructure of scholarly communication.
- As a part of the coordinating (steering) committee, the Libraries research program contributes to the leadership of the National Digital Stewardship alliance. NDSA is a collaboration of over 150 public, private, and governmental organizations committed to establish, maintain, and advance the capacity to preserve our nation's digital resources for the benefit of present and future generations. In July the NDSA released the National Digital Curation Agenda, which identifies state of research, practice and collaboration in digital preservation.
- As a part of the CODATA/ICTSI/BRDI task group on data citation standards and practices, the Libraries research program is contributing to the development of data citation standards. A major report from this group is forthcoming as a special volume of the CODATA journal.
- As part of an OCLC research task group, the Libraries research program is contributing to analysis of the benefits, needs, and challenges for integrated author and research identification.

Over the next several years, we expect to grow its research portfolio through internal and external collaborations with library staff, faculty, partner institutions, and funders. This expanded portfolio aims to include projects in many of the following areas: managing and disseminating "big" data, developing new methods for digital preservation, and supporting information management and access related to massively open online courses, as well as initiatives in other areas. In support of these activities, we expect to expand the research program to employ and engage students, postdocs, virtual assistants, and additional research staff.



[Your Account](#)

[ASK US!](#)

[TELL US!](#)

[Search](#)

[Hours & locations](#)

[Borrow & request](#)

[Research support](#)

[Productivity tools](#)

[About us](#)

[Admin Sign In](#)

Staff and Department Directory

[Home](#) [By Name](#) [By Location](#) [By Department](#) [Subject Experts](#)

Digital Library Application Development

About Digital Library Application Development (DLAD)

The Digital Library Application Development (DLAD) department provide professional software development, analysis, and planning for technology systems commissioned by the Libraries. We evaluate when to buy new systems and when to develop or modify systems in-house.

[Richard Rogers](#), head

Matt Bernhardt

Web Developer
Digital Library Application Development
mjbernha@mit.edu | E25-131 | 617.253.3240

Sands Fish



Sands Fish

Senior Software Engineer
Digital Library Application Development
sands@mit.edu | E25-131 | 617.253.2048

[Personal web site](#)



McMaster University
LIBRARY library.mcmaster.ca



2010-2013

STRATEGIC PLAN

Strategic Plan | 2010/2013

Over the last five years, McMaster University Library has transformed itself into an innovative, user-centred service provider. We have responded to shifting student and faculty expectations by dramatically changing our physical and virtual spaces, by enhancing services, by enriching our unique collections and by building strong relationships both on and off campus.

Our new Strategic Plan provides a clear roadmap for continuing this transformation. The new plan is based on a *Balanced Scorecard* framework, thus reflecting our ongoing commitment to regular and sustained improvement across all aspects of the organization. The ten new strategic objectives will challenge us to enhance our focus on the user experience, to improve internal efficiencies, to advance the learning and growth of our staff, and to increase our financial health. The new framework will also encourage us to regularly measure and communicate our progress in meeting these ambitious goals.

As an organization, we are committed to our new Strategic Plan and feel that it represents our dedication to ongoing transformation. I invite you to learn more about our Plan and to follow our progress in the coming years.

Jeffrey G. Trzeciak
University Librarian

Our Vision, Mission and Values

Vision

McMaster University Library will be recognized as Canada's most innovative, user-centred, academic library.

Mission

The University Library advances teaching, learning and research at McMaster by:

- teaching students to be successful, ethical information seekers
- facilitating access to information resources
- providing welcoming spaces for intellectual discovery
- promoting the innovative adoption of emerging learning technologies

Values

- excellent customer service
- collaboration, innovation, creativity and risk taking
- inclusiveness and respect for the individual
- accountability for our actions and decisions





McMaster University
LIBRARY library.mcmaster.ca



Strategy Map | 2010/2013



The Library's Strategic Plan is a living document. For current information on specific initiatives or to access our Library Scorecard, please visit our website at: library.mcmaster.ca/mission

Focus on faculty, students and university staff

- Strive for exemplary service that is responsive to user needs
- Create world-class teaching & learning spaces
- Improve discovery of and access to scholarly resources
- Integrate the Library into the University's teaching, learning and research mission

Focus on library staff learning and growth

- Grow an evidence-based culture that encourages innovation and risk taking
- Nurture a healthy, collaborative, and dynamic work environment
- Develop highly-trained, technologically-fluent superlative staff

Focus on library processes

- Track efficiency and effectiveness of Library programs and services
- Promote awareness of the Library's rich collections, state-of-the-art facilities and exemplary services

Focus on financial health

- Secure appropriate financial resources to maintain a world-class research library



McMaster University
LIBRARY 

STRATEGIC DIRECTIONS FOR 2011–2013

Supporting the Lifecycle of Knowledge

Digital content abounds, new forms of information access are emerging, and new tools for communication and exchange are multiplying rapidly, changing how faculty and students discover and manage their research resources, create new knowledge, and share their work.

The Libraries support students and scholars throughout the overlapping and iterative phases of the knowledge lifecycle.



- **Discovery:** finding relevant publications, media, and data, keeping current in one's discipline
- **Use:** acquiring, organizing, and exploiting content and data
- **Creation:** producing new intellectual goods, analyzing, writing, and reviewing
- **Dissemination:** teaching, discourse within disciplinary communities, collaboration, and publishing

STRATEGIC THEMES

The Libraries' planning process identified the following areas of strategic importance for priority attention.

1 Content & Collections: *Stewardship in a Global Context*

The rapid evolution of digital publishing, coupled with trusted mechanisms for accessing and preserving digital content (e.g., the HathiTrust), offer significant opportunity to explore new and collaborative approaches to collection development and management. In the context of continued inflation and constrained budgets, the Libraries are challenged to refine collecting strategies, while providing cost-effective stewardship for legacy collections.

Goal

The Libraries will provide for contemporary and future research by developing collections that support campus programs and by collaborating with other institutions to manage, preserve, and share distinctive resources for a global community of scholars.

Strategies

- Refine collecting profiles to align with contemporary campus priorities and available funding. Develop, preserve, and provide enhanced access to collections of distinction.
- Leverage the Committee on Institutional Cooperation's (CIC) cooperative licensing capacity to pursue deep discounts through consortium-wide contracts with major publishers.
- Increase Libraries' capacity to preserve and manage print and digital collections to ensure enduring access by developing a program of preservation and conservation and collaborating with cultural organizations in the development of infrastructure to preserve digital collections.
- Pursue opportunities to collaborate with academic and commercial partners, including shared print storage and digital initiatives within the CIC.
- Contribute to the development of the HathiTrust digital preservation program.

STRATEGIC DIRECTIONS FOR 2011–2013 (CONTINUED)**2 Access: Enabling Robust Information Discovery and Delivery**

The Libraries' classic methods of providing information access through local catalogs and systems have undergone fundamental changes in the context of new models of distributing and accessing content. At the same time, the changing expectations for delivery among students and faculty have been profoundly influenced by prominent players such as Google, Amazon, and WorldCat. This has led the Libraries to recalibrate its critical and useful role in scholarly inquiry in the context of global information networks.

Goal

The Libraries will enhance online information discovery and delivery by providing services that are portable and personalized, open to the world's information network, and integrated into the teaching, learning, and research environments of our users.

Strategies

- Systematically integrate University of Minnesota Libraries' content and collections into global network discovery services, while "opening the door" of our local systems to the world's information network.
- Implement identity management strategies that enable users to navigate seamlessly between campus and external services.
- Enhance information discovery systems so they can be tailored to support discipline-specific research methodologies.
- Streamline the path between the *search* for information (electronic and print) and its *delivery*.
- Provide low-barrier connections between content systems and tools that support personal information management and analysis.

3 Research and Scholarship: Enhancing Individual Productivity and Community Discourse

Methods of scholarship have changed in the context of greater interdisciplinarity, collaboration beyond institutional borders, and exploitation of technology. The Libraries are challenged to support emergent methodologies, working collaboratively with campus and institutional partners. With the rise of new models for creating, sharing, and managing scholarly materials comes increasing demand for support of both the *processes* and *products* of scholarship. The Libraries support the evolution of these processes and play a lead role in educating the campus about issues of copyright and publishing policy.

Goal

The Libraries will play an instrumental role in sparking discovery, creativity, and innovation by advancing research and scholarship processes that allow for the unfettered flow of knowledge creation and sharing.

Strategies

- Extend research consultation services to help researchers manage, preserve, and share publications and research assets and data.
- Leverage Libraries' existing technology, expertise, and partnerships to develop digital content management and publishing solutions.
- Advocate for author publishing choices that align with academic values by expanding educational programs on copyright, authors' rights, and scholarly publishing.
- Assist individuals and academic units in assessing impact and visibility of research and scholarship.
- Leverage successful programs like the UMN-developed *AgEcon Search* and *EthicShare* to advance models of discipline-focused repositories and online communities and services within the academy.

STRATEGIC DIRECTIONS FOR 2011–2013 (CONTINUED)**4 Teaching and Learning: Strengthening Campus Capacity and Enriching Student Experience**

Libraries' collections and campus-wide licenses for digital content provide critical course resources. The Libraries' longstanding programs to build information literacy skills are expanding through partnerships with faculty in curriculum redesign in support of the University's competency-based learning outcomes. Integrating content, learning tools, and course-specific resources within a mature campus learning infrastructure will support and enhance place-based and online learning.

Goal

The Libraries will support education through increased integration of critical content and tools in the curriculum and through programmatic investments in physical and virtual learning environments.

Strategies

- Partner with campus units to understand faculty workflow and needs in the development of courses.
- Assist faculty with incorporating evidence-based learning, essential inquiry, and problem-solving skills into the curriculum.
- Integrate Libraries' content and staff expertise in course management systems such as Moodle, with attention to embedded mechanisms to develop student information literacy.
- Expand cost-effective online strategies to support courses through online tutorials and system-generated Library Course Web Pages.
- Leverage Libraries' physical spaces for campus collaborations and learning support such as the SMART Learning Commons and Institute for Health Informatics.
- Collaborate with collegiate units to share Libraries' resources beyond campus (e.g., History Day and College in the Schools) and leverage Minitex programs to support the information needs of Minnesotans.

5 Organization: Developing Agility and Advancing Efficiencies

As the Libraries' roles expand through more active engagement with academic programs and development of infrastructure, the capacities required within the organization shift as well. These trends also require new types of expertise, strategies that are inherently collaborative (within the University and within the academy), and organizational agility to reconfigure resources to respond to changing demands and a changing economic context.

Goal

Invest in staff and organizational capacity for innovation, collaboration, risk taking, and assessment to meet emerging priorities and demands.

Strategies

- Strengthen the Libraries' assessment expertise to support ongoing evaluation of services and functions and to further workflow efficiencies.
- Develop capacities and systems for data capture and evidence-based decision making.
- Focus staff development investments to support achievement of strategic initiatives, leveraging expertise in the Libraries and on campus.
- Prepare managers to develop and realign staff expertise for new initiatives, reassignments, and working across organizational boundaries.



U.S. National Archives and Records Administration

Fiscal Year 2014 – 2019

Strategic Plan February 2014 (As of June 5, 2013)

Our Values:

Collaborate: An open, inclusive work environment -built upon respect, communications, integrity, and collaborative team work.

Innovate: Encouraging creativity and investing in innovation - to build our future.

Learn: Pursuit of excellence through continuous learning - becoming smarter all the time about what we know and what we do in service to others.

Strategic Context: NARA Transformation

The National Archives and Records Administration (NARA) is engaged in a multi-year effort to transform itself into a dynamic and modern agency. The NARA Transformation—launched in 2010—is a long-term initiative to build a new organizational culture that is agile and responds quickly to change, accepts risk, rewards innovation, and seeks continuous improvement.

The Transformation is grounded in the Open Government principles that an effective government is transparent, collaborative, and participatory.

Transformation requires NARA to develop new ways to engage its customers, advance new theories of archival science, and demonstrate leadership in electronic records management. NARA's Transformation is guided by six "transformational outcomes" that describe how we will deliver on our mission in a modern environment.

NARA completed a significant Transformation milestone in 2011, when it abolished its geographic organizational structure and realigned into new organizations focused on key customer segments. The new organizational structure allows us to better engage our stakeholders, encourage their collaboration and participation, and more effectively respond to their needs. In addition, the recently established Office of Innovation will accelerate agency-wide efforts to increase collaboration and provide more opportunities for public participation.

The Transformation is building the organizational culture that is necessary for NARA to achieve its strategic goals and realize its mission, as outlined in the 2014–2019 Strategic Plan, and change the way people think about archives.

Transformational Outcomes

- *One NARA* - We will work as one NARA, not just as component parts.
- *Out in Front* - We will embrace the primacy of electronic information in all facets of our work and position NARA to lead accordingly.
- *An Agency of Leaders* - We will foster a culture of leadership, not just as a position but as the way we all conduct our work.
- *A Great Place to Work* - We will transform NARA into a great place to work through trust and empowerment of all of our people, the agency's most vital resource.
- *A Customer-Focused Organization* - We will create structures and processes to allow our staff to more effectively meet the needs of our customers.
- *An Open NARA* - We will open our organizational boundaries to learn from others.

Major Trends Affecting NARA: 2014–2019

Electronic records are—and will continue to be—NARA’s single greatest challenge and opportunity. NARA must modernize its approach to accepting, storing, and providing public access to records, in order to manage increasingly larger volumes of electronic records, in larger file sizes, and in a variety of formats. “Big data,” social media, and public use and re-use of government data are changing the nature of government records in ways that challenge traditional records management practices.

As we work to improve management and preservation of and access to electronic records, these major trends will influence our strategies in the years 2014 through 2019.

- *Open Data and Digital Government*—The Administration has set clear goals for all Executive branch agencies to provide government information online and in machine-readable formats. “Open data” will change the nature of Federal records that NARA will receive in the future and challenges us to make more of its existing, paper-based archives available online and in searchable formats.
- *Cloud Computing and IT Shared Services*—The Administration is encouraging agencies to move more applications and data storage to lower-cost, commercial hosting. NARA must develop a cloud archiving strategy so that records created and used “in the cloud” can also be archived, preserved, and made publicly available in the cloud. We must also determine if there is a continuing need for centralized, fee-for-service storage of temporary and pre-archival electronic records similar to the paper-based services that we provide through Federal Records Centers.
- *Public Participation*—Open Government concepts have focused agencies on the benefits of encouraging public participation using new media tools. NARA must develop new techniques for managing and archiving records that document dynamic government interactions with the public. At the same time, we must seek new ways to solicit more public input and collaboration to further our mission.
- *Citizen Engagement*—NARA anticipates continued public demand for opportunities to learn about America’s government and history in person through NARA exhibits, educational programs, and public events. NARA must find cost-effective ways to integrate in-person and online experiences so that our civic literacy programs are rewarding for both virtual and physical visitors. NARA will ensure that traditional services remain available and effective for underserved populations and individuals with limited proficiency with technology.
- *Employee Engagement*—NARA has been challenged with low employee satisfaction for many years. We must strengthen our efforts to provide all employees with an engaging, productive work experience now and in the future. We must plan for future workforce needs and ensure that all employees have the opportunity to collaborate, innovate, learn and grow as professionals.

NARA Mission, Vision, and Values

Our Mission is to provide public access to Federal Government records in our custody and control. NARA's mission focuses its many disparate programs and statutory responsibilities toward a common purpose of providing public access. Public access to government records strengthens democracy by allowing Americans to claim their rights of citizenship, hold their government accountable, and understand their history so they can participate more effectively in their government.

MISSION

NARA drives openness, cultivates public participation, and strengthens our nation's democracy through public access to high-value government records.

Our Vision is to transform into an agile and modern information agency. NARA's vision harnesses the opportunities of new and emerging trends in government, technology, and public engagement to deliver an exciting 21st-century archives. NARA will collaborate with other Federal agencies, the private sector, and the public to deliver *information*—including records, data, and context—when and where the customer needs it and through their communications channel of choice.

VISION

We will be known for cutting-edge delivery of extraordinary volumes of high-value government information and unprecedented engagement to bring greater meaning to the American experience.

Our Values reflect common aspirations that support and encourage the long-standing commitment of NARA staff to public service, openness and transparency, and the government records that NARA holds in trust. NARA's organizational values describe how the agency will interact with the public, achieve its goals, and realize the transformational outcomes.

VALUES

Collaborate—Create an open, inclusive work environment that is built on respect, communication, integrity, and collaborative team work.

Innovate—Encourage creativity and invest in innovation to build our future.


Learn—Pursue excellence through continuous learning and become smarter all the time about what we know and what we do in service to others



Blogs | [Bookmark/Share](#) | [Contact Us](#)

[GO](#)

[Research Our Records](#) [Veterans Service Records](#) [Teachers' Resources](#) [Our Locations](#) [Shop Online](#)

About the National Archives

[Home](#) > [About the National Archives](#) > [Organization](#) > [NARA Organizations](#)

About Us

[Visit Us](#)
[Vision & Mission](#)
[Organization](#)
[History](#)

Budgets, Plans, & Reports

[Strategic Plans](#)
[Performance Plans](#)
[Performance Budgets](#)
[Performance & Accountability Reports](#)
[E-Gov Report](#)
[State of the Archives and other Speeches & Writings](#)
[All Reports & Plans](#)

Rules & Regulations

[Laws & Authorities](#)
[Regulatory Process](#)
[NARA's Regulations](#)
[Significant Guidance](#)

Feedback

[Contact Us](#)
[Comment on Draft Policy & Regulations](#)
[Inspector General Hotline](#)
[Customer Service Commitment](#)

Employment

[Jobs, Internships & Volunteering](#)
[Equal Employment Opportunity](#)

Resources

[Press Releases](#)
[Publications](#)
[Information Quality](#)
[Our Records Schedule](#)
[Electronic Records Archives \(ERA\)](#)
[Services to Members of](#)

Office of Innovation

Pamela S Wright

The Office of Innovation leads NARA's efforts to create innovative ways to serve its customers and to increase access to and delivery of records through all forms of media. Its mission includes demonstrating leadership in the archival and information access field. The Office oversees the National Archives' [Open Government](#) and [Digital Government Strategy](#) efforts, the [online public catalog](#), [digitization strategy and partnerships](#), the National Archives' [web](#) and [social media](#) presence, the Innovation Hub, and the [Citizen Archivist Initiative](#). In support these efforts, the Office runs and coordinates the Internal Collaboration Network; the description program; agency business architecture; metadata standards and authorities; internal digitization labs; intranet; and social media programs.


The Office of Innovation is led by the Chief Innovation Officer and consists of the Digitization Division; the Digital Engagement Division; the Innovation Hub; Business Architecture, Standards, and Authorities Division; and the Project Management Division.

Phone: 301-837-2029

104 · Representative Documents: Strategies to Support Innovation and Research

NC STATE UNIVERSITY

DIRECTORY | LIBRARIES | MYPACK PORTAL | CAMPUS MAP | SEARCH NCSU

 **NCSU LIBRARIES**

ASK US | MY ACCOUNT | HOURS | FAQ | LOG OUT | CHAT NOW!

FIND

GET HELP

SERVICES

LIBRARIES

ABOUT

SEARCH

Hunt Library Vision

[Hunt Library Home](#)

[About Hunt](#)

USING

[Get Books](#)

[Get Help](#)

[Explore Spaces](#)

[Explore Technology](#)

[Reserve a Room](#)

VISITING

[Hours](#)

[Directions and Parking](#)

[Tours](#)

[Photos and Videos](#)

SUPPORT HUNT

[Giving to the Libraries](#)

[Naming Opportunities](#)

[Powered By](#)

CONTACT

[Contact Us](#)

1070 Partners Way
Campus Box 7132
Raleigh, NC 27606

919-515-7110

The NCSU Libraries has earned an international reputation for an intense and sustained focus on how students learn and how faculty create and share knowledge in an age of digital technology and collaboration. The James B. Hunt Jr. Library builds on all we have learned to create an iconic building that captures the spirit of NC State University's strengths in science, engineering, technology, and textiles.

Designed to be a major competitive advantage for the university, the Hunt Library is a signature building that both enables and reflects NC State's vision as a preeminent technological research university recognized for its innovative education and research addressing the grand challenges of society. Its bold design is a visual statement of its bold purpose: to be a place not of the past but of the future, a place where our students, faculty, and partners can gather to research, learn, experiment, collaborate, and strengthen NC State's long tradition of leading transformative change.

A great research library is more than collections, technologies, and comfortable workspaces. A great library inspires—its architecture and technology create spaces that encourage collaboration, reflection, creativity, and awe. At the core of the vision for the Hunt Library is the ability for our students, faculty, and partners to immerse themselves in interactive computing, multimedia creation, and large-scale visualization—tools that are enabling revolutionary ways to see and use information.

In bringing together a state-of-the-art research library with the Institute for Emerging Issues, the Hunt Library is an international destination for those who seek to explore how collaborative spaces and innovative applications of technology can inspire the next generation of engineers, designers, scientists, researchers, and humanists.

The Hunt Library, in short, is the proud face of NC State University in the 21st century

The Hunt Library...

Creates a heart for Centennial Campus



Named the nation's top research park in 2007, NC State's Centennial Campus is a nexus of collaboration among students, faculty, researchers, and corporate, governmental, and institutional partners. In the past 25 years, it has grown into a powerful engine of growth for the state and the nation—and is now the fastest growing part of the NC State campus. The Hunt Library stands as its intellectual and social center.

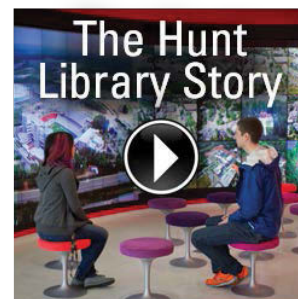
Defines the research library of the future

By putting great technology in the hands of students and faculty around the clock, the Hunt Library enables and encourages learning, experimentation, and technology-intensive projects, and builds community by showcasing university research and bringing together scholars from many disciplines.

Narrows the seating gap

The Hunt Library almost doubles our study seating capacity. The NCSU





Libraries is significantly over capacity, often with over 10,000 visits in a single day. Before the opening of the Hunt Library, we could seat less than 5% of our students—far short of the University of North Carolina's standard of providing library study seating for 20% of the student population.

Immerses NC State in technology advantage

The NCSU Libraries has long been a bold technology incubator for NC State, making it easy for students and faculty to immerse themselves in the technologies driving our economy. The Hunt Library builds upon that tradition, giving the university an iconic space filled with technology-enabled furniture, high-definition video walls, 3D computing and visualization space, and videoconferencing and telepresence facilities. Inspiring a spirit of discovery, the Hunt Library will help to produce the next generations of technology-savvy citizens, employees, researchers, and scholars.

Inspires great work with bold, adventurous spaces

In the digital age, libraries have become the creative space where students spend enormous amounts of their time—working, creating, studying, and interacting with peers. Faculty members and researchers, as well, need specialized spaces that support their research and teaching and build a sense of scholarly community. These spaces need to be comfortable; they need to make it easy to collaborate; they need to be inspiring. Every corner of the Hunt Library is designed to be memorable and stunning—an environment where people are encouraged to breathe life into the aspirations of an outstanding university.



Plans and Documents

[Hunt Library Vision Statement](#)

[Library Master Plan, Summary](#)

[Library Master Plan](#)

[James B. Hunt Jr. Library Programming & Pre-Design, Final Report, Oct. 24, 2008](#)

NCSU Libraries 2 Broughton Drive, Raleigh, NC 27695-7111 (919) 515-3364 | Contact Us
Copyright | Disability Services | Privacy Statement | Staff Only
D. H. Hill Library | Hunt Library | Design Library | Natural Resources Library | Veterinary Medicine Library



Giving to the Libraries

Summary:

As the University embarks on a new strategic plan, the Library seeks to define the ways in which it can best contribute to the fulfillment of those goals. In 2011, we substantially completed many of the goals outlined in our 2008 plan, itself based on the University's prior strategic plan, the *Highest Order of Excellence*. A new strategic plan aligning the Library's goals with the University's new directions was drafted after months of discussion at all levels of the organization and largely finalized in November 2011.

The Library's new strategic plan is divided into the four sections that parallel the four sets of issues articulated in Northwestern's plan, *Northwestern Will -- We Will*:

- *Discover Creative Solutions --- we will work together through research and innovation to create solutions to problems that will improve lives, communities and the world*
- *Integrate learning and experience --- we will integrate student learning with experiences in the world, beyond the classroom*
- *Connect our community --- we will connect individuals from diverse backgrounds and life experiences to create a truly inclusive community*
- *Engage with the world --- we will build strategic partnerships locally, nationally and internationally to heighten our impact for the greater good.*

Rather than articulate separate goals, the Library has defined cross-cutting themes that identify the mechanisms through which we can advance the university's mission. Those themes are:

- A. Distinctive collections
- B. Innovative technologies
- C. Customized services
- D. Transformed space
- E. Organizational readiness

The ways we envision using these mechanisms are explained further below.

Advancing the University through Library and Information Services:

The mission of Northwestern University Library is to provide information resources and services of the highest quality to sustain and enhance the University's teaching, research, professional, and performance programs. The Library provides a setting conducive to independent learning and a resource for users both within the Library and throughout the University and broader scholarly communities. The Library is committed to meeting the needs of users by taking a leadership role in linking the University to information in a rapidly changing environment. The Library develops innovative strategies to educate users and to select, organize, provide access to, and preserve information resources. It forges effective partnerships outside the Library to connect users with the resources they need.

The University Library is more than a collection of books, although it has many and we are the curators. More importantly to this strategic plan, we are a society of scholars and a community whose goal is to support the creation, access, dissemination, and preservation of knowledge and we communicate and teach how to access that knowledge to local and national communities, and throughout the world. (A profile of the Library is in Appendix A.)

We collect information essential for the Northwestern community to investigate intellectual, scientific and creative questions and we assure, through large scale national collaboration, new technology development and curated preservation, that students and faculty have access to the texts they require, whether rare artifact or born digital. We maintain resources valued throughout the world for their scope and integrity and we find ways to allow the world to see these materials through new digital communication formats. We teach research strategies to Northwestern students, explore evolving scholarly communication models with faculty, and interpret collections for the general community. As an institution, “the Library,” the designated physical spaces we oversee, provides an academic crossroads for students and faculty who need study space, collaboration space, technical support and distinctive collections.

Library-specific themes:

The work of the Library community can help enable all of the University’s goals. We also need, however, to articulate strategic and targeted objectives pertinent to our professional domain and current challenges. Five themes unique to the Library’s mission have been identified. Each theme, when considered in the context of each University goal, reveals specific directions and activities that then promote convergence between the library and our parent institution.

Following is a brief description of each of the cross-cutting themes and how it frames university goals.

A. Distinctive Collections: The digital transformation of all aspects of the scholarly publishing process challenges the library to ensure that needed research materials in all forms and formats are readily available to scholars even while new venues of acquisition, methods of preservation, and access methodologies are in rapid development. At the same time, major research libraries contribute to the world’s cultural heritage by building collections of distinctive primary resources. We will craft mechanisms to ensure that digital and print information from all sources -- owned, leased, open access, locally created and consortially acquired -- is integrated to present one coherent corpus. We will investigate new methods of preservation for locally and nationally created digital and print resources to which we seek enduring scholarly access. And we will balance three collection components – the provision of leading edge resources for emerging research directions, the sustained growth of core academic collections, and the enhancement of unique scholarly collections of worldwide significance.

The library will integrate information resources to effect a unified, curated and comprehensive array of local and remote materials that are easily accessed, responsibly preserved and vigorously promoted to faculty, students, staff and broader user communities, in support of Northwestern’s learning, teaching, and research agendas.

B. Innovative Technologies: The impact of global technological developments such as cloud computing, mass storage options, mobile platforms and new architectures on NU's technology infrastructure challenges us to develop and acquire information systems that are interoperable and federated, customizable to individuals and disciplines, and aligned with campus and national consortial directions. We will enhance existing information systems to reflect emerging trends, developing reliable hardware and software architectures that offer anytime-anywhere access to the information services and resources needed by the NU community, and ensuring that tools under development are seamlessly connected to other external and campus-based systems. We will continue to participate in collaborative technology development initiatives with campus and consortial partners, extending the horizons of access and delivery and supporting new approaches to research and pedagogy.

The library will develop and utilize flexible and reliable information technologies that are accessible independent of time, place, and platform, to support the NU community's learning, teaching and research needs, delivering high-quality services and academic resources.

C. Customized Services: Capitalizing on the opportunities afforded by multiple formats and methods of delivering services, we will offer "niche" services to conform to the particular needs of faculty, students and staff at varying levels and in diverse fields. Developments in communication technologies such as social networking and mobile devices have changed the way students and scholars learn, discuss and research information. Changes in information technologies and the digital development of the scholarly record require that these new forms of research and investigation be articulated by those individuals working most directly with the applications. We will seek to apply librarians' expertise in information discovery and management to the organization and preservation of campus digital assets external to the library's immediate collections, and will build on and promote librarians' abilities to assist with information management for scholarly resources and data in faculty and administrative settings.

The library will develop and promote services that support specific educational and scholarly research needs of the NU community, tailoring services to differing disciplines, educational levels and communication preferences, and contributing to the stewardship of campus information assets beyond those held solely by the library.

D. Transformed space: The Library's Master Space Plan completed in 2010 envisions the renovation of Deering Library into a state-of the art special collections space showcasing priceless and renowned digital and print collections; the transformation of Main Library into a combination of interactive spaces for core print collections, and for the use and creation of new forms of research communication by students and faculty in all disciplines; and the updating of the branches (Mudd and Schaffner Libraries) as vital, location-specific, subject-neutral satellites that support technology-rich research and consultation for point-of-service needs. The infrastructure systems of both Deering and Main Library are far past their functional lives. Even in the absence of major renovations, we will press for significant replacement of failing systems

in these buildings. The Oak Grove Library Center, built by NU to house 1.9 million volumes and to be extensible, will enable collection relocations and thus a phased approach to new services and spaces as above.

The library will advocate for the maintenance and enhancement of library spaces to reflect changing campus needs and innovative approaches to information access and learning, while developing and stewarding new and existing collections and services. The master space plan envisages an academic crossroads with dynamic spaces offering state of the art collaborative space, quiet areas for those engaged in digital or print research, showcasing of the campus' most distinctive materials, and "test beds" to explore and develop new forms of digital information.

E. Organizational readiness: Continuing change in collection practices, information technologies, service models and space requirements necessitates that we become a learning organization that encourages innovation and active participation. We will bring together a multi-part assessment program to look both outward and inward, and adopt methods, procedures and services that reflect the best practices identified nationally. Staff development will be emphasized and expanded through a variety of formal and informal mechanisms. We will undertake re-engineering and workflow analysis and explore new models of cooperation or outsourcing to carry out aspects of technical operations. We will work to assure a nimble organizational structure that acknowledges new campus directions as they emerge and positions the library staff as ready experts in relation to campus initiatives that target aspects of the research and information management process.

The library will ensure the effective deployment of its operational resources through staff development and organizational assessment, seeking to be flexible, creative and responsive to meet campus academic needs and exemplify the best professional practices.

PENN LIBRARIES STRATEGIC PLAN Fiscal 2011-2013

August 16, 2010

MISSION & VALUES

The Penn Libraries accelerate the University's course from excellence to eminence by:

- empowering teaching, research and professional practice;
- enriching learning;
- enabling innovation and creativity; and
- ensuring the availability of knowledge.

We value:

- high-quality content and service that is reliable, timely, responsive to user needs and delivered with knowledge and expertise;
- innovation and enterprise;
- respect for the diversity of needs among our many constituencies; and
- responsible stewardship of University assets and resources.

Penn Libraries Strategic Plan, 2011-2013

WE ARE PLEASED TO INTRODUCE THE PENN LIBRARIES' STRATEGIC PLAN TO THE University and research library community. A vision for transforming library services, the Plan sets priorities for technology, library space, collections, and human resources; it lays a foundation for allocating dollars, launching new initiatives, assessing outcomes, and ultimately integrating the Libraries fully into the academic life of faculty, students, and alumni.

CHANGE AND OPPORTUNITY

The users of academic libraries are navigating a rapidly evolving, sometimes volatile landscape, where the quantity of information is immense and the technologies needed to find and manage it are numerous and multiplying. With high-performance computing and powerful computational methods at their command, researchers in all disciplines are generating vast amounts of new knowledge—knowledge that must be stored, organized, described for discovery, secured, and preserved for future generations. Amazon, Google search and cloud services, and social software such as Twitter and Zotero top a growing list of preferred tools for locating, retrieving, manipulating, and sharing information in academic settings. Information technologies are transforming teaching and research practices, which in turn are redefining the way students learn and scholars communicate. The transformation is occurring at an extraordinary pace, leaving little time to evaluate the direction and sustainability of current technology choices or assess the readiness of faculty and students to keep pace with such choices in the future.

Libraries operate in this same fluid information environment. Amid the technology-induced change of recent times, demand has been rising for new forms of library support, alongside declining use of certain traditional services. The call for data and digital object management, classroom delivery of networked services and content, provision of technology training, and the building of information skills exemplify the evolving nature of academic libraries. The extraordinary velocity of change is an important aspect of this evolution. Together with escalating systems and information costs, it affects the durability of library service and elicits greater innovation from librarians. Academic libraries face a critical challenge: to meet their time-honored and continuing commitments to collections and related services, while also supporting academic needs of a new order.

At Penn, the Libraries can point to strategic opportunities that are growing in direct proportion to the challenges we face. The maturing of community-sourced technology presents options for innovating at sustainable cost. The creative use of network technology improves our ability to link people to data and content, and to build communities around such linkages. Services designed for virtual space also create opportunities for the redesign of physical facilities and improved support of teaching and learning. Networked information provides unprecedented opportunities for managing collections, assisting research, preserving the record of knowledge, and creating open forums for scholarly communication. Partnership with peer libraries allows for the enrichment of service with reduced risk and expense. And local collaboration with Penn's Schools and research centers can increase the centrality of library services to scholarship, particularly in the dissemination of knowledge created at Penn. By seizing these opportunities, we strengthen the Libraries' alignment with academic needs and add value to teaching, research, and professional practice.

Penn Libraries Strategic Plan, 2011-2013

The Penn Libraries' strategic agenda for the next three fiscal cycles is set against this background of change and opportunity. Within a brief and demanding timeframe, we will achieve concrete, measureable service improvement in areas amenable to rapid development. Where circumstances require a longer implementation cycle, our aim through 2013 is to position the Libraries' to effect lasting improvements. Commitment to continuous strategic planning and outreach to our service communities will ensure sustained progress toward these improvements.

Over the next three years, the Penn Libraries will:

- increase support for teaching, learning, and research;
- reduce barriers that separate library users from information and service;
- build distinctive collections and provide information resources aligned with Penn's needs;
- develop, deliver, and orchestrate useful technology tools, promoting high-quality academic outcomes;
- partner with campus and research library communities to achieve new visions for teaching and scholarship; and
- optimize the use of University resources, relying on strategic partnerships and evidence-based decision making.

STRATEGIC PLAN 2011-2013

This Plan is organized around a set of four interdependent emphases.

I. Excellence in Learning Management & Research Support

The missions of the University and its Libraries intersect in the support of teaching, learning, and research. When the Libraries were assigned responsibility for the Blackboard courseware system nearly a decade ago, the University broadened our union with Penn's academic life; through this Plan we will broaden it further still. In the coming years, we expect Penn's reliance on courseware technology and related services to increase. Penn faculty and students will require more powerful tools for resource discovery; those tools will need to integrate smoothly with an individual's workflow and to supply information rapidly in any format desired. Collaborative research and scholarly investigation will demand of librarian's greater subject-matter and IT expertise. And the academy will further embrace technology and information competencies as basic requirements of higher learning.

Priority: Enrich teaching, learning, research, and professional practice through scalable, reliable, cost-efficient technologies and high-quality research and instructional services.

Goals: The Libraries will increase support for teaching—including the teaching skills of faculty—and for the enrichment of learning outcomes. In pursuit of this goal, we will step up collaboration with faculty, academic support programs, and School administrators to provide ergonomic, well-integrated technologies and services to the classroom. Courseware technology and learning management services will be better adapted to user work styles and preferences, providing an enhanced, expandable suite of features, such as streaming media; grade administration; distribution of syllabi, readings, and assignments, and flexible communication between faculty and students. For more efficient and



Smithsonian Institution Libraries

A Focus on Service

Strategic Plan 2009-2013

Our Mission

As the largest and most diverse museum library in the world, SIL leads the Smithsonian in taking advantage of the opportunities of the digital society. SIL provides authoritative information and creates innovative services and programs for Smithsonian Institution researchers, scholars and curators, as well as the general public, to further their quest for knowledge. Through paper preservation and digital technologies, SIL ensures broad and enduring access to the Libraries' collections for all users.

- *Smithsonian Directive 500, June 20, 2007*

Our Vision

SIL creates a compelling environment for connecting, collaborating and exploring across disciplines and information boundaries.

SIL enhances and eases the discovery of information in our collections for SI scholars, researchers, scientists, and the larger world of learners.

SIL understands and meets user needs, serving users where they live and work.

SIL builds expertise on information discovery, navigation and management.

SIL ensures its success through increased financial strength, effective administrative support, and organizational excellence.

Our Values

Excellence in Process,
Procedures, and
Services

Constant
Experimentation,
Innovation, Creativity,
and Flexibility

Responsibility in our
Personal Actions

Responsible
Stewardship of
Resources and
Collections

Leadership in
Collaboration

Continuous
Improvement through
Ongoing Learning for
Individual and
Organizational Growth

A Focus on Service

In January 2008, Smithsonian Institution Libraries sought a strategic plan that demonstrated and fostered the Libraries' leadership role as information broker in an era of rapidly changing technology, while aligning the Libraries with the goals and mission of the Smithsonian Institution.

In November 2008, the Smithsonian Secretary G. Wayne Clough announced an Institution-wide planning effort. The final document, [Inspiring Generations through Knowledge and Discovery](#), lays out four grand challenges:

- Unlocking the Mysteries of the Universe
- Understanding and Sustaining a Bio-diverse Planet
- Valuing World Cultures
- Understanding the American Experience

Under these themes in its next five years, the Smithsonian seeks to broaden access, revitalize education, cross boundaries, strengthen collections and attain organizational excellence. The SI Libraries plan, "A Focus on Service," aligns perfectly with these priorities as we

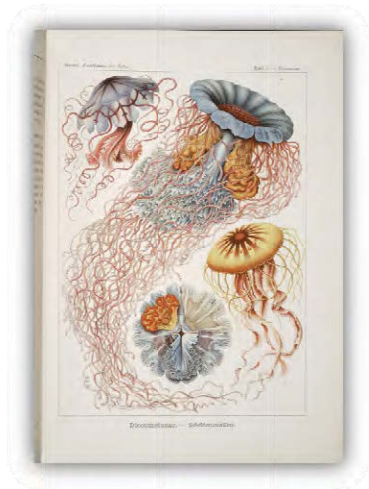


m,
... of

continue to carry out our mission to provide authoritative information and create innovative services and programs for the Institution and the general public.

Service is a core value in the Institution's plan. For SI Libraries, the plan signals a shift to a more continual and interactive engagement with users as a crucial part of planning services. It encourages experimentation and trial projects. We seek to provide a collaborative atmosphere and to actively engage with researchers and the public through on-site and web-based communities. We want to continue supplying information sources that are critical to SI work while bolstering interdisciplinary efforts.

SIL sees our plan as a dynamic springboard for multiple actions that will inspire continual learning and improvement individually and collectively.



Haeckel,

From the beginning, the entire SIL staff and SIL Advisory Board were encouraged to participate in the planning process. We hired the firm of Lou Wetherbee & Associates LLC., to facilitate the planning process. The consultants worked with a Steering Committee chaired by Deputy Director Mary Augusta Thomas. By reaching out to their colleagues in universities and research institutions, staff working groups conducted environmental scans to develop the content for a two-day planning retreat in July, 2008. The retreat included key stakeholders from across the Institution and the SI Libraries Advisory Board.

We are working under the principle that 20% of our enterprise should be spent on keeping things going and 80% should be spent on things that move the Libraries toward its goals. To engage in informal and formal learning in collaboration with our colleagues, SIL created a speaker series, co-sponsored by the Chief Information Officer and the Office of Smithsonian Archives. Guest speakers presented topics related to the future of libraries and web2.0 technologies and played a role in wider SI strategic thinking. We are continuing the series in an effort to constantly refresh our thinking about the necessity for change and adaptation.



and
the oceans by



tween the
y a report
n, 1891

Staff is now encouraged to experiment with new tools and to try new techniques, including wikis, blogs, *YouTube* videos and other social networking methods. The Smithsonian's plan cites the use of social networking to deliver information in customized ways along with digitizing collections and making them accessible as critical to the Institution's strategy. Town hall meetings, departmental meetings, volunteer forums, online surveys, wikis and hallway discussions gave everyone an opportunity to contribute to the process.

Libraries' staff view our plan as a work in progress and will report on, and share information about, their implementation projects several times a year and in different forums. As one of the retreat participants summed it up:

"The cooperative generation of meaningful ideas, with everyone contributing, and no one too dominating, was truly amazing. We are on our way to producing a document which enables the Libraries to move in new directions, utilizing evolving technology, improved communication and our outstanding staff. This is a rare achievement."

—Nancy E. Gwinn, Director

THE UNIVERSITY of TENNESSEE  KNOXVILLE

UNIVERSITY LIBRARIES

3- TO 5-YEAR STRATEGIC PLAN

MISSION STATEMENT

WE EMPOWER **BIG IDEAS**

VISION STATEMENT

WE ARE THE CAMPUS MAIN STREET AND
THE CROSSROADS FOR INNOVATION,
SCHOLARSHIP, LEARNING, AND CIVILITY.

CORE ATTRIBUTES / VALUES

- WE HAVE HEART, SMARTS, AND NERVE.
- WE ARE RESPONSIBLE, HONEST, AND OPEN.
- WE LISTEN, SERVE, AND ENGAGE.

FOUR AREAS OF STRATEGIC EMPHASIS (all guided by evidence-based, data-supported assessment)

Teaching and Learning

(Vol Vision Imperatives 1, 2, & 5)

- Engage in transformative partnerships in instruction
- Develop and maintain robust facilities in support of teaching and learning
- Be the campus leader in continuous self-development and learning
- Serve and engage users where they are
- Utilize new and effective communication tools

Digital Initiatives, Scholarly Communication, and Technology Innovation

(Vol Vision Imperatives 3, 4, & 5)

- Lead new initiatives in data curation
- Lead, partner in, and develop research initiatives and services
- Lead and support new models of publishing and scholarly communication
- Lead and partner in campus technology innovation
- Communicate the Libraries' role in supporting university priorities and initiatives

Research Support, Discovery, and Access

(Vol Vision Imperatives 4, 5, & 3)

- Develop robust, user-driven, and user-centered research collections
- Maintain campus leadership in open access, intellectual property, and rights policy
- Enhance collection storage for maximum efficiency and access
- Provide comprehensive and efficient access to our users where they are
- Lead in the development and delivery of collaborative and effective programming

The 24-Hour Intellectual and Social Hub

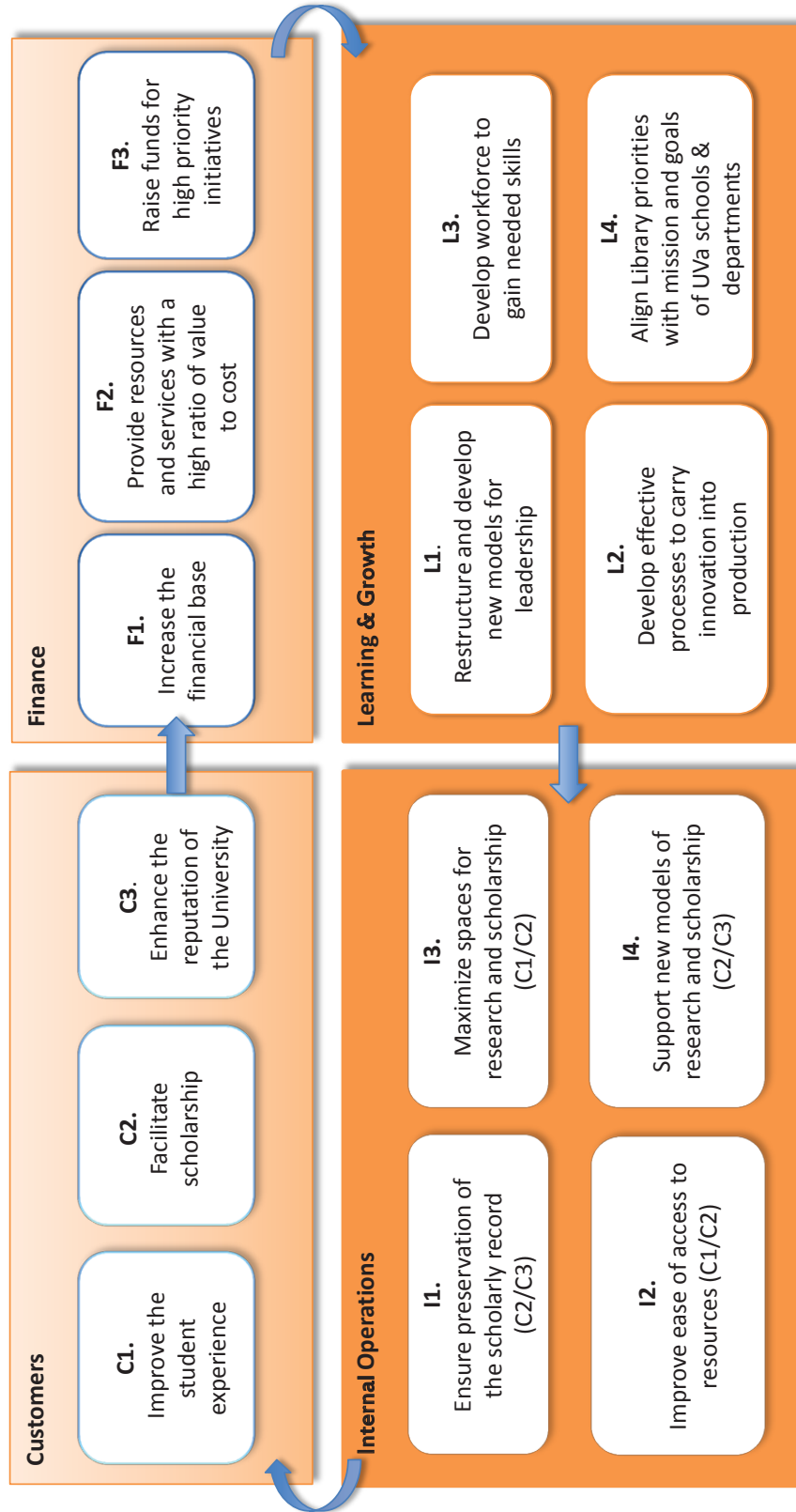
(Vol Vision Imperatives 1 & 5)

- Provide services, activities, and resources to welcome and acclimate students to the university community and to enhance the college experience
- Provide safe, secure, and inspiring spaces
- Maximize and diversify user space to more fully support the widest range of user needs
- Provide bold communication programs and strategies

LIBRARIES

REVISED 18 MARCH 2013

Enabling research, teaching, and learning through services, collections, and spaces for the faculty and students of today and tomorrow.



Digital Research and Scholarship

Staff Directory

This department includes digital scholarship consultants and specialists in the [Scholars' Lab](#), a research-and-development team for innovative tools and collaborations, and the Scholarly Communication Institute, a Mellon-funded think-tank and project incubator. We also hold talks and workshops, sponsor a competitive program for Graduate Fellows in Digital Humanities, and run the Library's new Praxis Program.

CONTACT

Bethany Nowviskie

434.243.2218

bethany@virginia.edu



from [Scholars' Lab](#)

Podcast: [Meg Stewart](#)

Podcast: [Dot Porter](#)

AboutSite HelpDoc Site LabMain + Add

SCHOLARS' LAB

People

Fellowships

Research

Writing

These are just a few of our in progress staff research projects and active collaborations with UVA faculty and grad students.

Collective Biographies of Women

41Featured SubjectsBrowse the BibliographySearch the ILL

Rediscover thousands of women who shaped the American past, from the abolitionists to the suffragettes, and more!

Alison Booth's "Collective Biographies of Women" began as a simple electronic tool which, in collaboration with the Scholars' Lab, blossomed into a rich instrument for the study of prosopography. Professor Booth has been selected as an IATH and ACLS Fellow on the merit of this work.

Faulkner at Virginia: An Audio Archive

Professor Stephen Bredman, with assistance from the Scholars' Lab, created the "Faulkner at Virginia" archive. Having previously lectured in an "William Faulkner's southern with audiences at the University of Virginia in 1969 and 1998, recording his two terms as UVA's first White House Resident.

Mapping the Catalogue of Ships

The Scholars' Lab is using geographic technology to assist Classics professor Jenny Strauss Clay in testing her theories about the evolution of ancient geography to monumental deities and poetic form. Last-est path analysis in GIS, coupled with literary analysis of the nearly 900 poem stanzas mentioned in Homer's Catalogue of Ships, also holds promise in [...]

Omnika Plugins

Our work on Omnika is oriented toward adapting it for use in research and special collections libraries and with scholarly digital projects that build on library- or museum-managed archival resources. Our major Omnika project is Nealline, but we've also done recent work on UVA Special Collections exhibits and a project in collaboration with architecture historians [...]

EADitor

EADitor is an XSLT framework for the creation and editing of Encoded Archival Description (EAD) finding aids using Chicago, an enterprise-level XSLT engine developed by the University of Illinois Urbana-Champaign. Many institutions have faced challenges in the efficient creation of EADs due to limitations of EAD 1.0 in 1998. For finding aids to be useful [...]

For Better for Verse

A collaboration with UVA English professors Herbert F. Tucker, Tim Raftery for "Verse tools vncv" codification of formerly ad-hoc practices in English language poetry. In the over 40 included poems, users can mark syllabic stress, foot divisions, and even check meters, intended primarily for teaching purposes. For Better for Verse allows students to explore poems of [...]


Nealline

Nealline is a rich web-based toolset for the creation of interlinked timelines and maps to interpretive expression of the library or historical context of cultural collections. It allows scholars and archivists to build an interpretive timeline and georeferenced map to produce rich, evocative – even theoretical – spatial and temporal visualizations of the textual content [...]

Praxis Program

University of Virginia Library

AboutSite HelpDoc Site LabMain + Add



Project Blacklight

A free and open source only-on-usb based library discovery interface, recently highlighted in the Chronicle of Higher Education. Blacklight is a core component of the Hydra Project.

Solrware


A Java-based program for indexing MARC records into Solr indexes. This is the main indexing mechanism for both the Blacklight and VuFind projects.

The Falmouth Project

The town of Falmouth, Jamaica has one of architecture in the Caribbean. This web site

Early B. School of the 19th Department of Architecture History outlined the Falmouth Project, an online guide to the architecture of the island of Falmouth, Jamaica. The online guide includes information on the 19th building that is within the boundaries of the island's district, being building in the middle has a full PDF survey [...]


The University of Virginia Art Museum Numismatic Collection



The University of Virginia Art Museum Numismatic Collection features nearly 600 coins of Greek and Roman origin. The coins were generally acquired in small lots that consisted of donated items with worn, but larger groups of coins belonging to English monarchs were also acquired, including 20 from the Victoria Library and just from the [...]


The Project Program is a 300+ page project of the Scholar's Lab in collaboration with the University of Virginia's Communication Institute. The Project Program tracks the progress of the University of Virginia graduate students from a variety of disciplines to agencies with us for an academic year as we conceptualize, design, and build a digital tool for humanities interpretation. [...]

Salem Witch Trials




The Salem Witch Trials Documentation Project is a collection of 100+ documents and 100+ images related to the Salem witch trials of 1692 and a new interpretation of the court records, including 100+ court records, contemporary books, and more books. Originally an HTML project, Salem Witch Trials has been supported by the Scholar's Lab [...]

Special Search and Delivery




The Scholar's Lab is organizing a number of projects related to the delivery of 100+ documents and 100+ images related to the Salem witch trials of 1692 and a new interpretation of the court records, including 100+ court records, contemporary books, and more books. Originally an HTML project, Salem Witch Trials has been supported by the Scholar's Lab [...]

The Mind is a Metaphor



The Mind is a Metaphor is a collection of 100+ documents and 100+ images related to the Salem witch trials of 1692 and a new interpretation of the court records, including 100+ court records, contemporary books, and more books. Originally an HTML project, Salem Witch Trials has been supported by the Scholar's Lab [...]

THL Place Dictionary



The "Places Portal" of the Tibetan and Himalayan Library stems from a long collaboration between the Scholar's Lab and THL staff. "Places," which includes a complete gazetteer, is the first of THL's online spatial and geographical data is archived and presented, as well as where the location of specific places are published.

SCHOLAR'S LAB
1000 University of Virginia
PO Box 602178
Charlottesville, VA 22906-4178
T: 644-241-8800
F: 644-254-1431

Creative Commons License [Subscribe to our Feed](#)

[Twitter](#) [Facebook](#) [Google Plus](#) [YouTube](#) [RSS](#)

Strategic Plan 2012-2018 | University Libraries | Virginia Tech

Introduction

Our mission is to *invent the future* of libraries at Virginia Tech. We honor tradition as we excel in our core mission to provide access to information. We acknowledge change as we adapt to address the new information needs and Open Web's reframing of the academic and research enterprises in higher education. We embrace a diversity of thought and culture as we find solutions to information challenges when meeting user needs.

Over the next decade we anticipate seismic shifts in the nature of libraries across the globe. The form, function and overall identity of the library as an institution will evolve. At Virginia Tech, we envision the library of the future emerging as:

- a platform for student success and faculty innovation in a global context.
- a hub for strategic partnerships.
- a regenerating entity that adapts to changing user needs and expectations.

Platform

The library of the future is designed as a conduit for innovation, creativity, productivity, collaboration, and knowledge in a global context. We imagine the Virginia Tech Libraries as a connection to limitless pedagogy, research, and learning possibilities for students and faculty.

Strategic Partnerships

The library of the future is engagement-centered and reinforced by joint ventures and programmatic partnerships. We imagine the Libraries as an outwardly engaged organization that creates partnerships and provides leadership in the pursuit of excellence in research and learning.

Transformation

The library of the future is constantly changing both physically and virtually. We imagine the Libraries' core functions evolving through emerging expertise in curation, community development, and knowledge production. We curate digital research data and scholarship; we develop and optimize communities for collaboration and the exchange of ideas and discoveries; and we help our users create new knowledge and provide access to the world's digital scholarship.

To be a place where learning and research thrive, the Libraries must adopt new outlooks and practices. The Libraries look to become a learning lab, where student employees gain valuable pre-professional work experience. Students will help design learning spaces, create literacy/skills acquisition programs, develop and manage new technologies, conduct market research and create business plans, and produce domain-specific digital resources through informatics initiatives.

The transformation of the Virginia Tech Libraries will focus on reinventing itself in four areas: learning spaces, research and curation, teaching, learning and literacies, and collections access.

Mapping to the University Long-Range Plan

Response to Challenges	Mapping to Library Themes
Research & Innovation	
The Networked University Pathways to Interdisciplinary Success	<i>Learning Spaces:</i>
	Design and optimize virtual and physical research environments that spur innovation, nurture intellectual curiosity, and inspire creativity.
	Transform the Libraries into destinations that enhance research, support knowledge production, and offer a mixture of spaces, services, tools, and technologies for diverse research needs.
	<i>Research and Curation:</i>
	Establish Virginia Tech as the premier institution for e-research infrastructure that supports data-intensive research across the disciplinary spectrum.
	Design and optimize virtual and physical research environments that cross geographic boundaries, support diverse and interdisciplinary research needs, spur innovation and inspire creativity.
	Support new research and scholarly processes and practices by assisting faculty in collaborating virtually to produce and share new knowledge.
	Provide seamless preservation, dissemination, and discovery strategies for research data and digital scholarship as part of the digital curation continuum supported by the Libraries.
	Offer data management solutions for researchers to accelerate the development of important new discoveries.
	<i>Teaching, Learning, and Literacies:</i>
	Partner with faculty in informatics and digital curation instruction to assist students in understanding e-research tools and technologies.
	Implement an integrated instructional program that fosters competencies in information literacy, digital fluency, critical and computational thinking, problem solving, collaboration, and communication skills.
	<i>Collections Access:</i>
	Make electronic access to scholarship effortless for global users. Provide quick and easy electronic access to library information, converting analog to digital whenever possible.
	Provide knowledge creation and sharing options that showcase new and traditional forms of digital research and scholarship.
The Life of the Mind	
A New Vision for Undergraduate General Education	<i>Learning Spaces:</i>
	Design and optimize virtual and physical environments that spur innovation, nurture intellectual curiosity, and inspire creativity.

E-Learning and Distance Learning Inspiring Creativity, Curiosity, and Critical Thinking	Transform the Libraries into destinations that propel learning, enhance research, support knowledge production, and offer a mixture of spaces, services, tools, and technologies for diverse scholarly needs.
	Design and implement services, programs, and virtual communities that advance online and distance learning initiatives.
	<i>Research & Curation:</i>
	Position the Virginia Tech Libraries as premier destinations on campus for knowledge creation and collaborative work, while showcasing Virginia Tech's culture, creativity, scholarship, and research.
	Support new research and scholarly processes and practices by assisting faculty in collaborating virtually to produce and share new knowledge.
	<i>Teaching, Learning, and Literacies:</i>
	Implement an integrated instructional program that fosters competencies in information literacy, digital fluency, critical and computational thinking, problem solving, collaboration, and communication skills.
	Pioneer a holistic and seamless learning model that combines numerous campus partners into a coworking location designed to assist students with writing, presenting, media design, research, and related needs including tutoring, advising, IT help, data and GIS skills, and language support.
	Partner with faculty in the exploration and implementation of new pedagogies, technologies, and learning environments.
	Empower students to develop the skills, literacies, experiences, and perceptions necessary to excel in an analytically savvy, multi-disciplinary, global workplace.
	<i>Collections Access:</i>
	Make electronic access to scholarship effortless for global users. Provide quick and easy electronic access to library information, converting analog to digital whenever possible.
	Provide knowledge creation and sharing options that showcase new and traditional forms of digital research and scholarship.
The Virginia Tech Experience	
	We embrace a diversity of thought and culture as we find solutions to information challenges when meeting user needs.
	<i>Learning Spaces:</i>
	Design and optimize virtual and physical environments that support diverse learning, cultural, creative, and intellectual needs.
	<i>Research & Curation:</i>
	Foster an ongoing conversation with the campus community regarding their evolving research and scholarly needs and activities, which will inform the Libraries' development of spaces, technologies, and expertise.
	<i>Teaching, Learning, and Literacies:</i>

	Map the learning landscape to develop a comprehensive perspective on the lifecycle of assignments, the development of critical skills, the exposure to challenging content, and the critical growth points within the curriculum.
	Extend the Libraries' learning focus beyond assignments and classroom-centered support to augment a broader personal and social development enabling students to become knowledgeable and effective global citizens, and encouraging participation in civic and community activities. Lead and partner in initiatives that constitute growth of intellectual, entrepreneurial, innovative, creative, and leadership qualities.
	<i>Collections Access:</i>
	Enhance the visibility of the research and scholarship produced by Virginia Tech faculty and researchers.

Virginia Tech University Libraries

NEW LEARNING INITIATIVE

The *New Learning* Initiative serves as a platform for expanding the library's role and degree of engagement at Virginia Tech. Combining talents, interests, and expertise within the library and around campus, the initiative is a project-based engine of experimentation, idea incubation, and educational entrepreneurialism. It seeks to harness the "pioneering spirit" and apply it across the larger learning landscape by using a discovery-oriented approach.

APPROACH

The initiative operates as both an **R&D lab**, gathering, synthesizing and testing new concepts, as well as a **strike force**, implementing, supporting, and assessing pedagogical ventures.

AIM

The heart of this effort is *immersion*. Initiative members interact closely with faculty, advisors, students, support agencies, and administrators to be a part of the **total learning process**. This 360-degree view is invaluable for uncovering new strategic opportunities, and also strengthens the position of the library as a campus leader and collaborator. The initiative propels a conceptual shift toward *partner-contributor* model.

AUGMENTATION

The initiative builds upon the foundation of Research and Instructional Services and the work of other departments, by amplifying the library's reach. This effort serves as an interface and connector to the campus-wide teaching and learning enterprise with an emphasis on integrative learning, transdisciplinary opportunities, and deep engagement.

APPLICATION

Initiative members work with instructors and others on implementing experimental learning, applying new pedagogies, designing academic experiences and encounters, developing learning environments, and employing new technologies and literacies. Other objectives include developing programs that facilitate skill building, co-creation of knowledge, intellectual tinkering, perception shifting, social reading, and digital citizenship.

ALLIES

Partnerships are key to the initiative's success. The primary channel is the realigned **Center for Innovation in Learning**, which consists of partnership between Learning Technologies, Graduate School, Undergraduate Education, and the University Libraries. Additional collaborators include CIDER, campus-wide support agencies (Writing Center, CommLab, Innovation Space, etc), student government, student organizations, and various Virginia Tech centers, institutes, offices, academies, and initiatives.

ACTIVATION

Membership resembles a faculty fellowship model with self-directed independence framed around an active community of practice. Efforts ebb-and-flow during the semester depending on volunteer availability and project opportunity. Participants have the freedom to engage their interests entrepreneurially, but are also expected to undertake specific endeavors ranging from hands-on support and co-instruction to knowledge building, proposal writing, and visioning.

THE RANGE OF NEW LEARNING ENDEAVORS

The following nine frameworks represent the spectrum of themes and possibilities that the *New Learning Initiative* will explore. Members contribute to areas of interest, and are also aligned with projects closely associated with their skill set, connections, or knowledge base.

#1 DESIGNING LEARNING ENVIRONMENTS

- *Objective:* help build spaces that propel learning.
- *Scope:* provide vision and design support for learning spaces within the University Libraries and across Virginia Tech.

#2 PROMOTING NEW LITERACIES

- *Objective:* help develop students' skills and abilities for digital and media-rich expression.
- *Scope:* provide training, application, and support of various literacies including visual, media, data, cultural, Internet, and others.
- *Phase 1:* develop internal proficiencies.
- *Phase 2:* develop network of partnerships.
- *Phase 3:* work to deliver "literacy packages" across the curriculum.
- *Phase 4:* enable a self-directed model.

#3 DEPLOYING EMERGING TECHNOLOGIES

- *Objective:* help the Virginia Tech community use technology to augment learning.
- *Scope:* provide training, application, and support for social and emerging technologies related to learning and personal enrichment.
- *Note 1:* it is essential that we partner with Learning Technologies and others in order for this to succeed. They help with scope, scale, and access.
- *Note 2:* a key opportunity is to embed the library within courses beyond a purely "informational" role, but instead, as an active contributing member. Rebecca Miller dabbled with this related to Twitter.

#4 SUPPORTING (NEW) LEARNING ENDEAVORS

- *Objective:* support new, active, or experimental pedagogical ventures
- *Scope:* provide training, application, and support of new or active learning endeavors such as service learning, design thinking, problem-based learning, and flipped instructional methods.
- *Note 1:* explore interdisciplinary mashups. This is combining two or more different courses to work on a problem or assignment together. (Art & Engineering, Science & Business)

#5 HACKING THE LEARNER EXPERIENCE

- *Objective:* advance teaching and learning by examining the total process.
- *Scope:* use various tools, techniques, frameworks, and perspectives to research, observe, and recommend ways to strengthen learning and to expand the role of the library. Position the library as learning consultants—not just information consultants.
- *Example 1:* the toolkit will include curriculum mapping, threshold concepts, teaching taxonomy's (i.e. Bloom's), etc.
- *Example 2:* a focus will be to explore processes. For example, take learning a language, there are various people and components involved (classrooms, Scholar, language lab, department, library collections, student orgs, etc) our effort would strive to bring these groups together to talk about streamlining the process.
- *Note 1:* another way of thinking of this is lifecycle research. This is both at a micro and macro level, both the life of a particular assignment and the long view accumulation of skills and knowledge.
- *Note 2:* our aim to view the spectrum of learning use a 360-degree lens. This includes talking with all parties involved: current students, alumni (recent), instructors, advisors, tutors, teaching assistants, College Librarians, and others. Once we unravel all the steps along the way, we can position the library more effectively and embrace new roles.
- *Note 3:* additionally, will explore the knowledge-building process to observe and articulate engagement opportunities.

#6 PACKAGING THE LEARNING EXPERIENCE

- *Objective:* encourage and support a rich and active learning experience that extends beyond the classroom.
- *Scope:* coordinate a framework that enables instructional support, social learning, showcasing (display & exhibits,) celebration/reception, and archiving.
- *Example:* the Undergraduate Research Conference 2012 was a good example of this type of effort. This moved the library well beyond a purely instructional function and involved into a genuine partnership.
- *Note 1:* will need to work closely with College Librarians and Library Commons group in order for this to succeed.
- *Note 2:* this approach supports the live-learn and related communities, as opposed to the library being an independent entity.

#7 ENCOURAGING OPEN EDUCATION

- *Objective:* encourage Virginia Tech to embrace open learning strategies
- *Scope:* seek to educate and promote the concept of open education as it relates to textbooks and other materials, as well as access to instructional content.
- *Note:* this could run parallel to open access publishing effort

#8 FOSTERING THE NEW LITERARY RENAISSANCE & EXPLORING THE FUTURE OF [SOCIAL] READING

"I think we're in the midst of a literacy revolution the likes of which we haven't seen since Greek civilization." Andrea Lunsford, Stanford.

- *Objective*: encourage 21st century creative expression
- *Scope*: closely follow trends related to reading & writing on the web, as well as producing, absorbing, and participating across multimedia platforms and formats. And provide opportunities (in and outside of the classroom for this to flourish.)
- *Note 1*: this could run parallel to the future of research and scholarly publishing.
- *Note 2*: this is an opportunity to tap into the artistic and cultural communities on campus and beyond.

#9 MONITORING THE FUTURE OF HIGHER EDUCATION

"The contemporary American classroom, with its grades and deference to the clock, is an inheritance from the late 19th century. During that period of titanic change, machines suddenly needed to run on time. Individual workers needed to willingly perform discrete operations as opposed to whole jobs. The industrial-era classroom, as a training ground for future factory workers, was designed to teach tasks, obedience, hierarchy and schedule." *New York Times*: "Education Needs a Digital-Age Upgrade"

"Pundits may be asking if the Internet is bad for our children's mental development, but the better question is whether the form of learning and knowledge-making we are instilling in our children is useful to their future." Cathy Davidson, Duke

"We're in a bubble and it's not the Internet. It's higher education."
Peter Thiel. (These sentiments are very common among the entrepreneurial class.)

- *Objective*: track the transition of high education to help Virginia Tech's evolution.
- *Scope*: monitor emerging trends in higher education, with a particular emphasis on teaching and learning. Host internal and campus-wide discussions around issues and opportunities. Position the library as an active partner and knowledge center in this process
- *Note*: this insight will help guide the future role, identity, and function of the libraries.

3. Moving Forward – Partnerships and the MCR Goals

The University of Waterloo Library has a proud history of innovation and entrepreneurship in service to uWaterloo students, faculty, and staff. Guided by the Library's Mission Statement (Appendix A) and in recent years by a focus on the three strategic areas of e-initiatives, space, and student experience, we have enjoyed many accomplishments (Appendix B). At the same time, we have also faced considerable challenges (Appendix C).

To move forward effectively, we are now positioning the Library to leverage, strengthen, and advance the MCR key goals. Already, the Library's emerging strategic and enabling directions are aligning with and supporting the MCR key and enabling goals.

MCR Key Goals	MCR Enabling Goals
Enhance Student Opportunities and Experience	Increase Visibility and Outreach
Advance Quality of Education	Improve uWaterloo Environment
Advance Research Excellence and Impact	Improve Resources and Funding
	Advance Image and Philosophy
	Ensure Clear and Effective Leadership

The Library's emerging strategic and enabling directions	Advance research and scholarship by partnering with researchers and scholars in the production, dissemination, and preservation of knowledge
	Enable student success by providing measurably effective education, outreach, and information services and resources
	Foster staff creativity, collaboration, and pro-active skills development and expand the infrastructure for staff training and development
	Address critical space needs and establish a framework for agile space management that is responsive to ongoing campus needs

To further our efforts in these areas, partnerships will be key. They are the lifeblood of many critical services provided by the Library. Within the University, we regularly collaborate with a wide range of units and actively participate on campus committees such as the Faculty Councils, Senate, Senate Undergraduate Council, and Senate Graduate & Research Council. We also participate in numerous external consortia and associations to share technological infrastructures, leverage large-scale resource purchasing and licencing initiatives across universities, and collaborate on various public policy matters (Appendix D).

4. Strategic Directions

4.1 Advancing Research and Scholarship

Strategic direction: Advance research and scholarship by partnering with researchers and scholars in the production, dissemination, and preservation of knowledge

The Library is an effective and trusted steward of scholarly resources to advance research and scholarship at Waterloo. In the University's research-intensive environment, the Library is called on to support research at all stages of the research cycle – from idea generation, to research process, to publication.

The Library's role in supporting research and scholarship throughout the research cycle is evolving around four emerging themes: 1) the stewardship of digital content, 2) increased collaboration and engagement with the academic community, 3) the integration of special collection resources within curriculum and scholarship, and 4) resultant new roles for library staff.

Overarching recommendations to further this strategic direction:

- *Play an integral role in managing research data*
- *Invest in Institutional Repository development and Open Access hosting*
- *Retain our liaison librarian model while evolving staff roles to match new directions*
- *Consider emerging specializations that are relevant to support research in the library of the future*
- *Systematically assess collections and services in support of research in existing and emerging areas*
- *Build and share expertise on the continually-evolving research management tools that enable scholars to organize/share/collaborate*
- *Be a responsible steward of unique and local collections*

*(The final reports of the four working groups provide further background and details:
http://www.lib.uwaterloo.ca/libreview/Library_Review/index.html.)*

4.2 Enabling Student Success

Strategic direction: Enable student success by providing measurably effective education, outreach, and information services and resources

The Library's commitment to student success has been articulated in our long-standing mission to promote lifelong learning, heighten intellectual curiosity, and enhance creative and critical thinking skills. The Library aims to collaborate broadly with campus partners as the University continues to build an integrated approach to enabling student success.

The Library's role in enabling student success is evolving around five emerging themes:

1) supporting deep learning and academic success, 2) assessing library services and resources, 3) enhancing awareness of library resources, services, and programs, 4) collaborating with faculty, staff, services, and departments on campus, and 5) offering seamless, convenient access to library resources and services.

Overarching recommendations to further this strategic direction:

- *Support deep learning and academic success by participating in the education of students with respect to the development of information seeking skills that support scholarly research and lifelong learning. A deep learning strategy guides the Library in its implementation of this goal*
- *Make assessment a normal part of library staff's work practices, undertaken regularly in support of priority setting and yearly planning*
- *Make students, faculty, and staff acutely aware of the library services and resources that are useful to them or their target audience(s)*
- *Regularly review and enhance the Library's outreach and marketing strategy through engagement with our users*
- *Communicate more effectively how the Library enhances students' academic success – especially to incoming students*
- *Collaborate regularly with faculty and staff and other groups on campus who interact with students and enable their success*
- *Enable intuitive, seamless, and convenient access to the Library's resources for users, using state of the art technological applications*

4.3 New Skills for New Times

Strategic direction: Foster creativity, collaboration, and pro-active skills development and expand the infrastructure for staff training and development

The Library recognizes staff as its “greatest resource” and maintains a long-standing commitment to staff training and development. To enable staff to respond effectively to emerging campus needs, the Library invests in skills development and expands its training infrastructure to positively impact staff at all levels. Library staff need to be able to incorporate new skills and knowledge through frequent re-evaluation of how they approach their work. Staff training and development is evolving around six themes: 1) priority-setting, 2) fostering a culture of collaboration and sharing, 3) managing change, 4) enabling staff innovation, 5) planning process for skills development, and 6) enhancing training processes in the Library.

Overarching recommendations to further this strategic direction:

- *Ensure that priority-setting skills are learned and practiced at every level*
- *Foster active collaboration and partnerships among management, supervisors and non-supervisory staff*
- *Foster knowledge sharing, skills sharing, and collaboration across departments, across committees and peer-to-peer*
- *Ensure that change management skills are learned and practiced at every level*
- *Establish mechanisms and resources to allow staff to pursue new ideas and ways of thinking*
- *Maintain a formal, ongoing commitment to assessment, identification, and development of knowledge/skills as part of an overall planning process*
- *Develop succession planning guidelines*
- *Ensure that in-house staff trainers have well-developed training skills*
- *Create a central repository of training materials and training opportunities to enable staff to access appropriate training at the time of need*
- *Develop a formalized follow-up process for all staff training that involves reflection, practice, and assessment*

4.4 New Spaces for New Times

Strategic direction: Address critical space needs and establish a framework for agile space management that is responsive to ongoing campus needs

The Library's stacks and Annex storage facility are rapidly reaching capacity. This means that the Library's collection has very little room for growth – an unsustainable situation given the need to continue to purchase print books within a nascent scholarly e-book environment.

Library and campus study space placed well below average in the Council of Ontario Universities' (COU) Inventory of Physical Facilities. COU's inventory compares the actual space each Ontario University has to the required space based on the student population.

The Library needs creative solutions to address space needs in the short term and a flexible framework for space management in the longer term. We are committed to improving and optimizing library spaces with a focus on four areas: 1) collection space, 2) user space, 3) service points, and 4) staff space.

Overarching recommendations to further this strategic direction:

- *Secure new high-density storage for valued, but lesser-used, materials to allow for a decade of collection development*
- *Designate the open stacks for the most active items in the print collection*
- *Create a user-focused environment with high-quality research, study, and learning spaces*
- *Establish a target and action plan with campus partners for providing the appropriate amount of research, study, and learning spaces across campus*
- *Design instructional spaces to optimize the teaching/learning experience*
- *Optimize service points to enhance user and staff experience*
- *Design staff work spaces to be flexible, pleasant, ergonomic, and functional*

Appendix A: The Library's Mission Statement

The Library's mission statement is now under review with further consultation being planned.

At the December 2011 retreat, participants agreed that the current mission statement (<http://www.lib.uwaterloo.ca/info/Mission/MissionSt.html>) remains relevant but that some of the language is dated. The *New Skills for New Times* working group affirmed this view, noting that, "An important discovery that we made is that many of the themes that have arisen over the last few months are already stated as values in the Library's mission statement."

The Library's current mission statement:

The University of Waterloo Library contributes to the achievement of the University's goals by collaborating with other members of the University community in teaching, research, learning and service.

The Library is committed to the following values:

- lifelong learning
- equitable access
- intellectual freedom
- confidentiality of access and records
- communication and cooperation
- continuous improvement

Client needs are primary, and the Library's goal is to create an environment for our clients to:

- become more informed and knowledgeable
- enhance their creative and critical skills
- be inspired by intellectual curiosity

The Library's greatest resource is staff, and it is our goal to be:

- guided by the mission
- client-focused
- empowered
- innovative and flexible

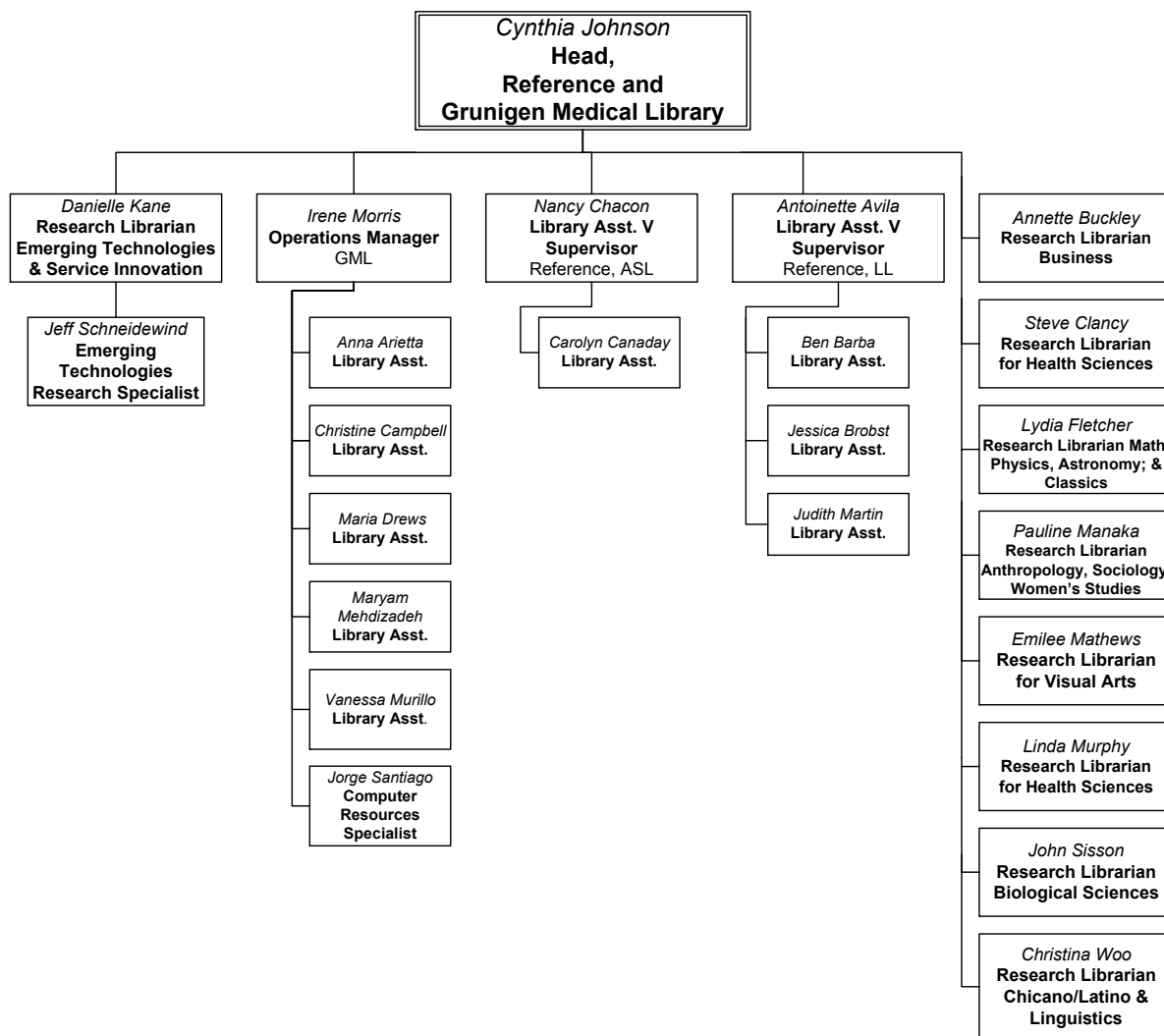
The Library trains and develops staff and provides the intellectual and physical environment to:

- identify the information needs of the client community
- relate those needs to available resources
- provide access to those resources
- facilitate the productive and proficient use of those resources

Organization Charts

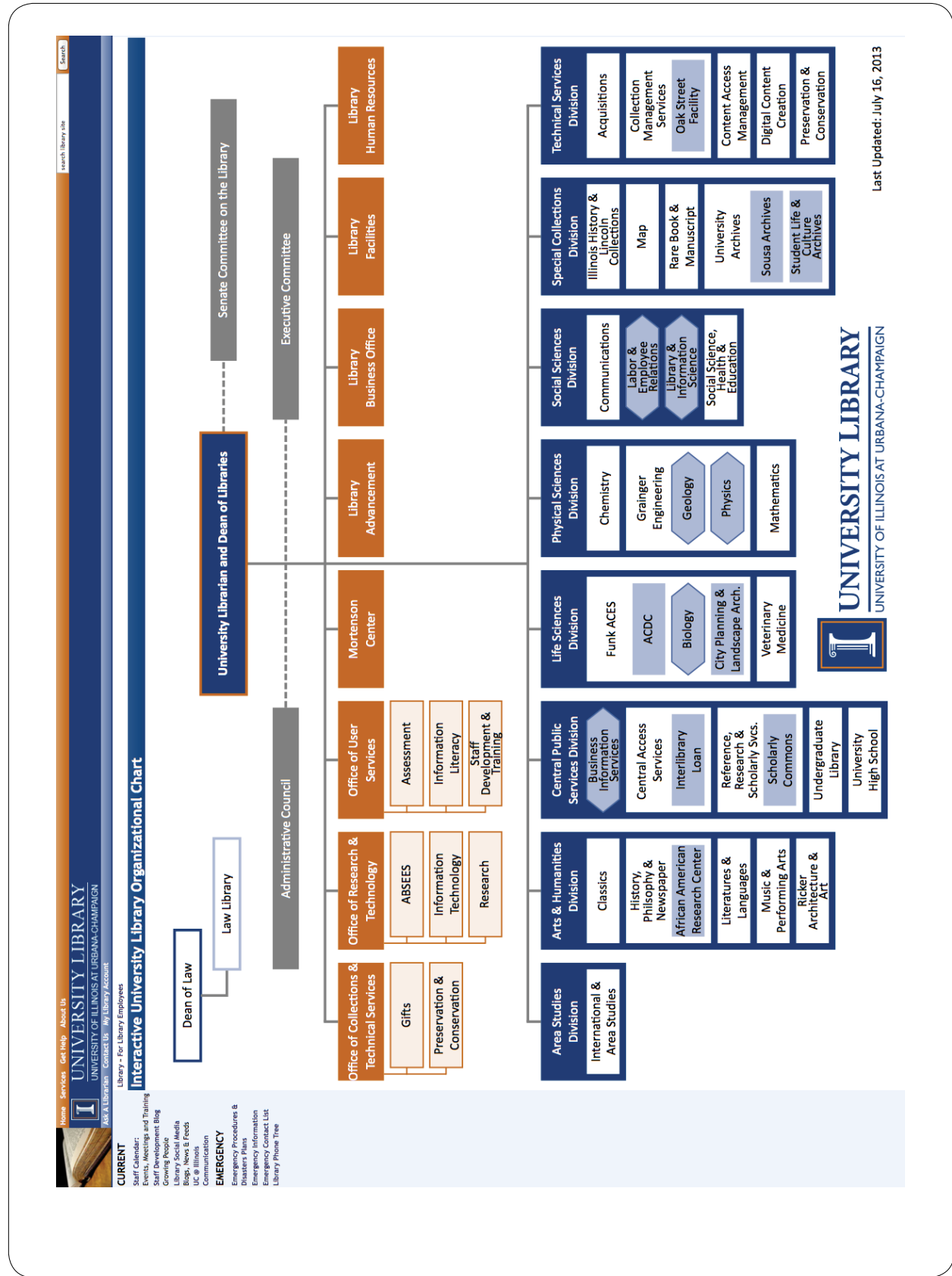
Libraries Reference Department & Grunigen Medical Library

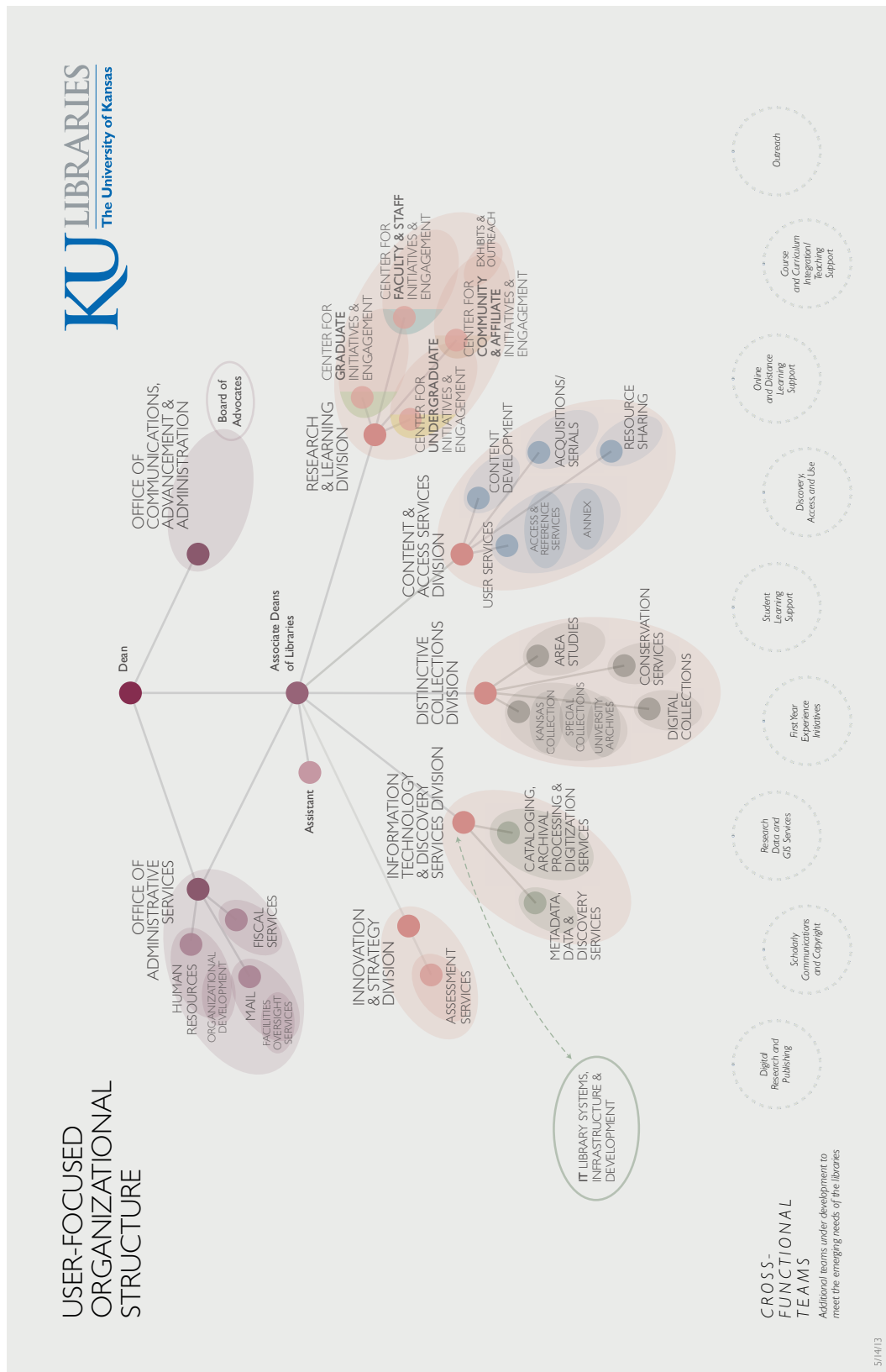
University of California, Irvine
Organizational Chart



UCIrvine LIBRARIES

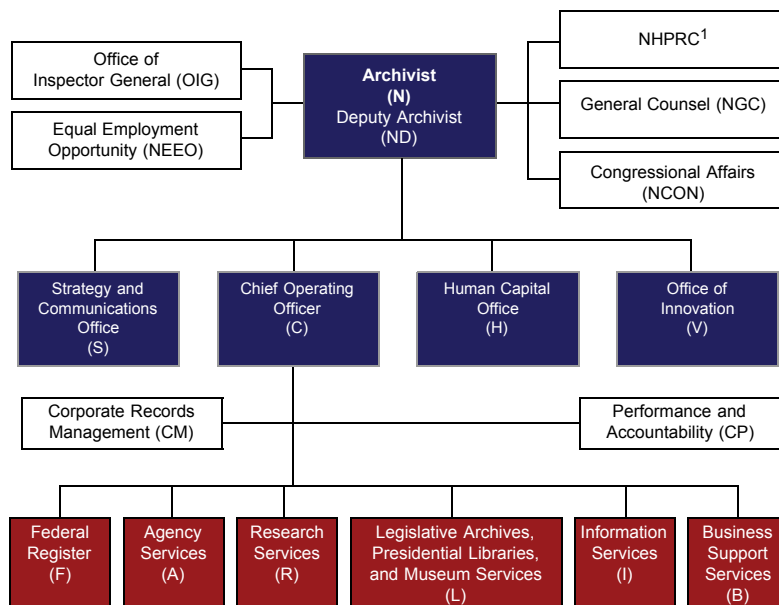
11/15/13





NARA Organization Chart

(View the [Text Chart](#) to access the Organization pages.)



¹National Historical Publications and Records Commission

Innovation Grants/Awards



KELVIN SMITH LIBRARY
CASE WESTERN RESERVE
UNIVERSITY

Search across the library's collections...

Search or [Advanced Search](#) [Catalog](#) [Databases](#) or [Journals](#) directly

HOME
DIGITAL
SCHOLARSHIP
MULTIMEDIA
SERVICES
SPECIAL
PROGRAMS
TRAINING
ABOUT US
CONTACT US
POSTER PRINTING



The Freedman Center

[Freedman Center](#) > [Special Programs](#) > [Freedman Fellows](#) > [Freedman Fellows Program 2013](#)

FREEDMAN FELLOWS PROGRAM 2013

Freedman Fellows Program 2013

The Freedman Center for Digital Scholarship is pleased to announce the 2013 Freedman Fellows Program for full-time faculty. The Freedman Fellows Program is supported by the College of Arts & Sciences, the Kelvin Smith Library, and the Freedman Fellows endowment established by Samuel B. and Marian K. Freedman.

In 2013, the Freedman Fellows Program will identify and support scholarly projects that meet all of the following conditions, i.e., the projects are: (1) currently underway, (2) involve some corpus of data that is of scholarly or instructional interest (e.g., data sets, digital texts, digital images, databases), (3) involve the use of digital tools and processes, and (4) have clearly articulated project outcomes.

The Freedman Fellows Program supports and facilitates a variety of digital scholarship activities, such as:

- Scholarly endeavors using emerging digital tools and processes such as the use of data-mining, text-analytic techniques, GIS [geospatial information systems], and data visualization;
- Digital Humanities scholarship by encouraging the use of new technologies in faculty research through assistance with research design, visualization and presentation strategies.
- Digital Case in experimenting with digital tools for storing, preserving, analyzing and making accessible digital resources;
- The use of emerging technologies for dissemination and publication of scholarship; and for use of digital scholarship resources in teaching and learning.

Freedman Fellows will receive an award of \$3,000 to support the expenses related to innovative scholarly or creative projects that meet the Freedman Fellows 2013 criteria. Fellows will also receive planning and project support. Proposals are due **Monday, April 1st, 2013**.

Award Criteria

Freedman Fellows serve as a model for campus faculty for how to successfully integrate new digital processes and tools in their scholarship and teaching. These new approaches to scholarship create bold visions of what is possible for scholarly outcomes, enhance understanding, create opportunities for formulating original questions, and fundamentally re-define how scholars work. Fellows must be full-time faculty who are motivated by excellence and the desire to be leaders in their disciplinary programs. To be successful, applications must describe a corpus of data (digital texts, digital images, processed data, databases, etc.), include discussion of the project's impact with regard to scholarly or

teaching goals, identify potential users or uses, describe the intended use of digital tools and processes, demonstrate current project planning, and articulate a project outcome (including a statement regarding the intended use of the award). In addition, the proposal must include a statement that addresses [copyright concerns](#). Proposed projects must be compelling in their application of current and emerging digital tools and resources for scholarship, research and/or teaching. Some preference will be given to humanities-based projects.

Application Process

Proposals shall not exceed three (3) pages and must include a 100-word abstract at the outset describing the project. If the project has a budget, that can be appended to the proposal and will not count against the three (3) page maximum. Proposals are due before midnight on **Monday, April 1st, 2013**.

A committee of faculty and staff will review all proposals and make final selections. Freedman Fellows will be announced on **April 9th, 2013** at the colloquium on digital scholarship.

Format of Proposal

Proposals may take any form, including direct answers to the questions as outlined, or take narrative form.

Questions to Address/Criteria:

In addition to the four (4) conditions outlined above, to be successful, Freedman Fellows proposals should answer the questions below.

1. Please describe your project.
2. What is the relevance/impact of the project?
3. Describe potential users and usage. How do you envision people interacting with the project outcome?
4. Describe existing data for the project. In what form does this data exist? (On paper, in a Word document, in an Excel file, in some standard format, etc.)
5. Describe the work that has already been done, if any.
6. Are there existing digital projects (at CWRU or elsewhere) that this proposed project would complement?
7. Other general comments, issues or concerns, such as project timeframe, and potential for sustainability into the future.
8. Copyright / Intellectual Property: We require a statement to be included with each proposal regarding the status of materials used. Please refer to the copyright section of [the FAQs](#).

Submission Guidelines

1. **Proposals are due Monday, April 1st, 2013**
2. Proposals should be **PDF documents**
3. Submit a completed [Proposal & Copyright Permission Form](#)
4. Proposals should be submitted to roger.zender@case.edu
5. Proposal submissions should include in the subject line: **Freedman Fellows Proposal**
6. Awards will be announced on **April 9th, 2013**

Expectations of Fellows

Freedman Fellows are expected to participate in periodic meetings with not only their project groups (which will be created to meet project needs) but with Freedman Fellow colleagues to provide updates on their projects and to contribute as a group to the development of models, services and practices for support of scholarship, research and teaching at CWRU. Freedman Fellows are expected to participate in scheduled meetings and events over the course of the year. Freedman Fellows will be expected to participate in a colloquium to be scheduled during the 2013-14 academic year that will address digital scholarship and future directions for digital scholarship at CWRU. Details are available on the Freedman Fellows Program website.

Freedman Fellows are expected to confer with Departmental Chairs or Departmental Assistants in setting up accounts for their \$3,000 award. Guidance as to the manner in which the award may be used, as well as additional information is available in the FAQ section of the Freedman Fellows Program site.

Questions regarding the Freedman Fellows Program and application process are welcome. Please contact Roger Zender (rez7@case.edu) or by phone at 216-368-5637 for further information.

[KSL Home](#) | [BlackBoard](#) | [Site Map](#) | [Privacy](#) | [Contact Us](#) | [OhioLink](#) | [Libraries of Case](#) | [Site Feedback](#) | [case.edu](#)

 Not Connected [More Info...](#)

Kelvin Smith Library | 11055 Euclid Avenue | Cleveland, OH 44106-7151 | 216-368-3506



This web site and all of its contents are ©2013 The CWRU. All Rights Reserved.



KELVIN SMITH LIBRARY
CASE WESTERN RESERVE
UNIVERSITY

Search across the library's collections...

or [Advanced Search](#) [Catalog](#) [Databases](#) or [eJournals](#) directly

HOME
DIGITAL
SCHOLARSHIP
MULTIMEDIA
SERVICES
SPECIAL
PROGRAMS
TRAINING
ABOUT US
CONTACT US
POSTER PRINTING

The Freedman Center

[Freedman Center](#) > [Special Programs](#) > [Freedman Fellows](#) > [FAQs](#)

Frequently Asked Questions

- [What is the Freedman Center?](#)
- [What is the Freedman Fellows Program?](#)
- [When is the Freedman Fellows Program?](#)
- [Who can apply?](#)
- [Can I meet with someone to discuss this?](#)
- [What is the Freedman Fellows award amount?](#)
- [How many Fellows will there be?](#)
- [What is Digital Scholarship?](#)
- [What do you mean by corpus of data?](#)
- [What do you mean by copyright concerns?](#)
- [How may the award be spent?](#)
- [Should I include a budget?](#)
- [How do I set up an account for my award?](#)

What is the Freedman Center?

The Freedman Center is a partnership between the College of Arts and Sciences and the Kelvin Smith Library. Established in 2005, with over 2,700 square feet of highly functional workspace and state-of-the-art equipment, the Freedman Center harnesses the power of modern technology and combines it with the driver of academic creativity.

The Freedman Center consists primarily of three service areas, but also offers special programs:

- Digital Library Services
- Language Learning Services
- Multimedia Services
- Special Programs

For the College of Arts and Sciences the Freedman Center is evidence of the College's commitment to the evolution of education and the integration of information technologies in its curriculum and research practices. For the Kelvin Smith Library, the Freedman Center is the culmination of a ten-year vision for a center that provides faculty, students, and staff with the ability to utilize both analog and hardcopy information sources in digital works, presentations, and research.

Helpful staff is on hand to guide you through your project and teach you how to use the latest technology whether you are creating a

PowerPoint presentation or full media CD-ROMs and interactive DVDs. You will not only walk away with a completed project, but with the skills to do it again.

[Back to the Top](#)

What is the Freedman Fellows Program?

As originally conceived, the Freedman Fellows Program exists to assist faculty in developing curricula and assignments that combine both multimedia and information competencies and research skills; that involve the Freedman Center in the production activities, and the outcomes of the newly developed curricula (with specific objectives that encourage students to use the Freedman Center); that promote experimentation with new teaching and learning strategies; that demonstrate innovation and creativity; that focus on enhancing student engagement in learning; and that indicate careful planning and feasibility. Additionally, in 2007 the Freedman family provided the Freedman Center and Case Western Reserve University and endowed fund of \$250,000 to support future Freedman Fellows Programs. Included with the initial phase of this gift was support specifically for a combined effort with the Baker Nord Center for the Humanities to explore how the Freedman Fellows Program can also encourage the use of new technologies in the research that the faculty does on campus—specifically, providing immersive instruction in the tools that would benefit their scholarly pursuits. This emphasis slightly expands the focus of the Freedman Fellows Program from active participation in the instruction that occurs on campus to active participation in the research and discovery that happens on campus.

[Back to the Top](#)

When is the Freedman Fellows Program?

The awards will be announced no later than Tuesday, April 9th. The program continues through the year with several events to be scheduled throughout the year. Details will be posted on this site.

[Back to the Top](#)

Who can apply?

Full time faculty at Case Western Reserve University. If a research group is interested, A faculty member who is leading the group may apply. Former Freedman Fellows can apply, though special consideration is given to first-time applicants to engage as many new faculty as possible.

[Back to the Top](#)

Can I meet with someone to discuss this?

Yes. If you have questions or concerns, please email roger.zender@case.edu or telephone Roger at 216-368-5637. It is strongly encouraged that all applicants schedule a meeting to discuss potential proposals.

[Back to the Top](#)

What is the Freedman Fellows award amount?

\$3,000.

[Back to the Top](#)

How many Fellows will there be?

There will be up to four (4) awards in 2013. However, there is no guarantee that four awards will be given if four proposals do not meet the criteria established for this program.

[Back to the Top](#)

What is Digital Scholarship?

To quote Christine L. Borgman, "Scholars in all fields are taking advantage of the wealth of online information, tools, and services to ask new questions, create new kinds of scholarly products, and reach new audiences." (from *Scholarship in the Digital Age*: AZ 195 .B67 2007). Or, perhaps, from a Digital Humanities perspective: "Digital humanities is not a unified field but an array of convergent practices that explore a universe in which print is no longer the exclusive or the normative medium in which knowledge is produced and/or disseminated." ([Digital Humanities Manifesto](#))

For instance, a scholar who is interested in the works of Gertrude Stein might use several software applications to analyse Stein texts for word choice, word recurrence, patterns of sentence structures, patterns of phrases, patterns of word relationships, and so on. This sort of analysis has the potential for providing important insights into the meaning of Stein texts, as well as excavating artistic approaches to the creation of the texts that might change understanding of certain texts. This exact process was used by [Tanya Clement](#) at the University of Maryland in her work with Stein's novel, "The Making of Americans," a work largely dismissed as a failed experiment. This example, however, is only one of many possible examples. Astronomers model the movement of objects in space, dental faculty model the physiology and three-dimensionality of the human face, engineering faculty model the flow of wind and water, geology faculty model planetary geodynamics, epidemiologists look at the occurrence of lead-base paint on houses across geographic areas, and religion faculty model the interior of temples and the process of religious iconography and systems.

In short, digital scholarship is the practice of pursuing scholarly activities whose outcome is transformed by the very nature of the method by which it is carried out (using digital tools); or scholarly activities that utilize digital tools or technologies to change the methods by which a corpus of data can be engaged by other researchers or a general audience. Digital scholarship also includes the use of tools and environments that support digital scholarly activities, supporting and advocating for research uses or experimental development of tools and projects, and support the digital dissemination of outputs.

A suggestion is to also review [previous Fellows work](#).

[Back to the Top](#)

What do you mean by corpus of data?

A grouping of data on which you propose to perform your scholarly research or teaching activities. This ideally will be an intellectual grouping or arrangement of materials by some criteria relevant to the project you intend to carry out. A corpus of data can include actual data sets (spss, survey results, gps and arc gis files), digital texts, digital images, databases, and more.

[Back to the Top](#)

What do you mean by copyright concerns?

Project proposals must directly address copyright concerns and articulate a plan to identify and secure the appropriate right to use the materials in your corpus of data in the ways necessary to fulfill the proposed project outcomes. More information on Copyright can be found at <http://library.case.edu/copyright>.

[Back to the Top](#)

How may the award be spent?

Awards should be spent to support the expenses related to innovative scholarly or creative projects that meet the Freedman Fellows 2013 criteria. While we are not requiring that a budget accompany your project proposal, a budget will be illustrative of several things: the extent of planning you have dedicated to your proposed project and the level of thought that has the project has been given; a sense that the award money will be used to carry out the goals of the project and will contribute to its outcome. While no effort will be made on the part of the Freedman Fellows Program to oversee the award once it has been disbursed, award recipients should be aware that awards taken as salary will suffer a substantial overhead encumbrance, and any use of the funds toward non-project related activities will undermine the likelihood of success.

[Back to the Top](#)

Should I include a budget?

While we are not requiring that a budget accompany your project proposal, a budget will be illustrative of several things: the extent of planning you have dedicated to your proposed project and the level of thought that has the project has been given; a sense that the award money will be used to carry out the goals of the project and will contribute to its outcome. Budgets can be appended to the project proposal and will not count against the 3 page length requirement; as well, if you are not sure how money will be spent, but have an idea, some statement in the proposal to that effect will suffice.

[Back to the Top](#)

How do I set up an account for my award?

If the award recipient does not have an account to receive funds, or wishes to create a specific account into which funds can be placed, the recipient will need to speak to a Departmental Assistant or Departmental Accountant for instructions on how to create an account. An award letter will be provided for this purpose. If the recipient would like the monies to be available for more than one fiscal year, he/she should notify the person responsible for creating the account in his/her department to ensure that the created account does not expire within one fiscal year. The recipient may need to fill out a University Review Form.

[Back to the Top](#)

[KSL Home](#) | [BlackBoard](#) | [Site Map](#) | [Privacy](#) | [Contact Us](#) | [OhioLink](#) | [Libraries of Case](#) | [Site Feedback](#) | [case.edu](#)


 Not Connected [More Info...](#)

Kelvin Smith Library | 11055 Euclid Avenue | Cleveland, OH 44106-7151 | 216-368-3506




This web site and all of its contents are ©2013 The CWRU. All Rights Reserved.

RPC Committee	Charge
Charge and Membership	The Library Research and Publication Committee is a standing committee of the Library Faculty established to encourage research and publication among Library Faculty by:
RPC Application Process	<ul style="list-style-type: none"> • providing monetary support • bringing alternate sources of funding to the attention of the Library Faculty • stimulating interest in and discussion of research ideas and methodologies among librarians • providing practical criticism of and support for research projects • advancing Library research and publications within the University community.
Policies for Award Approval	The Committee reviews and approves or disapproves funding requests for student wages, graduate assistants, travel to other research collections, photocopying, manuscript preparation, data analysis, the creation of illustrations, editing for non-native English speakers, etc. The Committee sponsors occasional brown-bag series that focus on library research.
RPC Support and Services	Composition
Other Sources of Support	The Committee of five is appointed for two-year terms by the University Librarian, with the advice of the Executive Committee. The chair is appointed by the University Librarian. Committee members serve two-year staggered terms, and may be appointed to one successive term.
Recent and Past Awards	Membership
Outcomes of RPC Funding	Jennifer Hain Teper, chair (08/15/14)
RPC Research Brown Bags	Atoma Batoma (08/15/15)
Request Photocopy cards	Kirstin Dougan (08/15/15)
Portable PC Loan	Lisa Hinchliffe (08/15/14)
	Qiang Jin (08/15/15)
	Beth Sandore, <i>ex officio</i>
	Dan Tracy, <i>ex officio</i>
	Beth Woodard, <i>ex officio</i>



[Home](#) [Services](#) [Get Help](#) [About Us](#)



UNIVERSITY LIBRARY
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

[Ask A Librarian](#) [Contact Us](#) [My Library Account](#)

Library Committee Handbook
[-- Index of Committees](#)
[-- Planning Calendar](#)

RPC Committee
[Charge and Membership](#)
[RPC Application Process](#)
[Policies for Award Approval](#)
[RPC Support and Services](#)
[Other Sources of Support](#)
[Recent and Past Awards](#)
[Outcomes of RPC Funding](#)
[RPC Research Brown Bags](#)
[Request Photocopy cards](#)
[Portable PC Loan](#)

[Library » Committees » Research and Publications Committee » RPC Application Process](#)

RPC Application Process
RPC welcomes inquiries and applications for funding. The [Application Form and Guidelines for the Narrative Proposal and Policies for Award Approval](#) are available through this site. You can also find upcoming application deadlines.

The application process is simple and straightforward: after you have completed filling in the Application form and have prepared your Narrative Proposal, send these to the RPC Chair by email attachment. If there are multiple principal investigators involved, please modify the application form so the pertinent contact information is given for each PI. Please also submit a CV for each PI.


Generally the RPC acts on requests at a monthly meeting, though complex requests may take longer. Applications may be submitted at any time; there are no final deadlines for submission, and any proposal that does not make **one of the monthly deadlines** will simply be taken as a submission for the next deadline.

Applicants are urged to seek the assistance of committee members in preparing their proposals.

When preparing applications, please review the RPC's [Policies for Award Approval](#) and the [Guidelines for the Proposal Narrative](#) (which is attached to the [Application Form](#)), carefully! Also consider whether your proposal might be eligible for full / partial funding by [other campus resources](#).


The Office of the Vice Chancellor for Research has created a new fact sheet, which provides investigators summarized information about the various ethical and regulatory requirements for the responsible conduct of research. Please read [Responsible Conduct of Research](#).

[RPC Meeting Minutes](#)




University Library
University of Illinois at Urbana-Champaign
1408 W. Gregory Dr. | Urbana, IL 61801
217-333-2291

For comments on this page contact: [Gateway Conversion](#)
Last modified by: Daniel Tracy on 12/15/11



[Home](#) [Services](#) [Get Help](#) [About Us](#)



UNIVERSITY LIBRARY

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

[Ask A Librarian](#) [Contact Us](#) [My Library Account](#)

Library Committee Handbook

- Index of Committees
- Planning Calendar

RPC Committee

- [Charge and Membership](#)
- [RPC Application Process](#)
- [Policies for Award Approval](#)
- [RPC Support and Services](#)
- [Other Sources of Support](#)
- [Recent and Past Awards](#)
- [Outcomes of RPC Funding](#)
- [RPC Research Brown Bags](#)
- [Request Photocopy cards](#)
- [Portable PC Loan](#)

Library » Committees » Research and Publications Committee » Policies for Award Approval

Policies for Award Approval

These policies will be used by the Research & Publications Committee when considering your application for research support.

Grant Periods and Award Money

Awards must be used within one year. If the entire grant is not used within a year the unused funds will revert to the RPC unless an extension request is received by the Chair before the end of the original grant period. Awards can not be made retroactively, for work already accomplished, or for expenses already incurred.

Funding Priorities

Awards are made on the basis of anticipated scholarly contribution of the proposed project. First preference is given to tenure-track permanent full-time faculty, followed by tenured faculty. Emeritus, visiting faculty, and post-doctoral fellows are eligible to compete for funding in the spring semester, if funds permit. Academic professional and staff are not eligible for RPC grants.

Use Of Human Subjects

A proposal for research that involves human subjects must be reviewed by the UIUC Institutional Review Board (IRB). Such projects include research that uses surveys, questionnaires, focus groups, interviews, etc. While most projects will be exempt from a full review by the IRB, all projects involving human subjects will need to be sent to the IRB for that determination. Please refer to the [IRB website](#) for more information such as deadlines, special considerations for survey research, and for the IRB submission form. Be sure to allow enough time for this mandatory review.

Catergories Typically Funded by RPC Funds

Travel:

RPC supports travel costs directly related to research and publication. In determining the amount of awards for domestic and foreign travel, RPC attempts to follow the guidelines set forth in the [Scholars' Travel Fund Policies](#). RPC also funds travel to destinations less than 200 miles.

Photocopying:

Photocopy cards for research purposes are available to faculty in 300- and 500-copy amounts from the RPC Chair. Requests for cards can be made by sending a simple email to the RPC Chair, with a very brief description or title of your research. Only one card will be issued at a time but faculty may request up to \$75 worth of cards / year. Requests for more than 500 copies at a time, or for funds to photocopy at other

[RPC Meeting Minutes](#)

institutions, should be submitted to the Committee on a regular **RPC Application Form**.

Hiring Student Assistants:

Undergraduate students: Undergraduate student hourly help is recommended for filing, photocopying, typing, collating, mailing, and data entry.

Graduate students: Graduate students may be hired on an hourly basis. Graduate student assistance is appropriate for handling research-oriented tasks, including foreign language translation, bibliographic searching, statistical analysis, and interviewing. If you need a graduate assistantship, we suggest you draft a justification proposal and send it to the Library Budget Committee.

Suggestions for hiring graduate student assistants: The burden of finding a suitable assistant rests with the person receiving RPC funds. If requested, the Library Personnel Office will post the research assistant position with the appropriate office. The assistant chosen should report to the Library Personnel Office to complete employment forms. If the student is already the recipient of an assistantship or fellowship, he or she may be restricted from other employment by the terms of the award. Be certain that the student checks this with their college.

Salaries and wages: Please check with the Library Personnel Office to obtain the most recent minimum rates.

The following information is current as of December 2011:

- Graduate Student Hourly Rates:
 - Grad hourly rates are generally \$19 /hr, but may also be \$8.25 /hr or \$14 /hr depending on job duties.
- Undergraduate Student Hourly Rates:
 - RPC recommends paying the current minimum wage of \$8.25 /hr.

Other Research Expenditures That Have Received Funding:

For other examples of research areas that have received funding in the past, review the [lists of previous awards](#). Please contact the RPC Chair before requesting RPC funding for a publication subvention.

Items Not Normally Funded by the RPC

RPC does **not** normally provide research funds for the following:

- **Non-research travel**, including travel to meetings, conferences, or for paper presentation. The traveler should apply elsewhere, for example to the Scholar's Travel Fund. Requests for training will only be considered in exceptional circumstances, if there is a clear relationship to a discrete research project.
- **Graduate assistantships**. Due to the high cost of supporting GAships, the RPC can only fund hourly student wage requests.
- **Prolonged research spanning years of investigation**. RPC's policy is to provide initial funding for research inquiry. RPC's support for preliminary study should improve the candidate's potential for attracting external research support. The RPC may encourage applicants to apply to the Campus Research Board and/or to national foundations to pursue their long term projects.
- **Postage, telephone costs, and ordinary office supplies**.
- **Additions to the collection**, including research material. RPC will lend support to your requests for this material from the University Librarian.
- **Retroactive expenses**. The RPC can not retroactively award funds for expenses already incurred (e.g., for travel) or for

services already performed.

- **Library administrative work.** The RPC does not have the funds to support work that falls in the category of "running the library". On the other hand, application could be made to the RPC for funds to develop new methodology for accomplishing a work project such as to fund a prototype project or to analyze data from a work-related project. In all cases the "research" component should be stressed in the application. If you're not sure whether your project is library work or research, please inquire.

Acknowledgement of RPC Funds

Any public presentation of the results of your work funded by the RPC, whether a conference paper, journal article, or book should acknowledge RPC support by use of the following statement:

The author wishes to acknowledge the Research and Publication Committee of the University of Illinois at Urbana-Champaign Library, which provided support for the completion of this research.

SUBMIT A REPORT FOLLOWING COMPLETION OF EXPENDITURE OF THE RPC FUNDS

The Committee requires that you submit a brief narrative report and an accounting of the funds expended one year after the grant is awarded. If the project is completed early, with funds still remaining, please report this to the RPC Chair, so the encumbered funds can be returned to the RPC pool and awarded to someone else. The Committee may ask you to offer the Library faculty a short presentation on your project.


[BACK](#) to the Research and Publication Committee Homepage.




University Library
University of Illinois at Urbana-Champaign
1408 W. Gregory Dr. | Urbana, IL 61801
217-333-2291

For comments on this page contact: [Gateway Conversion](#)

Last modified by: Daniel Tracy on 9/5/12



[Home](#) [Services](#) [Get Help](#) [About Us](#)



UNIVERSITY LIBRARY
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

[Ask A Librarian](#) [Contact Us](#) [My Library Account](#)

Library Links

[Library Administration](#)

[Library Services](#)

[Assessment of Services](#)

[Teaching and Learning](#)

[Training and Development](#)

[Planning Resources](#)

[Policies Index](#)

Library » Administration » User Services » Library Policies Index » Guidelines for the Distribution of ICR Grant Seed Money

Guidelines for the Distribution of ICR Grant Seed Money

To encourage ongoing UIUC Library institutional research, the Library will commit a portion of its ICR funds received from grants to create opportunities for new institutional research possibilities. These seed money Library grants are a commitment to seek new ways to enhance the Library's services to its users.

Seed monies will be awarded for institutional research leading to future grants or for new or improved Library programs and services. Monies will be available to Library faculty and academic professionals who wish to do development and pilot or mini-projects to test design prior to preparing formal applications for external funding of full-scale projects.

Applications should include a narrative of the proposed pilot project, including objective and design, and a budget. Applicants should indicate likely funding sources for the resultant project after the pilot has been completed. The application should be no more than two to three pages. Applications are to be submitted to the University Librarian's Office. Funding will be made on a semi-annual basis. Proposals submitted after the designated deadline will be considered in the next semi-annual evaluation.

The Executive Committee will serve as the review committee for all applications. It will make its recommendations to the University Librarian based upon all applications submitted against the particular deadline. As part of its evaluation and recommendation the Executive Committee will provide a brief critique of each application based within the context of the Library's over-arching goals. This evaluation will be made available to the applicant.

Examples of possible projects for seed money:

The development of innovative Library Services and programs to support the campus' instruction and research mission.

The development of innovative access and preservation approaches and methods to Library collections.


The testing and development of national/international information standards and best practices for access to information.

Approved by the Executive Committee, February 10, 2003.

[Back to Policies](#)



[Home](#)
[Services](#)
[Get Help](#)
[About Us](#)



UNIVERSITY LIBRARY
 UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

[Ask A Librarian](#)
[Contact Us](#)
[My Library Account](#)

Library Committee Handbook
-- Index of Committees
-- Planning Calendar
Executive Committee
[Committee Charge and Membership](#)
[Innovation Fund](#)
[2013-2014 Meeting Information](#)
[Open Meetings](#)
[Previous Documents](#)
Year 2012-2013
Year 2011-2012
Year 2010-2011
Year 2009-2010
Year 2008-2009
Year 2007-2008
Year 2006-2007
Year 2005-2006
Year 2004-2005
Year 2003-2004
Year 2002-2003
Year 2001-2002
Year 2000-2001
[Spring 2008 Position Preface](#)
[Position Table](#)
[Position Request Form](#)
[Standing Policies](#)

Library » Committees » Executive Committee
Innovation Fund
2013-2014 Innovation Fund

PI	Fund Title	Final Report
Lynn Wiley, Michael Norman, and Mary Laskowski	Building a collaborative cooperative cataloging tracking system (CCTS)	
Jennifer Teper, Cherie Weible, William Schlaack, Annette Morris	Last "test" phase of a proposed change in the way that preservation and conservation select and prioritize materials for treatment within the units	
Kirstin Dougan	MPAL iPad Loans	
Jennifer Teper, Cher Schneider, Rohit Bhargava	Pilot research on the use of cutting edge spectroscopic imaging and other current analytical testing approaches to anticipate appropriate conservation treatments based on their interactions with materials and long-term effects	
Valerie Hotchkiss	ShE-books Pilot/Head Start Project	

2012-2013 Innovation Fund

PI	Fund Title	Final Report
Joanne Kaczmarek, Tracy Popp, Chris Prom, Kyle Remkus, Sarah Shreeves, Ellen Swain	Charlotte: Building a Web Harvesting Service	Available
Tom Habing, MJ Han, Betsy Kruger, Kyle Rimkus	Increasing Library Contributions to the HathiTrust	Available

2011-2012 Innovation Fund

PI	Fund Title	Final Report
Sarah Christensen, Merinda Hensley, Sarah Shreeves	Curatescape Chambana	Available
Jim Hahn	Applied Research in Institutionalizing and Sustaining Diversity Recruitment in Library Settings	Available
Kirk Hess	Transcribing Serialized Fiction	Available
Chris Prom	iKive-A Trusted Personal Archives Service	



University Library
 University of Illinois at Urbana-Champaign
 1408 W. Gregory Dr. | Urbana, IL 61801
 217-333-2291

For comments on this page contact: Gateway Conversion

Last modified by: Kimberley Matherly on 8/27/13

Dean's Innovation Fund

The Dean's Innovation Fund has been created by Dean Fox to encourage University Libraries faculty and staff to pursue innovative new projects related to the libraries strategic goals. Any full or part-time faculty or staff member may apply for small grants, generally to a maximum of \$500, to pilot a new ideas, for example: to try a new service or product; to host an event; to attend or sponsor a professional development program; or, to initiate any other work-related project that requires seed money to get started. The purpose is to incubate and support new ideas for improving library services or to strengthen the knowledge and skills of libraries employees.

To apply for funding, send a brief memo to Dean Fox explaining the purpose of the project, the anticipated time-frame, the expected impact on services or professional development, and a budget indicating how the funds will be used. The request must be sent to the Dean at least one month before the funds are needed. Projects or professional development cannot be funded retroactively through the fund. Within sixty days of the funded project or event completion, the grantee must submit a brief report to the Dean describing the project, how well it achieved intended goals and the implications for future libraries planning.

The Dean will chair a small committee of faculty and staff members who will assist the Dean with reviewing proposals.

10/28/2011

Dean's Innovation Fund Proposal Evaluation Form

Proposal Name: _____

Please evaluate the proposal on how well you believe it meets the criteria using the following scale:

1= Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

CRITERION	RATING	COMMENTS
Service impact - Will others besides the fund recipient benefit? Will it have a positive effect on user services or constituency relationship-building?		
Resources impact – Will the libraries have the financial and human resources to continue the project after the pilot period?		
Innovation – does the proposal represent a new approach to an issue or help to build a new skill set?		
Accountability - Does the proposal contain a clear approach for understanding and measuring success?		
Other factors: (describe)		

Recommendation:

_____Fund _____Do not fund _____Fund with the following improvements:

MIT Libraries Program on Information Science



[Projects](#) [Publications](#) [Data](#) [Software](#) [Calendar](#) [Classes](#) [People](#) [News](#) [Blog](#)

FEATURED PROJECTS

SafeArchive

ORCID

DistrictBuilder

Data Sharing System for Journals

Privacy Tools

SafeArchive is a solution for archival storage and replication management. Designed by the Data-PASS partners, it is a storage platform for policy-driven, distributed replication of digital holdings. The current version of SafeArchive is a self-contained system that can be installed, used and maintained by institutional staff without technical expertise. The set of open source tools can easily be used by libraries, museums and archives that wish to replicate their own content.

Keep Reading



MISSION

The Program for Information Science seeks to solve emerging problems in information management that are essential to support new and innovative services, and to amplify the impact that MIT can have on the development of information science, information policy, and scholarly communication through participation in the development of standards, policy, and methods related to information science and information management.

[Read more...](#)

RECENT PUBLICATIONS

Public Participation GIS : The Case of Redistricting

Out of Cite, Out of Mind: The Current State of Practice, Policy and Technology for Data Citation

National Agenda for Digital Stewardship

NDSA Storage Report: Reflections on National Digital Stewardship Alliance Member Approaches to Preservation Storage Technologies

A Half-Century of Virginia Redistricting Battles: Shifting from Rural Malapportionment to Voting Rights to Public Participation

Redistricting Principles for the Twenty-First Century

[More](#)

UPCOMING EVENTS

Information Privacy Across the Research Lifecycle (Brown Bag Talk)

10/31/2013 12:00pm to 1:00pm

Dissemination Information Packages for Information Reuse (Brown Bag Talk)

11/14/2013 12:00pm to 1:00pm

Crowd Source Mapping for Open Government (Brown Bag Talk)

12/12/2013 12:00pm to 1:00pm

An Overview of "3-D Printing" Technology (Brown Bag Talk)

1/16/2014 12:00pm to 1:00pm

LATEST NEWS

Comprehensive report on data citation published in Data Science

September 13, 2013

The U.S. CODATA and the Board on Research Data and Information (BRDI) is pleased to announce the publication of a new report: *Out of Cite, Out of Mind: The Current State of Practice, Policy, and Technology for the Citation of Data*. The report was authored by the CODATA-ICSTI Task Group on Data Citation Standards and Practices. The project was directed by the staff of the US CODATA/BRDI.

DSpace version 3.2 Released

July 24, 2013

The DuraSpace foundation released DSpace 3.2. DSpace 3.2 is a minor update to the huge 3.0 release, providing bug fixes and a security fix to the 3.x platform.

For more information see: dspace.org/latest-release

National Digital Stewardship Alliance releases inaugural agenda for digital stewardship

July 23, 2013

As members of the [National Digital Stewardship Alliance](#) (NDSA), a consortium of over 145 leading government, academic, and private sector organizations committed to long term preservation of digital information, the MIT Libraries are pleased to announce the NDSA's release of the inaugural [National Agenda](#) for Digital Stewardship.

Dataverse version 3.5.1 Released

July 11, 2013

Harvard University released version 3.5.1 of the Dataverse Network adds the ability to request access to restricted files on a file-by-file basis; upload and extract tar files; and UI improvements. UNF functionality is not affected in this release.

NEWS FROM THE COMMUNITY



drmaltman Ann Wolpert has died away. She was both leader and mentor - wise, visionary, and humane. I will deeply miss her. t.co/rLn56jsxl
3 weeks 1 day ago.



drmaltman For those who asked for slides from the RDA talk, a preview of the citation principles synthesis work t.co/DccC1gJRhk
1 month 1 week ago.



drmaltman Illuminating Scholarly Dark Matter t.co/RXTK4au9ft
1 month 1 week ago.



drmaltman Bizarro, Acxiom knows a lot about you, much of it wrong, and will now let you correct ... some. t.co/6eTmVvx7vc
1 month 2 weeks ago.



drmaltman Some Lessons from Crowd-sourced Mapping for Open Government t.co/YwjkL9NP8
1 month 2 weeks ago.

FOLLOW US



SPEC Kit 339: Innovation and R&D • 159

Funding Amount:

Funds will be awarded up to \$3000.00 for not more than four grants.

If the total budget for the project exceeds \$3,000, other sources of funding must be identified on the application form. Commitment from the other sources must be secured before submitting the proposal.

Use of Funds:

Microgrant funds may be used for, but use is not limited to, speakers, facilitators, trainers, consultants, part-time assistance or other personnel, services, equipment or software. Submit questions regarding purchasing, reimbursement, etc. to the [Business Office](#).

Grant funds must be used for the purpose(s) described in the grant proposal. Any changes to the original proposal or funding purpose must be discussed with the Innovation Microgrants Review Committee.

Application Form

To apply, complete the [PSUL Innovation Microgrant Application form](#). You must obtain all signatures, then the original, signed copy should be scanned or sent via campus mail to Sandy Confer, 510 Paterno Library.

Timeline

2013- 2014 Microgrant Program Timeline Chart

Event	Deadline
Application Deadline:	Final applications are due by 5 p.m. on Friday, June 21, 2013.
Award Notification:	Applicants will be notified of award status by Monday, July 8, 2013.
Mid-year reports:	Progress reports are due on Wednesday, January 15, 2014. Submit reports electronically to the UL Innovation Microgrant Program Review Committee.
Award Period:	All microgrant funds must be expended by Monday, June 16, 2014.
Final Report	Final grant reports are due on Friday, June 30, 2014.

Committee Membership


Submit questions regarding the development of your proposal to the members of the [Review Committee](#). Members of the 2013 - 2014 Review Committee are:


Jaimie Jamison, Co-Chair
Sandy Confer, Co-Chair
Linda Klimczyk
Valerie Lynn
Glenn Masuchika
Andrea Pritt
Amy Rustic

Awards / Reports

Click [here](#) for a complete list of award recipients, as well as mid-year and year-end reports.


[Login to Renew](#)
[Mobile Site](#)
[FAQs](#)
[Contact](#)
[Rice Home](#)


Fondren Library



You are here: [Home](#) > [About Fondren Library](#) > [Working at Fondren](#) > [Staff Resources](#) > [Staff Rewards & Recognition](#) > [Shapiro Award](#)

[Borrow / Request](#) | [Services](#) | [Library Space](#) | [About](#) | [Support Fondren](#)



[Shapiro Award](#)

[Owlet Appreciation Program](#)

[images](#)

[Shapiro Nomination Form](#)

[Shapiro Award Nomination Form - MS Word Format](#)

[Owlet Appreciation](#)

Shapiro Award

Shapiro Library Staff Innovation Award

1. The Shapiro Library Staff Innovation Award is an annual award that shall be presented to a library staff member or project group/committee who has "developed an innovative program to provide library services at Rice University or who has shown exemplary service to the University community."
2. Nominations for the award may be made by any library employee, or other member of the Rice community. Self-nominations will also be accepted. [The Nomination form](#) can be submitted online, and should detail the innovative service program created or the involvement of the nominee(s) in the service of Fondren Library and the greater University community.
3. The Award Selection Committee shall be comprised of one faculty member, one student worker employed by the library, and three members of the library staff. The staff members on the committee will be the chair or co-chair of the Staff Travel and Development Committee and two other staff members, one being a member of the professional library staff and the other a member of the paraprofessional library staff. The two staff members will be selected by the chair or co-chair of the Staff Travel and Development Committee from a pool of volunteers. The chair or co-chair of the Staff Travel and Development Committee will act as the chairperson of the Award Selection Committee. Staff members serving on the Award Selection Committee will not be eligible for the individual award in years they are members of the committee. In the event of possible conflict of interest, an alternate will be chosen for voting purposes.
4. The chairperson of the Award Selection Committee will determine the specific calendar for the award each year. Nominations for the award will be called for during the month of January with submission of nominations to end no later than March 10. **(Nominations for 2013 are due Tuesday, February 19.)** Nominations will be submitted to the chairperson of the Award Selection Committee. Nomination forms will be distributed to the members of the Award Selection Committee by the chairperson of the committee. The Award Selection Committee will make its selection of the recipient of the award by April 10 of the year. The Vice Provost and University Librarian will present the award in a public ceremony in April or May.
5. The award may not be presented every year. The funds will remain in the endowment fund and be made available for use in a subsequent year.

[Online Nomination Form](#)

[Nomination Form \(MS - Word Format\)](#)

Previous Shapiro Award Winners and links to Rice News articles about the winners:

2002 - Elizabeth Baber - <http://news.rice.edu/2002/05/23/baber-receives-fondren-librarys-shapiro-award/>

2003 - Kerry Keck - <http://content.yudu.com/Library/A1mjez/RiceMagazineFall2003/resources/53.htm>

2004 - Karen Oster - <http://news.rice.edu/2004/04/29/fondrens-oster-honored-for-exemplary-service/>

2005 - Peggy Shaw - <http://news.rice.edu/2005/04/21/business-information-centers-shaw-earns-shapiro-award/>

2006 - Amanda Focke - <http://news.rice.edu/2006/05/25/fondren-librarys-focke-honored-with-shapiro-award/>

2007 - Sara Lowman - <http://news.rice.edu/2007/05/02/lowman-receives-prestigious-shapiro-award/>

2008 - Sandi Edwards - <http://news.rice.edu/2008/05/08/reference-librarian-earns-award-for-innovation/>

2009 - Lisa Spiro - <http://news.rice.edu/2009/04/15/digital-media-centers-spiro-recognized-for-offering-innovative-educational-opportunities/>


2010 - David Bynog - <http://news.rice.edu/2010/04/16/fondrens-david-bynog-recognized-for-exemplary-service-innovation/>

2011 - Mary Bixby - <http://news.rice.edu/2011/05/04/bixby-wins-fondren-librarys-shapiro-award-for-innovation/>

2012 - Diane Butler - <http://news.rice.edu/2012/04/18/butler-chosen-for-fondrens-2012-shapiro-award/>

2013 - Rafal Kasprowski - <http://news.rice.edu/2013/04/12/kasprowski-receives-fondrens-2013-shapiro-award/>

[Temple Website Hosting](#) [Temple University](#) [TEmail](#) [TUportal](#)



The Alternate Textbook Project

[Home](#) [About the Project](#) [How to Get Involved](#) [Sample Alt-Textbook Projects](#) [Open Education Resources](#) [In the Media](#)

About the Project

In 2011 the Temple University Teaching, Learning & Technology Roundtable created **The Alternate Textbook Project**. Since then 20 faculty have participated in the project, and in 2013 we are offering 10 more faculty the opportunity to join The Alternate Textbook Project.

The goal of the Project is to encourage faculty experimentation and innovation in finding new, better and less costly ways to deliver learning materials to their students. Through the Project faculty can receive a funding award to develop an alternate to the traditional textbook. That could be anything from a customized set of instructional content to an existing open textbook. There is no expectation that faculty will author complete open textbooks, but that would certainly qualify as an acceptable project proposal.

In its first round eleven faculty received awards to develop alternate textbooks.

In the second round nine faculty received awards to develop alternate textbooks. See below for a list of faculty who received grants for the second (2012-2013) round of the project.

Funding for The Alternate Textbook Project is provided by the Temple University Libraries. You can read [summaries of several projects](#).

For more information on the first round of the project, [read this article published in Temple Today](#). The project was also mentioned in this [Chronicle of Higher Education news item](#).

Project Awardees for 2012-2013

Kristen Murray – Law
Dawn Reid – Psychology
Tamara Sniad – CITE
Owen Ware – Philosophy
Amy Friedman – English (First Year Writing)
Whitley Cooke – English (First Year Writing)
Nathan Fong – Marketing and Supply Chain Management
Pamela Detrixhe – Religion and Asian Studies
Gabriella Kecskes – English
Hana Hasson – Dentistry

Recent Entries

This is the Alternate Textbook Project

Links

Job Descriptions

Digital Scholarship Coordinator, Humanities and History Libraries
Columbia University Libraries/Information Services

The Columbia University Libraries invites nominations and applications for the position of Digital Scholarship Coordinator, Humanities and History Libraries division. The Digital Scholarship Coordinator will provide leadership in incorporating technologies and new research methodologies into the scholarly activities of the humanities community at Columbia University. The Digital Scholarship Coordinator will work with colleagues from across the University to develop outreach strategies and partnerships with faculty and students supporting digital research projects in the humanities. The Digital Scholarship Coordinator will engage technologies emerging as critical to research and teaching in the humanities to meet the evolving needs of faculty, students, and staff. The Digital Scholarship Coordinator will assist in planning for the programmatic and physical expansion of the Digital Humanities Center, <http://library.columbia.edu/indiv/dhc.html>, within Butler Library, including the creation of a graduate student fellows program focusing on the digital humanities. The Digital Scholarship Coordinator will also assist in the identification of funding opportunities and preparation of grants supporting the programmatic needs of the Digital Humanities Center. The Digital Scholarship Coordinator will work closely with colleagues from the Humanities and History Libraries, the Digital Humanities Librarian, and the Center for New Media Teaching and Learning, <http://ccnmtl.columbia.edu>, and the Center for Digital Research and Scholarship, <http://cdrs.columbia.edu>. The position will report to the Director of the Humanities & History Libraries division.

The successful candidate will have:

- experience in using technology in humanities scholarship and a demonstrated understanding of current projects and trends in the digital humanities
- an accredited MLS or advanced degree in the humanities or equivalent combination of education and experience
- experience developing and managing digital projects and articulating the opportunities of digital research to scholars in the humanities
- successful experience working effectively with faculty and students
- excellent interpersonal, collaborative, and communication skills
- experience with the integration of digital media into web applications and/or collaboration systems
- teaching experience in a classroom or workshop environment
- interest in usability and user-driven design.

Humanities and History Libraries division collections and services directly support the research and learning activities of the departments of Classics, English and Comparative Literature, Film, French & Romance Philology, History, Germanic Languages, Italian, Music, Religion, and Theater. The division also actively supports the Center for Ethnomusicology, the Computer Music Center, the Comparative

Literature & Society Program, the Institute for Research in African-American Studies, and the Institute for Research on Women & Gender, and provides primary library and research support services for the Core Curriculum, Columbia College, the School of General Studies, and the broader undergraduate population, in partnership with other library divisions.

One of the world's leading research universities, Columbia provides outstanding opportunities to work and grow in a unique intellectual community. Set in the Morningside Heights academic village, Columbia also presents the unmatched dynamism, diversity and cultural richness of New York City. The University Libraries, grounded in collections of remarkable depth and breadth, are also building extensive electronic resources and services. The Libraries at Columbia are committed to collegiality, professionalism, innovation and leadership.

We offer a salary commensurate with qualifications and experience and excellent benefits.

To apply for this position please visit the following link:

academicjobs.columbia.edu/applicants/Central?quickFind=56004

Columbia University is An Equal Opportunity/Affirmative Action employer.

Emerging Technologies Coordinator

The Columbia University Libraries invites nominations and applications for the position of Emerging Technologies Coordinator within the Science & Engineering Libraries division. The Emerging Technologies Coordinator will play a key role in planning and assessing information services supporting the research, teaching, and learning needs of the Columbia science community. The position will provide proactive, effective technology and research support to students and faculty within the new Digital Science Center (DSC), located within the new integrated Science Library, scheduled to open in January 2011.

Reporting to the Director, Science & Engineering Libraries, the Emerging Technologies Coordinator will identify, implement, and assess technologies for the division, including those supporting data gathering and management, visualization, competitive analysis, and other technologies emerging as critical to science and engineering research and teaching. The Emerging Technologies Coordinator will provide training for students, faculty, and staff on technologies supported by the DSC, including group instruction and in-person consultations tailored to individual needs. Working closely with the Library Information Technology Office, the position will coordinate the planning and maintenance of equipment and software for the DSC, as well as lead the planning, promotion, and assessment of outreach to faculty and students related to electronic resources and bibliographic management tools. In addition, the position will participate in library-wide service programming, including planning for next generation information discovery and management tools, virtual reference services, and other committees and task forces as appropriate.

The new Science Library will consolidate collections and service support for faculty and students in Astronomy, the Biological Sciences, Chemistry, Physics, and Psychology. The DSC, within the new library, will support the emerging research, teaching, and learning needs in the science disciplines at Columbia by integrating state-of-the-art technologies and professional, discipline-specific research consulting and support. The DSC will include ~50 high-end workstations with large, high-resolution displays, advanced peripherals, and discipline-specific and course-related software in both individual and collaborative configurations. An evolving suite of mathematical analysis, visualization, statistical, spatial data/GIS, scientific and editing software packages will meet a wide variety of undergraduate and graduate student needs. The DSC will also include group study spaces in various configurations, as well as two multipurpose group consultation and presentation practice rooms, enabling both collaborative research and the direct interaction of students, subject-specialist librarians, and technology support staff.

Required Qualifications:

An accredited MLS or an advanced degree in a relevant subject area or an equivalent combination of education and experience; an awareness of the issues involved in developing sustainable support for research and teaching in the sciences and/or

engineering; experience providing service in a technology-rich environment; an aptitude for teaching and developing instructional content and documentation; knowledge of Windows and Macintosh operating systems; experience in managing complex projects and demonstrated ability to work collaboratively and independently; demonstrated initiative and flexibility and the ability to work in a collaborative environment; and experience in webpage creation, including ability to write effectively for the web.

Preferred Qualifications:

An academic background in a science or engineering-related discipline; experience in instructional design; experience in identifying and evaluating software applications; knowledge of statistical, spatial data, visualization, and/or bibliographic management applications.

Knowledge of one or more of the following: AutoCAD, ChemDraw, LaTeX, Mathematica, Matlab, R, SAS, SPSS, Stata.

One of the world's leading research universities, Columbia provides outstanding opportunities to work and grow in a unique intellectual community. Set in the Morningside Heights academic village, Columbia also presents the unmatched dynamism, diversity and cultural richness of New York City. The University Libraries, grounded in collections of remarkable depth and breadth, are also building extensive electronic resources and services. The Libraries at Columbia are committed to collegiality, professionalism, innovation and leadership.

We offer a salary commensurate with qualifications and experience and excellent benefits including 100% Columbia tuition exemption for self and family and assistance with University housing. Columbia will also pay 50% tuition for your dependent child who is a candidate for an undergraduate degree at another accredited college or university.

Priority consideration will be given to applications submitted by November 8, 2010.

This position will be available beginning January 1, 2011.

To submit an application, please visit:
academicjobs.columbia.edu/applicants/Central?quickFind=53853

Columbia University Libraries, Science and Engineering Libraries Division

Two Year Appointment

The Columbia University Libraries invites nominations and applications for the position of Research Services Coordinator, Science and Engineering Libraries division. The Research Services Coordinator will assess the needs of researchers, investigate model programs at peer institutions, and draft recommendations for future service programs appropriate for the science and engineering community at Columbia. The position will investigate and propose design and implementation strategies for service programs supporting the activities of current and future researchers, including but not limited to data management, grant writing, course design, online education, and virtual services, and new forms of scholarly publishing. The position will serve as the primary service and collections liaison to the students and faculty of the Fu Foundation School of Engineering and Applied Sciences in a new innovation space currently under development. The position will be eligible for a permanent appointment.

Reporting to the Director of the Science and Engineering Libraries division, the Research Services Coordinator will provide direct service to students and faculty, including virtual reference, instruction and outreach, and research consultations. The Research Services Coordinator will work closely with colleagues from the division, the digital centers, the Center for Digital Research and Scholarship, the Center for New Media Teaching and Learning, and the Assessment Coordinator to plan and recommend new service programs. The position will also participate on Libraries-wide task forces and working groups. The position will work with colleagues to develop and maintain collections in engineering and the applied sciences, including the selection of materials and monitoring collections budgets.

Required qualifications include:

- MLS or other advanced degree in the sciences or engineering or other appropriate discipline
- An awareness of the issues involved in developing sustainable support for research and teaching in the sciences and/or engineering
- Experience providing service in a technology-rich environment
- Experience in managing complex projects
- Demonstrated initiative, flexibility and the ability to work in a collaborative environment
- An ability to clearly articulate ideas through excellent writing and presentation skills
- Experience in web page creation, including the ability to write effectively for the web and social media
- Knowledge of visualization applications such as LaTeX, Matlab, or R.

Preferred qualifications include:

- Undergraduate or advanced degree in science or engineering or other appropriate discipline and knowledge of emerging technologies in academic libraries
- Experience in instructional design
- Knowledge of statistical and spatial data software applications.

University Position Title:

Associate University Librarian for Research and Technology and Associate Dean of Libraries

Primary Position Function/Summary:

The Associate University Librarian for Research and Technology and Associate Dean of Libraries develops the Library's vision and programs in the areas of information technology and research. Increasingly, the campus identifies itself as an institution dedicated to data-intensive research, and the Library is a key partner in Library and campus collaboration efforts to support research. The AUL for Research and Technology leads efforts to develop innovative and effective library technology services and infrastructure, and research-focused programs that leverage the strength of collections and the depth of the Library's subject and functional experts that support research across the disciplines.

Areas of responsibility for research include, data management and curation and related research services, scholarly communications, sponsored research and strategic institutional research themes, programs that support Library faculty and professionals' research, and initiating and sustaining on-campus and external collaborations around research.

The AUL for Research and Technology advances Library technology operations, services, policy, and infrastructure that enable effective access to Library content, provide reliable stewardship of digital resources, and create novel ways to integrate Library content into the research and learning mission of students, faculty, and staff.

Major Duties and Responsibilities:

- Advance a cohesive vision for Library scholarly communications and research support programs, including institutional repository; researcher profile services; research data stewardship and related services in a developing campus-wide program, and through regional/national/international partnerships;
- Identify and establish research-focused programs, policy, and services in support of Library and campus strategic mission;
- Develop vision for effective and forward-looking Library technology services, infrastructure, and policy;
- Direct library information technology services, infrastructure, planning, and policy activities;
- Work collaboratively to develop vision and goals for digital library service development, digitization, and curation programs with the University, the HathiTrust, the Internet Archive, Google and support from numerous resources.
- Contributes to the national and international reputation of the University Library through professional research, service and collaboration with appropriate colleagues and organizations.
- Manage and consultatively plan budgets for the areas of technology and research for personnel, services, and operations;
- Oversee Library sponsored research development, management, compliance, and coordination;
- Develop cohesive research support and mentoring programs for Library faculty and professionals;
- Establish research and technology program partnerships on campus, and at the state, regional, and national levels in support of Library strategic directions;
- As a member of Library senior leadership team, work collaboratively to develop Library-wide strategic plan, budget, and policy;

- Initiate, guide, and synthesize Library-wide planning for new programs and services in their respective areas of focus;
- Supervise relevant IT unit heads in formulating strategic directions for the unit.

Organizational Chart: *(including titles of those who report to this position)*

Provost

University Librarian

AUL for Research & Technology

Director of Library IT Production Services

Manager of Software Development

Coordinator for IDEALS and Scholarly Communications programs

Interim Library & Information Science and Research Support Services Librarian
Associate or Full Professor of Library Administration
University of Illinois at Urbana-Champaign

Position Available: Position available immediately. This is a 100%, twelve-month, tenure-system appointment with a term of three years.

Duties and Responsibilities: The University of Illinois at Urbana-Champaign Library seeks an innovative, experienced, intellectually curious, and service-oriented individual to provide leadership for Library and Information Science collections and services.

Reporting to the Head of the Social Science, Health and Education Library (SSHEL), the Interim Library & Information Science Librarian will provide subject expertise for the interdisciplinary field of Library & Information Science, focusing on the learning and research needs of the students and faculty of the Graduate School of Library and Information Science (GSLIS) and the faculty and academic professionals of the University Library. The LIS Librarian will contribute to the University Library's suite of service activities, including teaching and learning, research services, collection development, digital tools, scholarly communication activities, and public engagement. Specific duties include:

- Fostering outreach to campus and community through events such as the Edible Books Festival and other new initiatives;
- Coordinating the communication (internal and external) about research and professional service accomplishments of the University Library faculty and academic professionals through the "Recognizing Excellence in the University Library" blog and other outreach channels;
- Supporting the continued development of LibGuides and Savvy Researcher and other workshops and tutorials that support grant-seeking activities;
- Providing subject expertise in the form of collection development, information, instruction, and scholarly services to faculty and students with teaching and research interest in LIS;
- Promoting innovation in design and delivery of digital information services programs by maintaining and enhancing the LIS Virtual Library, classroom guides, and other digital tools relevant to the subject area;
- Participating in collaborative outreach efforts to faculty and students including embedded services and serving on relevant Library, GSLIS, or University committees, task forces, and working groups, including participation as an ex officio member of the Curriculum Committee at GSLIS;
- Monitoring trends in scholarly publishing in LIS to inform the design of library services and the development of library collections;
- Building a robust assessment program for user needs and outcomes and to evaluate the usability and effectiveness of the LIS library, and its virtual and in-person services.
- Assessing the effectiveness of University Library research support activities (including training and professional development, grant and research support services), working with the AUL for Technology and Research, the Coordinator for Assessment and the Research and Publication Committee;
- Identifying new and sustaining established research and teaching partnerships and collaborations with Library and GSLIS faculty, including collaboration on research data management and curation services.

Qualifications: Required: Must be a tenured member of the University of Illinois Library faculty; ALA-accredited Master's degree in Library and/or Information Science or equivalent; an excellent grasp of all aspects of the research process and strong analytical, interpersonal and problem-solving skills.

**Position Title: Orientation Services and Environments Librarian,
Undergraduate Library**

Full-time, permanent Library faculty position.

University of Illinois Library at Urbana-Champaign

The Orientation Services and Environments Librarian is responsible for the planning and execution of assessing the Undergraduate Experience within the Undergraduate Library, other UIUC Libraries, and crucial service initiatives (i.e. Scholarly Commons support in Usability Methods, Engineering and RSS (Reference, Research and Scholarly Services) user studies and digital services assessment) as appropriate.

Specifically, the Orientation Services & Environments Librarian provides direction and initiative in developing effective programs to assess undergraduates' preferences and use of library resources, including services, information access, collections, facilities and social and recreational needs. This librarian works with others to provide ongoing assessment through the use of qualitative, quantitative and ethnographic methodology. A substantive component of this position is devoted to designing, prototyping and testing environments and applications designed to promote effective use of Library services and content among undergraduate students who are just developing familiarity with the Library's role in research and learning. The activities involved in this aspect of the Orientation role include: prototyping technology applications as well as new service programs that are contingent on technology applications; usability research, light technical expertise, web application development, and a focus on developing services for user population(s). This Librarian employs surveys, interviews, observation, focus groups, diaries, picture narratives, etc., in the study of the Undergraduate Experience.

Responsibilities:

A. UGL / orientation-focused activities: 60%

(Reporting to Head of UGL)

- Coordinate and conduct Orientation programs at the Undergraduate Library geared to first-year students and transfer students; assist with Instruction/Information Literacy Programs at the Undergraduate Library; contribute to instruction programs (formal and informal) to be developed as part of the Media Commons service program;
- Identify assessment methods and tools for use in measuring new student learning outcomes;

- Develop programming, resource materials, scripts, handouts, and websites to support others engaged in user assessment;
- Assist with the design and marketing of the Undergraduate Library services based on user feedback
- Contribute to overall planning and decision making in the Undergraduate Library;
- Participate in Undergraduate Library collection development;
- Participate in reference services (both in person and online), which includes evening and weekend rotations;
- Regularly engage and interact with Undergraduate Library user communities through formal and informal orientation activities to determine user needs and to incorporate them into a dynamic needs framework;
-
- Serve on library committees and project working groups

B. Prototyping, design, and evaluation: 40%
(Report to AUL for IT, working in conjunction with Head of UGL)

- Develop and evaluate prototype technologies that focus on enabling undergraduates to discover Library resources and services that support learning and research, and to integrate them into their work;
- Develop a framework for orientation services that incorporates both physical and virtual environments, and articulates the rationale for the recommended modes and models that support evolving new student orientation needs;
- Regularly engage and interact with Undergraduate Library user communities through formal and informal orientation activities to determine user needs and to incorporate them into a dynamic needs framework;
- Develop, in conjunction with Library Assessment, and faculty involved in usability research, measures for evaluating the effectiveness of prototyped services and environments; Collect qualitative and quantitative data and produce interpretive reports on a periodic basis based on them;
- Participate in the design and development of the Library's Media Commons program and facilities in the UGL;
- Participate in an emerging technologies team comprised of Library faculty and AP's who are engaged in several technology development projects (to be determined);
- Meet on a periodic basis with Library IT groups;
- Write grant and other proposals in support of technology rich spaces for new student learning and engagement with collections and services

NORTH CAROLINA STATE UNIVERSITY LIBRARIES
VACANCY ANNOUNCEMENT
ACADEMIC TECHNOLOGY AND RICH MEDIA LIBRARIAN

The NCSU Libraries invites applications and nominations for the position of **Academic Technology and Rich Media Librarian** to join the Libraries' Information Technology Department (21 staff plus student assistants). The NCSU Libraries is working to make available advanced technologies that support university teaching and research. With the opening of the James B. Hunt Jr. Library, the IT department will provide technical and infrastructure support for new advanced technology spaces including the Creativity Studio, the Teaching and Visualization Lab, the Gaming Lab, the Immersion Theater, and media production studios. Major technologies include large-scale display, visualization, ultra-HD imagery, multi-touch computing, gaming, streaming media, classroom capture, communication technologies, collaborative software, and cloud computing.

Responsibilities

- Serve as the Libraries' principal resource on rich media technologies and applications
- Serve as technical lead on library teams working with faculty and students to integrate rich media technologies and spaces with research and academic work
- Supervise programming and design staff who support the Libraries' advanced technology spaces in the D.H. Hill Library and the James B. Hunt Jr. Library
- Participate in developing and delivering technology workshops and training for faculty, students, and researchers
- Manage technology planning and implementation for teaching and research projects involving high-technology learning spaces
- Collaborate with campus partners, including the Office of Information Technology (OIT) and Distance Education and Learning Technology Applications (DELTA)
- Work with corporate technology partners to integrate cutting-edge and emerging technologies into the Libraries

Required Qualifications

- ALA-accredited MLS or equivalent advanced degree in a relevant field, such as computer science or educational technology
- Experience with applications of technology to research and educational practice
- Familiarity with areas such as graphic design, animation, gaming, high-resolution imagery, or media production
- Experience with translating user needs into technology services
- Proven project management skills and ability to thrive in a fast-paced, project-oriented environment
- Excellent problem solving skills, with a proven ability to apply new software and hardware in a dynamic technology environment
- Outstanding oral and written communication skills and interpersonal skills, with a demonstrated commitment to customer service
- Evidence of ability for ongoing professional development and contribution

Preferred Qualifications

- Experience working with collaborative teams of developers, designers, and/or system administrators
- Experience with IT systems and infrastructure, including streaming media, multimedia asset management, server infrastructure, networked storage, and desktop computing
- Supervisory experience

NORTH CAROLINA STATE UNIVERSITY LIBRARIES

VACANCY ANNOUNCEMENT

VISUALIZATION COORDINATOR

The NCSU Libraries invites applications and nominations for the position of **Visualization Coordinator** in the Digital Library Initiatives (DLI) department. The NCSU Libraries is working to make available advanced technologies and services that support university teaching and research through the development of enhanced visualization spaces, services, and tools. At the same time, the Libraries is developing services and building a community of support for university-wide e-research needs related to data access, management, and visualization.

Responsibilities

The Visualization Coordinator:

- Provides leadership in developing and advancing the Libraries' visualization services in concert with university-wide needs and in collaboration with university partners.
- Working in concert with library information technology staff, supports researchers in using the Libraries' high-technology spaces and compute infrastructure.
- Leads workshops and training sessions on information visualization tools and strategies.
- Maintains a current awareness of emerging trends in visualization.
- Assesses software options and provides input on hardware and software specifications.
- Participates in planning for existing visualization facilities in the James B. Hunt Jr. Library and new visualization facilities in the D.H. Hill Library.
- Implements tools such as dashboards to help enable and support continuous assessment of library operations.
- Participates in library planning, serves on library-wide committees, task forces, and teams

NCSU librarians are expected to be active professionally and to contribute to developments in the field.

Reports to the Head of Digital Library Initiatives.

Required qualifications:

- ALA-accredited MLS or equivalent advanced degree in a relevant field in the area of information visualization.
- At least one year of experience working in the area of information visualization, or comparable education and experience.
- Experience with visualization tools and programming libraries.
- Ability to extract and work with data from a variety of sources (e.g., XML, relational databases, APIs, and web services).
- Experience with one or more programming languages (e.g., Python, R, Java, Processing, C, C++).
- Demonstrated ability to communicate effectively with colleagues and users in the provision of visualization services.

- Outstanding written and oral communication skills and interpersonal skills.
- Ability to work creatively, collaboratively, and effectively both as a team member and independently and to promote teamwork among colleagues.
- Evidence of ability for ongoing professional development and contribution

Preferred qualifications:

- Academic background in a discipline utilizing visualization.
- Experience supporting visualization in a research setting.
- Experience translating user needs into technology services.
- Familiarity with interactive gesture and touch technologies.
- Experience working with scientific, geospatial, social sciences, or humanities data.
- Ability to work effectively with large datasets.

RICE UNIVERSITY
User Experience Librarian

Position Summary	The User Experience Librarian reports directly to the Assistant University Librarian for Public Services. Interacting with personnel across departmental lines, this position will maintain and creatively enhance the user experience and engagement program that informs decision-making about services, learning spaces, and the Library's web presence and recognizes that research and data are required to assess and meet the needs of library users.
Education Required	Master's Degree
Specify Concentration / Degree Type	Library Science or Library and Information Science
Substitution for Education Requirement Click here for a list of approved statements	Experience may not be substituted for the education requirement
Education Preferred	
Experience Required	2 years
Specify Type of Experience	Experience in an academic library
Substitution for Experience Requirement Click here for a list of approved statements	May substitute additional related education, above and beyond what is required, on an equivalent year for year basis in lieu of the experience requirement
Experience Preferred	Experience developing an inventory of user needs and preferences
License/Certification Required Click here for a list of approved statements	
License/Certification Preferred	
Other Skills Required	Ability to implement and support Web 2.0 technologies Ability to use survey and assessment tools
Other Skills Preferred	
Supervisory Responsibilities (Provide position or job title and number of each supervised. Do not use employee names.)	None.
Fiscal Responsibilities (Include budgeting, approval privileges on purchase orders, check requests, reporting and auditing functions.)	None.
Security Sensitive	Yes
If security sensitive, this position will	Have access to a computer terminal
Internal / External Contacts: List individuals with whom the incumbent will have contact. Indicate the type and frequency of contact (greeting visitors, negotiating contracts, answering questions).	Internal contacts: interacts with Rice students, faculty, and staff who use the Library, including administering surveys, running focus groups, and similar activities. Works with Library staff involved in user support, including Circulation and Reference staff. External contacts: other library professionals in the field, user experience experts, etc.

(e.g. Weekend/evening work, travel, inclement weather, hazards)

Occasional evening and weekend work, serving at the Reference Desk or providing library instruction, generally once per month or less.

Essential Functions

Percent of total time: **100**

5 Records

**Percent
of total
time:**

Essential Job Duties:

- | | |
|-----------|---|
| 30 | Develop an inventory of user preferences based on regular engagement with Library user communities through formal and informal channels and determine the Library's effectiveness in meeting those preferences, using focus groups, surveys, and other methodologies. |
| 30 | Extend the Library's brand and increase product and services awareness by working with Library committees such as MAST and by coordinating the Library's marketing activities.
Work with Library departments and groups to effectively promote outreach efforts and data-driven decision making by: 1. ensuring the Library's message is consistent; 2. user response is captured; 3. reports are prepared and provide information that can be acted upon; 4. the Library as a whole is represented. |
| 20 | As part of the Library's Web Team, lead the team's usability testing efforts and survey creation, participate in defining the website's objectives, and assist with the new design by contributing content, including images, and navigation recommendations. |
| 10 | Working with Head of Reference, coordinate the Library's assessment efforts and help define measurable objectives by providing support for LibQual and other regular library surveys, including survey analysis and reporting, and presenting on these instruments to the Library staff and the Rice community in general. |
| 10 | Participate in service activities, including the Reference Desk, subject liaison responsibilities, and user instruction |

Employees may be assigned or required to perform additional duties to the benefit of the department or University.

All employees serve as a representative of the University, displaying courtesy, tact, and discretion in all interactions with other members of the Rice community and with the public.

Date

Signature of Employee

Date

Signature of Supervisor

THE UNIVERSITY OF TENNESSEE LIBRARIES

FACULTY/EXEMPT
POSITION DESCRIPTION

Position Title: Head, Integrated User Services

Department: Integrated User Services

I. GENERAL FUNCTION

State briefly the general purpose of your position within the department or library.

Leads an innovative team of librarians and staff in conceptualizing and implementing library services in the Commons that include information, instruction and outreach, circulation, media services, video streaming, and media production (The Studio). Manages spaces and services delivered in the Commons. Collaborate with the Office of Information Technology and University academic support units to ensure the highest quality service delivery in support of teaching, learning, and the use of technology in the Commons. Develop strategic relationships with campus departments and programs aimed at supporting undergraduate student success. Maintain awareness of emerging technologies as they affect student learning and share that knowledge with Libraries and campus colleagues. Serve on the Library Council and contribute to Libraries' strategic planning.

The Integrated User Services department consists of:

- Library Commons services as part of The Commons—a collaboration of the Libraries and the Office of Information Technology
- The Studio—a multimedia production lab and consultation service
- Media collections and services
- Video Streaming
- Circulation services
- Instructional services and outreach

II. DUTIES

A. Departmental Leadership (75%)

Provide leadership for the Integrated User Services Department including the Commons, Studio, Course Reserves, Media Services, Circulation, and Undergraduate Instruction.

Provide vision for the development of the Libraries media streaming initiatives.

Manage the Commons facilities. Collaborate with the Office of Information Technology and campus academic support units to ensure the highest quality service delivery in support of teaching, learning, and the use of technology in the Commons.

Provide innovative undergraduate student programming, classroom support, leadership of emerging technologies through the Commons and with Research and Collection Services librarians.

Provide leadership for instructional support for general education and student success.

Maintain awareness of emerging technologies as they affect student learning and shares that knowledge with Integrated User Services and Research and Collection Services departments.

Supervise two tenure track instruction librarians, one Research Assistant Professor and three library staff positions (Integrated User Services Manager, IT Technologist, and The Studio supervisor.)

B. Library Leadership (10%)

Serve on the Library Council convened by the Dean of Libraries.

Oversee library public services on a twenty-four hour basis.

Communicate information with the Libraries and its users concerning services, hours, policies, and security.

Provide expertise by serving on library committees and work groups to promote library initiatives.

C. Campus Leadership (5%)

Work to develop strategic relationships with campus departments and programs aimed at supporting undergraduate student success.

Serve on campus committees related to technology, classrooms and student success.

D. Scholarship and Creative Activity (5%)

Conduct and disseminate research, scholarship and creative work in the field of library and information science.

E. Service (5%)

Participate in professional organizations and other local, regional, and national activities with other library and information professionals.

Participate in professional development and continuing education opportunities to enhance and update skills and keep abreast of new trends and developments in librarianship.

III. SUPERVISORY RESPONSIBILITY

(List the title and number of employees you supervise.)

3 FTE faculty

- Instructional Services Librarian for User Education Technologies
- Instructional Services Librarian for Undergraduate Programs
- Instructional Services Librarian for Digital Media Technologies

1 FTE exempt staff

- Professional Library Assistant (Integrated User Services Manager)

2 FTE non-exempt staff

- IT Technologist III (Information Technology 37)
- IT Technologist III (Information Technology 37)

IV. FISCAL RESPONSIBILITY

TBD

QUALIFICATIONS (Include educational requirements, special skills, and minimum work experience.)

Required Qualifications: ALA accredited master's degree. Supervisory experience; several years experience in academic library user services and instruction with evidence of successful project management in a collaborative environment. Applicants should demonstrate an understanding and commitment to the philosophy behind the continuing evolution of a learning commons. Knowledge of the technical infrastructure necessary for leadership of library and information services organization. Proficiency with a range of web authoring and scripting tools. Experience building dynamic web pages and integrating multimedia content into web pages. Demonstrated leadership in the use of innovative technologies in the instructional design process, including an understanding of the application of Web 2.0 technologies. Excellent communication and interpersonal skills. Ability to work effectively in a collaborative team environment accompanied by a creative, flexible, and problem-solving attitude. Evidence of research or creative achievement commensurate with a tenure track position.

Preferred Qualifications: Knowledge of emerging trends in the creation and delivery of media in instructional settings and experience working with a wide range of visual and audio formats and standards. Experience working with instructional technologies in a multi-platform environment.

**GENERAL FACULTY
POSITION DESCRIPTION
UNIVERSITY OF VIRGINIA**

PART I: ORGANIZATIONAL INFORMATION

POSITION NUMBER	FP 627
Working Title	Director, Digital Research and Scholarship
Organization	University of Virginia Library

PART II: POSITION INFORMATION

PERCENT OF TOTAL WORKING TIME	DESCRIBE FULLY AND CLEARLY THE MOST IMPORTANT WORK FIRST, THEN THE NEXT MOST IMPORTANT IN A SEPARATE PARAGRAPH, AND SO ON. .MAKE THE DESCRIPTIONS DEFINITE AND DETAILED TO GIVE A CLEAR PICTURE OF THE WORK. IT IS PARTICULARLY IMPORTANT THAT THE SUPERVISION RECEIVED OR EXERCISED BE CLEARLY EXPLAINED. IT IS ALSO IMPORTANT THAT SUCH TERMS AS "CHECK", "HANDLE", "RESPONSIBLE FOR", "ASSIST" BE EXPLAINED. LIST ANY EQUIPMENT OPERATED OR SPECIAL SKILL USED. ESTIMATE WORKING TIME DEVOTED TO EACH KIND OF WORK
	The Director, Digital Research and Scholarship will provide leadership for the ever-evolving digital scholarship services and programs at the University of Virginia Library. The primary audience for these services are faculty and graduate students in the Humanities, Social Sciences, the Arts, and Architecture.
50%	<p>Provide strategic direction and oversight to full-time staff and part-time students in provision of a suite of services to support digital scholarship, ensuring that the University retains an international reputation as a cultural center for digital scholarship. The range of responsibility and oversight include:</p> <p>the Scholars' Lab, a physical place for scholars to pursue digital scholarship; services include triage for expert format-specific consulting and intellectual property advising, outreach services, and instructional services.</p> <p>faculty project consulting and programming assistance with projects, tools selection and development, and assistance in using format-specific tools.</p> <p>a graduate student fellowship program in support of their use of digital scholarship in pursuit of their degrees</p>
30%	Establish programs and services that facilitate inter-disciplinary scholarship and new partnerships and collaborations that engage faculty and students of the University in interdisciplinary digital scholarship both locally and internationally.
10%	Serve as liaison and facilitate communication within the Library and among University entities engaged in digital scholarship activities. Externally that includes the University Press, ITC, IATH, VCDH, DLF, etc. Internally, that includes the Brown Library's Research Computing Lab, Robertson's Digital Media Lab, etc.
10%	Engage professionally in activities related to digital scholarship and scholarly communication; represent the University at appropriate conferences, seminars, and scholarly societies. Pursue research in own interest area related to digital scholarship.

PART III: QUALIFICATIONS

PREFERRED KNOWLEDGE, SKILLS, AND ABILITIES FOR AN INDIVIDUAL PERFORMING THIS POSITION:

SPECIAL LICENSES, REGISTRATION, OR CERTIFICATION:

EDUCATION OR TRAINING (CITE MAJOR AREA OF STUDY):

Master's degree in library science or master's degree or PhD in a related field required.

LEVEL AND TYPE OF EXPERIENCE:

Significant and progressively responsible experience engaging in digital scholarly activities in the Humanities, Social Sciences, and the Arts at a major academic research institution. Evidence of successful leadership and experience in managing and supervising others, demonstrated commitment to service excellence, ability to work cooperatively and maintain effective, creative, and flexible working relationships with colleagues, faculty, staff and students. Excellent analytical, oral, and written communication skills. A record of flexibility, creativity, and commitment to diversity, mentoring and developing staff. Evidence of research or publication in digital humanities as well as participation in national or international committees and collaborative efforts.

PART IV: SIGNATURES

Signature (Current Incumbent)

Print Name

Date

Individual Who Will Sign Performance Evaluation

UNIVERSITY OF VIRGINIA
Social Science Data Consultant (excerpts)

What is the primary purpose of this position?

The Social Science Data Consultant will be a central part of a new research data support service unit within the Library with the mission of collaborating with researchers and graduate students across the University to create innovative new opportunities around data-intensive research, paying particular attention to research made possible through new streams of data generated by massive, unpredictable social systems, like social media tool Twitter (referred to as "organic data" by US Census Director Robert Groves).

Cite specific examples of decisions made with supervisory guidance AND specific examples of decisions made without supervisory guidance.

Working Title: Social Science Data Consultant

Agency Code: 207 UVA

Integrated System (Oracle) Purchasing Responsibility Assigned? No

Responsibilities and Duties/Position Information

Percent of Duty Total: **100**

4 Records

Responsibility Statement	All Duties supporting the statement	Percentage of Time	Level of Importance
Innovation, Research, and Development	Serve as an Innovator in social science research, engaging regularly with UVA researchers on new trends and emerging technical opportunities as well as helping to establish the UVA data services team as a leader in this area on the national stage. (E)	40	
	Participate, collaborate, and lead research and development projects which address improvement in the operations of data services for researchers. (E)		
	Maintain a strong connection between visionary possibilities and grounded realities through routine consulting with researchers and students to provide hands-on support for social science research data problems. (E)		

UNIVERSITY OF VIRGINIA
Social Science Data Consultant (excerpts)

	Partner with other data services team members to jointly provide data consulting and training expertise to researchers and graduate students across the entire lifecycle, including areas as diverse as data management, spatial data, health data, legal data, visualization, and data curation, and grant support. (E)	
Consulting and Training	Liaise with other units at the University involved in the research process in support of researchers, such as IRB panels and Information & Technology Services (ITS). (E)	40
	Specifically complement the deep content discovery and acquisition expertise of the Data Librarian within the Government Documents unit and the statistical methodology expertise of the Statistical Consultant. (E)	
Methodological Expertise	Collaborate with data services team members and selected social science research group to provide deep social science research methodological expertise to develop a model use case for the measured benefits of providing data services across the entire research lifecycle in a coordinated fashion. (E)	15
Administrative Responsibilities	Participation in selection and development of professional staff, and developing business opportunities to keep data services financially viable. (E)	5

Qualifications (for Staff Positions)

Preferred knowledge, skills and abilities for an individual performing this position:

Special Licenses, Registration, or Certification:

Education or Training (cite major area or study):

Level and Type of Experience:

Required and Preferred Qualifications

Required Education

What is the minimum level of formal education **required** to successfully perform the duties and responsibilities of the position? Choose one.

Degree Requirements Analysis

If degree or equivalent experience **required**, please specify: (Entries to the right will appear in the posting for this position.)

Degree Requirements Analysis

Master's degree required, preference for PhD, open to any area if appropriately representing the challenges and new opportunities made available through data-intensive social science research.

Required Experience

Considerable - 4 to 7 years

If any experience is **required**, please specify kind of experience:

-4 to 8 years experience in conducting or supporting social science research using statistics, survey research methods, etc.
 -At least 1 year of experience in project management preferred, and experience with funded research and/or grant proposal development required.

UNIVERSITY OF VIRGINIA
Social Science Data Consultant (excerpts)

Required License or Certification: No

If yes, what is the **required** License or Certification.

Required Knowledge, Skills and Abilities:

-Exceptional ability to think innovatively and strategically.
 -Sound knowledge of social science research methods, data, and policy issues, including regulations such as HIPAA, FERPA, and other related issues.

-Deep knowledge of the social science research data lifecycle and how to manage data from inception to final preservation, including experience with and knowledge of government data sources like the Census American FactFinder and Data Ferret, and social science data repositories and services like ICPSR, NORC, the Roper Center, IQSS, IES, etc.

-Strong analytical and problem solving skills, with demonstrated proficiency in practical application of statistical methods within the academic research environment, and thorough knowledge of the principles, processes, and methods of survey research through extensive reading in the literature and broad experience in the field.

-Strong team orientation.

-Excellent Interpersonal, verbal and written communication skills, demonstrated by prior publications and presentations.

Required Computer Applications:

-Advanced social science research skills including demonstrated expertise in statistics and two or more analytical packages (SAS, SPSS, MiniTab, R, etc.).

Preferred Education

What level of education is **preferred** to successfully perform the duties and responsibilities of the position? Choose one.

If degree or equivalent experience

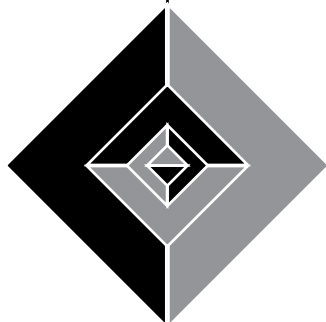
preferred, please specify:

(Entries to the right will appear in the posting for this position.)

PhD preferred.

Preferred Experience

No Response



SELECTED RESOURCES

Books and Journal Articles

- Baregheh, Anahita, Jennifer Rowley, and Sally Sambrook. "Towards a Multidisciplinary Definition of Innovation." *Management Decision* 47 (2009): 1323–39.
- Bednarz, John Jr. "Routine and Innovation in Libraries." *Library Leadership & Management* 22, no. 2 (2008): 79–83. <http://journals.tdl.org/llm/index.php/llm/issue/view/110>
- Champion, Brian. "Intrapreneuring and the Spirit of Innovation in Libraries." *Journal of Library Administration* 9, no. 2 (1988): 35–43.
- Crossan, Mary M., and Marina Apaydin. "A Multi-Dimensional Framework of Organizational Innovation: A Systematic Review of the Literature." *Journal of Management Studies* 47, no. 6 (September 2010): 1154–91. <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-6486.2009.00880.x/abstract>
- Jantz, Ronald C. "A Framework for Studying Organizational Innovation in Research Libraries." *College & Research Libraries* 73 (November 2012): 525–41. crli.org/content/73/6/525.full.pdf
- . "Innovation in Academic Libraries: An Analysis of University Librarians' Perspectives." *Library & Information Science Research* 34, no. 1 (2012): 3–12.
- National Science Foundation, National Center for Science and Engineering Statistics, Survey of Research and Development Expenditures at Universities and Colleges. *Science and Engineering Indicators 2012. Chapter 5. Academic Research and Development*. <http://www.nsf.gov/statistics/seind12/c5/c5s1.htm>
- OECD. *Frascati Manual 2002: Proposed Standard Practice for Surveys on Research and Experimental Development, The Measurement of Scientific and Technological Activities*, OECD Publishing (December 11, 2002). http://www.oecd-ilibrary.org/science-and-technology/frascati-manual-2002_9789264199040-en
- Rubin, Victoria L., Patrick T. Gavin, and Ahmad M. Kamal. "Innovation in Public and Academic North American Libraries: Examining White Literature and Website Applications/L'innovation Dans Les Bibliothèques Publiques et Académiques En Amérique Du Nord: Examen de La Littérature Blanche (livres et Périodiques) et Des Applications Pour Sites Web." *Canadian Journal of Information and Library Science* 35, no. 4 (December 2011): 397–422. http://muse.jhu.edu/login?auth=0&type=summary&url=/journals/canadian_journal_of_information_and_library_science/v035/35.4.rubin.html
- Schachter, Debbie. "Creative Chaos: Innovation in Special Libraries." *Information Outlook* 9, no. 12 (2005): 10–11.
- Scupola, Ada, and Hanne Westh Nicolajsen. "Service Innovation in Academic Libraries: Is There a Place for the Customers?" *Library Management* 31, no. 4/5 (2010): 304–18. <http://www.emeraldinsight.com/journals.htm?articleid=1860252&show=abstract>

Vaughan, Jason. "Technological Innovation in Libraries." *Library Technology Reports* 49, no. 7 (October 2013): 70–74. <http://alatechsource.metapress.com/content/kr12112x50m72349/>

Zeeman, Deane, Rebecca Jones, and Jane Dysart. "Assessing Innovation in Corporate and Government Libraries." *Computers in Libraries* 31, no. 5 (June 2011): 6–15. http://www.infotoday.com/cilmag/jun11/Zeeman_Jones_Dysart.shtml

Parent Institution Policies and Guidelines

University of Alberta

Dare to Discover

<http://www.provost.ualberta.ca/en/AcademicPlan.aspx>

Boston University

BU Strategic Plan

<http://www.bu.edu/president/strategic-plan/>

University of Calgary

Strategic Research Plan (June 2012)

<http://www.ucalgary.ca/vpr/files/vpr/StrategicResearchPlan2012.pdf>

University of Colorado at Boulder

Office of the Vice Chancellor for Research. Policies

<http://www.colorado.edu/vcr/resources/policies>

Georgia Institute of Technology

Georgia Tech Initiatives - Goal 3:

http://www.strategicvision.gatech.edu/sites/vision.gatech.edu/files/SP_Goals_Initiatives_brochure.pdf

University of Illinois

Office of the Vice President for Research. Mission & Vision

<http://research.uillinois.edu/about/mission-vision>

University of Illinois at Urbana-Champaign

Office of the Vice Chancellor for Research. Policies & Compliance

<http://research.illinois.edu/policies/index.cfm>

Iowa State University

Office of the President. 2010–2015 Strategic Plan

<http://www.president.iastate.edu/sp/>

Research and Economic Development. Policies

<http://www.vpresearch.iastate.edu/en/policies/>

University of Kansas

Office of the Provost. Driving Discovery and Innovation.

<http://provost.ku.edu/strategic-plan/ddi-committee>

Université Laval

La Recherche. Le Vice-rectorat. Mission.

<http://www2.ulaval.ca/la-recherche/le-vice-rectorat/mission.html>

University of Maryland

Promoting Innovation, the University of Maryland IT Strategic Plan (2013)

<http://www.it.umd.edu/ITstrategy/>

Transforming Maryland: Higher Expectations. The Strategic Plan for the University of Maryland

http://www.umd.edu/strat_plan/stratplan.cfm

Massachusetts Institute of Technology

Policies & Procedures

<http://web.mit.edu/policies/>

Michigan State University

Research

<http://www.msu.edu/research/>

MSU Research and Creative Endeavor Policies

<http://vpgrgs.msu.edu/msu-research-and-creative-endeavor-policies>

Office of Medical Education Research and Development/College of Human Medicine

<http://omerad.msu.edu>

Broad College of Business. Welcome to the Institute for Entrepreneurship

<http://ie.broad.msu.edu>

North Carolina State University

The Pathway to the Future: NC State's 2011–2020 Strategic Plan

<http://info.ncsu.edu/strategic-planning/overview/pathway-to-the-future/>

Northwestern University

Northwestern University Strategic Plan 2011

http://www.northwestern.edu/strategic-plan/Docs/Strategic_Plan.pdf

Penn State University

Office of the Senior Vice President for Research. Strategic Plan FY2009–FY2013

<http://www.research.psu.edu/about/documents/strategicplan.pdf>

Planning and Institutional Assessment

<http://www.psu.edu/president/pia/innovation>

Rice University

Office of the President. A Vision for Rice University's Second Century

<http://www.professor.rice.edu/professor/Vision.asp>

State of the University Address. October 2012

http://professor.rice.edu/Template_FacultySenate.aspx?id=2147484233

Unconventional Wisdom

http://explore.rice.edu/WhoKnew_Template.aspx?id=4654

Rochester University

Research. Culture of Innovation

<http://www.rochester.edu/research/innovation.html>

Research. Centers A-Z

<http://www.rochester.edu/research/a-to-z.html>

Research at Rochester

<http://www.rochester.edu/research/>

Mission and Vision Statements

<http://www.rochester.edu/aboutus/mission.html>

Temple University

University Housing and Residential Life. Innovate and Create LLC

<http://www.temple.edu/studentaffairs/housing/specialty-housing/living-learning-communities/InnovateandCreate.asp>

University of Tennessee

Vision & Mission

<http://www.utk.edu/aboutut/vision/>

Vanderbilt University

Mission, Goals, and Values

<http://www.vanderbilt.edu/about/mission/>

Vanderbilt News. Vanderbilt planning for the future

<http://news.vanderbilt.edu/2013/07/strategic-planning-committee/>

University of Virginia

Strategic Planning. University of Virginia. The Way Forward

<http://strategicplanning.virginia.edu/>

University of Waterloo

Strategic Plan

<https://uwaterloo.ca/strategic-plan/>

Library Reports

Case Western Reserve University

White Paper: Envisioning Freedman Center 2.0. Campus Partnerships to Advance Faculty & Student E-Research through the Freedman Center for Digital Scholarship @ CWRU.

http://library.case.edu/media/kelvinsmithlibrary/freedmancenter/FC_WhitePaper_13_may_2013.pdf

Note: All URLs accessed December 16, 2013.