



## **SURVEY RESULTS**



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## EXECUTIVE SUMMARY

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### Introduction

Research universities have a long tradition of service to their local communities. Often referred to as the “third mission” of higher education, “service” has been defined in many ways over the years, and it is not uncommon to find multiple and overlapping terms used to refer to this aspect of the institutional mission, e.g., “extension,” “outreach,” or “public service.”<sup>1</sup> Over the past decade, it has become more common to see institutions of higher education refer to this aspect of their mission as “engagement,” a term embraced both by the Association of Public and Land-grant Universities (APLU) and the Carnegie Foundation for the Advancement of Teaching.<sup>2</sup> While often associated with public universities—especially those with a land-grant mission—this service tradition is found in academic institutions of all types and may be seen as a distinctive characteristic of higher education in the United States.<sup>3</sup>

Academic libraries contribute to the campus tradition of service to the community in many ways. A number of libraries, for example, allow members of the public to make use of collections through community borrower programs and support broader awareness of cultural resources through public programs, e.g., exhibitions of materials drawn from special collections and archives. Derek Bok, then President of Harvard University, recognized the role that libraries, like other cultural heritage organizations, play in building bridges between the campus and the community by providing such programs.<sup>4</sup> Many libraries also provide an array of services to the community that transcend the “public access” programs noted by Bok, e.g., cooperative virtual reference services and

instructional services.<sup>5</sup> In many cases, these “public service” programs are provided as part of the library’s overarching service mission; in others, they are provided as an adjunct to campus outreach efforts. “Outreach services” in academic libraries have been explored in essays such as Tina Schneider’s “Outreach: Why, How, and Who?: Academic Libraries and their Involvement in the Community” (2003), but as valuable and important as these programs are, they are not what we mean by “public engagement.”<sup>6</sup>

“Outreach” programs on campus have typically focused on the provision of access to services and resources to members of the community. While “the concept of engagement is still emerging and is not uniformly understood,” it is typically distinguished from earlier understandings of “outreach” by its focus on collaboration between campus and community to address common concerns and the mutual benefit that accrues to partners on both sides as the result of engagement activities.<sup>7</sup> The East St. Louis Action Research Project at the University of Illinois at Urbana-Champaign, for example, defines public engagement as “the application of new and existing knowledge to address real-world problems and improve local communities,” while the Office of the Vice-Chancellor for Public Engagement at the same institution promotes an environment in which “faculty, staff, and students collaborate with external audiences and partners to address the needs and opportunities of society.”<sup>8</sup> Finally, engagement is increasingly seen as an area of scholarly endeavor, rather than as an “add-on” to the “real work” of campus faculty, and promotion and tenure guidelines on many campuses now recognize the “scholarship of engagement” as a

legitimate demonstration of rigorous inquiry.<sup>9</sup> Since the most recent SPEC survey to explore outreach programs in ARL member libraries was conducted over a decade ago, the purpose of this survey was to explore the ways in which traditional “outreach” programs in academic libraries are evolving to address the emergent concept of “public engagement” at the institutional level and the degree to which the library is integrated into campus-level efforts to promote public engagement.<sup>10</sup> As this survey was being launched, a new collection of essays edited by Nancy Courtney, exploring the evolution of the “third mission” in academic libraries, was published.<sup>11</sup> Readers should compare the data collected through this survey with the case studies presented by Courtney (2009).

The survey was posted in February 2009. By the March deadline, responses had been submitted by 56 of 123 ARL member libraries for a response rate of 46%.

### **Public Engagement in Academic Libraries**

For the purposes of this survey, respondents were asked to report on “public engagement programs” that met the definition of those that demonstrate the library’s “commitment to community partnerships, service to professional communities outside [your] primary user groups . . . [and that] go beyond the ‘provision of institutional resources for community use,’ and are aimed at bringing the professional expertise of the library to members of the public.” Of the 56 responding libraries, 49 (88%) reported providing such programs as part of their service profile.

Respondents identified a wide variety of programs that they characterize as “public engagement.” The top four areas of library activity reported were programs in the areas of K-12 education (80%), cultural engagement (75%), government information/e-government (68%), and lifelong learning (66%). A review of comments and open responses provided as part of the survey suggests that several of these programs are closer to the traditional understanding of “outreach” (e.g., community borrower programs, public programs and exhibits, and participation in the Federal Depository Library Program) than to the emergent understanding of “engagement.”<sup>12</sup> Others represent library programs designed to complement

or support campus-level engagement programs, such as Cooperative Extension.

Among the programs that appeared to better represent library-based public engagement efforts were those aimed at K-12 students and teachers (e.g., National History Day <http://www.national-historyday.org/>), those aimed at other special user populations, including retirees, homeschoolers, and residents of local correctional facilities (e.g., Osher Lifelong Learning Institute <http://www.osherfoundation.org/>), and those that allowed ARL member libraries to participate in national efforts to facilitate collaboration between academic libraries and community organizations (e.g., the National Endowment for the Arts’ “Big Read” program <http://www.neabigread.org/>), or that direct the information expertise of academic librarians toward public concerns (e.g., the National Library of Medicine’s “Go Local” program <http://www.nlm.nih.gov/medlineplus/golocal/>).

In addition to involvement in national efforts such as these, respondents identified a number of innovative programs reflective of local interests and opportunities for collaboration, such as the Get Graphic program at the University at Buffalo <http://getgraphic.org/>, and the School Partnerships in Research and Information Technology (SPIRIT) program at the University of California, Irvine <http://spirit.lib.uci.edu/>. Finally, one must note the degree to which digital library services and programs provide opportunities for public engagement and collaboration with community partners, for example, the University of Georgia’s involvement in the Civil Rights Digital Library <http://crdl.usg.edu/>, and the involvement of multiple institutions in the Government Information Online (GIO) Virtual Reference Service <http://131.193.153.128/>.<sup>13</sup>

### **Organizational Culture and Structure**

The organizational culture of a library and its parent institution influence the level of commitment to, and involvement in, public engagement programs. The organizational structure of the library, as well as the structure for coordinating and communicating public engagement initiatives at the campus level, also have an impact on the degree to which public engagement programs have become embedded in the mission,

vision, strategic initiatives, and regular activities of the library.

A commitment to public engagement may be found in the mission statements of many institutions, especially those founded either with a land-grant mission or a religious mission. Thirty-one libraries (84%) indicated that public engagement was part of the strategic plan at the institutional level, but only 28 (76%) indicated that it was part of the library strategic plan. Likewise, while 33 libraries (100%) indicated that public engagement was part of the institutional mission statement, only 23 (70%) reported this as true for the library mission statement. These responses may suggest a gap between the commitment to public engagement at the institutional level, as opposed to the library level, but they may also be related to the differences in the way “engagement” is defined across institutions. In the library, for example, broadly defined phrases such as “outreach,” “public service,” and “sharing information with the community” may lead respondents to extrapolate a public engagement component to their mission. On the other hand, comments such as “no formal recognition [of public engagement] but part of the total package” suggest that a commitment to engagement may be implicit at many institutions, though without formal integration into planning documents such as strategic plans. In short, it is difficult to determine whether either the presence or the lack of concrete statements regarding the significance of public engagement programs for the library in mission statements or planning documents tells us anything meaningful about those programs.

The majority of responding libraries (31 or 69%) indicated the existence of a coordinating body at the campus level that serves as a focal point for engagement initiatives. Notable is the broad variety of “homes” in which such a body may be found, including the Office of the Chancellor, the Office of the Provost, the Office of Public Affairs, the Alumni Association, and an array of academic units and free-standing centers. While comments suggest active contribution by the library to the work of these campus coordinating bodies, respondents reported limited library representation on the body. Only 7 (23%) report having a representative on the main group, and 9 (29%) a representative on a subcommittee of the

coordinating body; more than half reported no library representation on the campus coordinating body.

If it is notable that the majority of responding libraries have no representation on campus public engagement committees despite the array of programs and services they provide, it is likewise notable that few libraries appear to have formal structures for coordinating and promoting public engagement as a component of the library mission. Only 12 of the responding libraries (26%) reported having a committee, working group, or task force charged with promoting public engagement programs and only two of those are standing committees.

At 6 libraries, an individual with formal responsibilities for one or more public engagement programs has primary responsibility for coordinating these activities. At 5 libraries, a public affairs, development, or advancement office has this responsibility. At the other 27 responding libraries, one or more individuals plan public engagement activities.

Also indicative of the different approaches being pursued at individual libraries in supporting their “third mission” is the way in which responsibility for engagement programs is recognized in formal assignment of time or position descriptions. Thirty-one respondents were able to identify at least one member of the library staff with formal responsibilities for public engagement representing at least a part of his or her professional assignment. The titles of these positions demonstrate the overlap between public engagement programs in academic libraries and complementary programs in Advancement, Public Affairs, and Special Collections: Marketing and Outreach Officer, Events and Communications Coordinator, and Director of Communications and Library Advancement, for example. At the same time, other respondents identified positions that may represent a broader view of the engagement mission, such as Community Outreach Services Librarian, Liaison Librarian for High Schools, and Health Sciences Outreach Librarian.

Only 8 of the 67 positions that have formal responsibility for public engagement (12%) are full-time assignment; in the vast majority of cases, responsibility for public engagement programs in academic libraries is shouldered by multiple members of the library staff on a part-time basis.

## Services Provided

The services most commonly provided by libraries in support of public engagement efforts are reference and information services (87%) and public programs and exhibitions (80%), followed by orientation programs (67%), subject specialist services (e.g., health information services) (63%), government information services (61%), and information literacy instruction (50%).

Collections services were identified as a central feature of public engagement programs. Special collections and archives were noted in particular for providing public programs and exhibitions, while preservation and conservation programs were noted for the expertise they provide to community members. The University of Georgia, for example, participated in National Home Movie Day <http://www.homemovieday.com/>, in which expert advice was provided to community members on how to preserve home movies. At the University of Illinois at Urbana-Champaign, librarians, archivists, and museum curators collaborated on a "Preservation Emporium," during which community members could seek advice on how to preserve an array of "heirlooms, artifacts, and family treasures."<sup>14</sup>

Archives and special collections also form the foundation for many partnerships with community groups, public libraries, state libraries, cultural heritage organizations, and governmental agencies. Two examples of such partnerships are Oklahoma State University's Women of the Oklahoma Legislature Oral History Project <http://www.library.okstate.edu/oralhistory/wotol/> and the University of Kansas' Territorial Kansas Online <http://www.territorialkansasonline.org/>.

Digital collections and services also provide critical support for public engagement programs. One example of these kinds of Web resources is the University of Chicago's eCUIP Digital Library <<http://ecuip.lib.uchicago.edu/>> which was designed in collaboration with the Chicago Public Schools. Other digital library services, such as institutional repositories, also may be integrated into campus engagement efforts. At the University of Massachusetts Amherst, for example, the ScholarWorks repository includes community engagement collections for a number of programs <http://scholarworks.umass.edu/engagement/>.

## Challenges

As noted earlier, one of the most significant challenges in articulating and promoting a commitment to public engagement in higher education comes from lack of clarity in terms of the definition of what "engagement" is, and how it differs from "outreach" and "service." This challenge appears to be all the greater in the case of the academic library, which brings to this issue a tradition of service and outreach shared among cultural heritage organizations, but distinct from those found in other academic programs. This challenge is also reflected in the gap between the number of libraries reporting that librarian position descriptions included formal statements of responsibility for public engagement programs (12 or 28%) and the number of libraries reporting that there are positions for which there is an assumption of informal responsibility for such programs (33 or 77%).

The array of human resource arrangements found across the responding libraries reflects a second major challenge, i.e., the availability of appropriate support in terms of budget and personnel. Multiple respondents noted that public engagement programs compete with other library services for funding, personnel, time, and space, and that support for such programs is often seen as secondary to the primary mission of service to the campus community.<sup>15</sup> Several libraries have pursued external funding as a means of meeting at least part of this challenge with 26 respondents (58%) having pursued grants through the American Library Association, the National Endowment for the Humanities, the Institute of Museum and Library Services, and a variety of state and local funding agencies. Advancement activities, by contrast, provide less support for public engagement; only 13 libraries (29%) reported having pursued fundraising efforts to address public engagement program needs.

The limited coordination of public engagement programs at the library level and the limited involvement by the library with campus engagement initiatives also presents a challenge to these programs. As one respondent noted, "many flowers blossom in our garden . . . [but with] little coordination." This situation has made it difficult for librarians to identify key campus partners, to develop contacts in the



community, to direct scarce time and resources to programs with the greatest potential for impact, to “get the word out” among potential users of these services that they are available, and to establish a sustainable approach to committing to public engagement as a core service program of the academic library.

Finally, there is the challenge of assessment. Despite the increasing concern in the library community about assessment of services and identification of the contribution that the library makes to campus goals, there is limited attention to assessment of library public engagement programs. Of the 46 responding libraries, only 17 (37%) reported any assessment of public engagement programs, and, among these, several reported approaches of limited value, e.g., counting attendance at public programs, or informal assessment. Public engagement programs with a digital component employ usability studies and use statistics as a means of assessment, while comments about other programs suggested the use of individual interviews and focus groups.

## Conclusion

The evolution from outreach to engagement is clearly underway in many ARL member libraries (and in their parent institutions), but a shared understanding of both the meaning of engagement and the library’s role in it has yet to emerge. Academic libraries are contributing to campus efforts to engage the local community, but they are doing so across a spectrum of programs ranging from traditional outreach activities to providing support for engagement activities led by other campus units. Fewer responding libraries are leading library-based efforts that meet the definition of engagement set forward in the introduction of this summary and embodied in the recently established Carnegie Classification in Community Engagement. In reviewing the results of this survey, the authors were reminded of the 2002 SPEC Kit on “Reference Service Statistics and Assessment,” in which Eric Novotny concluded that, rather than identifying “best practices” for assessment of reference services, his survey had simply revealed “a situation in flux.”<sup>16</sup> Our survey, too, has uncovered as many questions as answers, suggesting that this topic is one to be revisited. As funding for higher education, accreditation standards,

long-standing institutional missions, and other factors continue to motivate universities to demonstrate their value to the broader community, public engagement is likely to gain momentum as a strategic initiative in academic libraries.

## Notes

1. John V. Byrne, 1998, “Outreach, Engagement, and the Changing Culture of the University,” *Journal of Public Service and Outreach* 3, no. 2: 3–8; Karin Fischer, 2009 (July 20), “Reimagining the 21<sup>st</sup>-Century Land-Grant University,” *The Chronicle of Higher Education*, <http://chronicle.com/article/Reimagining-the-21st-Centur/47095/> (accessed July 29, 2009); Carolyn D. Roper and Marilyn A. Hirth, 2006, “A History of Change in the Third Mission of Higher Education: The Evolution of One-Way Service to Interactive Engagement,” *Journal of Higher Education Outreach and Engagement* 10, no. 3: 3–21.
2. The Kellogg Commission on the Future of State and Land-Grant Universities, 1999, *Returning to our Roots: The Engaged Institution*, <http://www.aplu.org/NetCommunity/Document.Doc?id=183> (accessed July 8, 2009); The Carnegie Foundation for the Advancement of Teaching, 2009, “Community Engagement Elective Classification,” <http://www.carnegiefoundation.org/classifications/index.asp?key=1213> (accessed July 8, 2009).
3. Kelly Ward, *Faculty Service Roles and the Scholarship of Engagement* [ASHE-ERIC Higher Education Report, vol. 29, no. 5] (San Francisco: Jossey-Bass, 2003).
4. Derek Bok, *Beyond the Ivory Tower: Social Responsibilities of the Modern University* (Cambridge: Harvard University Press, 1982).
5. Marcia Stockham, Elizabeth Turtle, and Eric Hansen, 2003, “KANAnswer: A Collaborative, Statewide Virtual Reference Pilot Project,” *The Reference Librarian*, no. 79/80: 257–66; John A. Shuler, 2008, “The Civic Contours of a National

- Digital Reference Service: The Research Implications of the Government Information Online Project," *The Library Quarterly* 78, no. 4: 459–66; Kenneth Burhanna and Mary Lee Jensen, 2006, "Collaborations for Success: High School to College Transitions," *Reference Services Review* 34, no. 4: 509–19.
6. Tina Schneider, 2003, "Outreach: Why, How, and Who?: Academic Libraries and their Involvement in the Community," *The Reference Librarian*, no. 82: 199–213.
  7. David J. Weerts and Lorilee R. Sandmann, 2008, "Building a Two-Way Street: Challenges and Opportunities for Community Engagement at Research Universities," *Review of Higher Education* 32, no. 1: 73–106.
  8. School of Architecture, College of Fine and Applied Arts, University of Illinois at Urbana-Champaign, 2007, "East St. Louis Action Research Project (ESLARP)," <http://www.arch.uiuc.edu/programs/engagement/eslarp/> (accessed July 8, 2009); Office of the Vice Chancellor for Public Engagement, University of Illinois at Urbana-Champaign, 2009, "Public Engagement," <http://engagement.illinois.edu/> (accessed July 8, 2009).
  9. Ward, *Faculty Service Roles and the Scholarship of Engagement*; Clearinghouse and National Review Board for the Scholarship of Engagement, n.d., "The Scholarship of Engagement Online," <http://www.scholarshipofengagement.org/> (accessed July 19, 2009).
  10. Tamara Lee and Claudine Jenda, *The Role of ARL Libraries in Extension/Outreach* SPEC Kit 233 (Washington, DC: Association of Research Libraries, August 1998).
  11. Nancy Courtney, ed., *Academic Library Outreach: Beyond the Campus Walls* (Westport, CT: Libraries Unlimited, 2009).
  12. Public programming, while perhaps not fully representative of the emerging understanding of "engagement," was an especially fruitful field for responses, with libraries reporting an array of exhibits, book discussions, speaker series, colloquia, and film series. A review of previous SPEC Kit titles does not show any recent study focused on public programming in ARL member libraries, and this may be a valuable topic for future study.
  13. For an earlier discussion of these opportunities, see, for example: Louise G. Glogoff and Stuart Glogoff, 1998, "Using the World Wide Web for Community Outreach: Enriching Library Service to the Community," *Internet Reference Services Quarterly* 3, no. 1: 15–26.
  14. Preservation Working Group at the University of Illinois, 2009, "Heirlooms, Artifacts, & Family Treasures: A 2009 Preservation Emporium," <http://will.illinois.edu/pwg/item/heirlooms-artifacts-family-treasures-a-preservation-emporium-at-the-spurloc/> (accessed July 19, 2009).
  15. On the challenge of building a sustainable approach to a public engagement initiative as a core academic library service, see, for example: Kenneth J. Burhanna, 2007, "Instructional Outreach to High Schools: Should You Be Doing It?," *Communications in Information Literacy* 1, no. 2, <http://www.comminfolit.org/index.php/cil/article/view/Fall2007AR3/52> (accessed July 19, 2009).
  16. Eric Novotny, *Reference Service Statistics and Assessment* SPEC Kit 268 (Washington, DC: Association of Research Libraries, September 2002), 9.



## SURVEY QUESTIONS AND RESPONSES

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The SPEC survey on Public Engagement was designed by **Scott Walter**, Associate University Librarian for Services, University of Illinois at Urbana-Champaign, and **Lori Goetsch**, Dean of Libraries, Kansas State University. These results are based on data submitted by 56 of the 123 ARL member libraries (46%) by the deadline of March 20, 2009. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

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Public engagement refers to the activities or programs that a library or institution of higher education pursues in order to provide resources and services to members of the communities outside its campus. Through public engagement programs, the unique collections, resources, and expert knowledge that reside in the library are placed in service to the community, especially as those services may further the goals of cultural awareness, civic responsibility, or lifelong learning.

In making a commitment to public engagement, the library sponsors and supports mission-centered partnerships across library types, with civic and community organizations, and with professional communities at the local, state, regional, national, or international level. Public engagement activities are distinguished from more familiar outreach activities (e.g., community borrower programs) through their commitment to *partnerships* between libraries and outside groups, their focus on the *professional expertise* of the librarian, archivist, or other library professionals providing service, and the opportunity for the library and its partner(s) to derive *mutual benefit* from the work. Library public engagement activities may also be defined as services or programs designed to complement, or contribute to, public engagement initiatives sponsored by other campus units (e.g., an academic librarian contributing to a community-based children's literature program coordinated by the College of Education).

This survey is designed to determine the degree to which research libraries are leading or contributing to campus programs related to community service and public engagement, e.g., the development and delivery of library service programs to cooperative extension agencies, arts groups, community organizations, K-12 schools, public libraries, and/or professional communities, including librarians, social workers, teachers, and health care professionals. This survey expands and updates the results found in SPEC Kit 233: *The Role of ARL Libraries in Extension/Outreach* (August 1998). This survey is not designed to identify trends in liaison librarianship or activities designed to enhance engagement between the library and the campus community — all of which were explored in SPEC Kit 301: *Liaison Services* (October 2007). Liaison librarian work may be recognized in this SPEC Kit, however, to the degree that it represents *the library contributing to a public engagement program housed in the liaison department*.

The construction of this survey has been informed by the documentation required for the Carnegie Foundation's Community Engagement Elective Classification.

For the purposes of this survey:

**Outreach** refers to the provision of institutional resources for community use (Carnegie Foundation, 2007), e.g., provision of circulation privileges to community members, provision of access to government information as part of the Federal Depository Library Program. Outreach activities are not the focus of this survey.

**Campus Engagement** refers to traditional and emergent models of liaison librarian service designed to promote the use of library services and collections by members of the campus community in support of teaching, learning, and research. Campus engagement activities are not the focus of this survey, except as they represent library contributions to public engagement programs housed in liaison departments.

**Public Engagement** refers, more broadly, to programs demonstrating a library and/or institutional commitment to community partnerships, service to professional communities outside their primary user groups (e.g., K-12 educators, as opposed to students enrolled in K-12 teacher education programs), and to [redesigning] teaching, research, extension, and service functions to become . . . Sympathetically and productively involved with their communities (Kellogg Commission, 1999, p. 9). In considering whether to report an activity as being representative of public engagement, you should consider all programs that go beyond provision of institutional resources for community use, and are aimed at bringing the professional expertise of the library to members of the public beyond the campus community.

**Scholarship of engagement** refers to scholarly activities (e.g., teaching, original research) that explore engagement activities or address community issues and needs. In the library context, a scholarship of engagement project might demonstrate a scholarly approach to a public engagement project, e.g., an in-service instructional program for K-12 teachers.

Please consider your responses to these questions specifically within the framework of public engagement programs sponsored by the library, and library contributions to public engagement programs sponsored by other academic units on your campus.

## BACKGROUND

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1. Does your library provide outreach or engagement programs as defined above that are aimed at members of the general public, or services to members of the community who have no formal affiliation with your institution? N=56

<b>Yes</b>	48	86%
<b>No</b>	8	14%

2. Is your institution a member of the Cooperative State Research, Education, and Extension Service (CSREES) <[http://www.csrees.usda.gov/qlinks/partners/state\\_partners.html](http://www.csrees.usda.gov/qlinks/partners/state_partners.html)>, Campus Compact <[http://www.compact.org/membership/by\\_location](http://www.compact.org/membership/by_location)>, or another network focused on public engagement? N=53

Yes, my institution is a member of the CSREES	5	9%
Yes, my institution is a member of Campus Compact	10	19%
Yes, my institution is a member of both CSREES and Campus Compact	11	21%
Yes, my institution is a member of another network focused on public engagement	3	6%
No, my institution is not a member of the CSREES, Campus Compact, or any similar network.	24	45%

If your institution is a member of another network focused on public engagement, please identify it.

Carnegie Classification for Community Engagement

California Digital Library Calisphere

Member of the CSREES and:

Also, CARD (Center for Agricultural & Rural Development), NASULGC (National Association of State Universities & Land-Grant Colleges), National Association of County Agricultural Agents, National Association of Extension 4-H Agents, National Extension Association of Family & Consumer Sciences (NEAFCS), Community Development Society.

Agricultural Extension, National Association of State Universities and Land-Grant Colleges.

Member of both CSREES and Campus Compact and:

NASULGC (National Association of State Universities and Land-Grant Colleges).

3. Has your institution undertaken the Carnegie Elective Classification in Community Engagement <<http://www.carnegiefoundation.org/classifications/index.asp?Key=1213>>? N=50

<b>Yes</b>	16	32%
<b>No</b>	33	66%
<b>My institution is currently planning to undertake the elective classification</b>	1	2%

If your library or your institution is involved in public engagement activities, please complete this survey.

If you answered No or Not Applicable to all of the questions above, please submit the survey now.

## ORGANIZATIONAL CULTURE OF PUBLIC ENGAGEMENT

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4. Please indicate how your institution and/or library demonstrate the importance of participation in public engagement activities. Check all that apply. N=46

	N	University/ Parent Institution N=43	Library N=41
Relevant Web sites include information on public engagement programs	41	36	33
Publications, communications, or public relations materials include information on public engagement programs	37	34	31
Strategic plan or other planning document identifies public engagement as a strategic initiative or goal	37	31	28
Mission statement includes a component about public engagement	33	33	23
Participation in public engagement activities is recognized in appointment, annual review, and/or tenure and promotion processes	33	28	30
Participation in public engagement activities is recognized through awards or celebrations	28	25	14

### Additional Comments

Based on your definition of public engagement, it seems to me that any engagement on the part of librarians, who have faculty status here, would be considered service thus relevant to tenure.

In the land-grant vernacular the term used in our mission statements is "outreach." However, if you surveyed faculty (which includes librarians), at least 95% of them would include public engagement under outreach. Engagement and outreach are important parts of the system, campus and library strategic plans.

Mission statements for the Libraries' Web site and Exhibitions program include a component on public engagement.

No formal recognition but part of total package.

One strategic goal is to establish the library as the premier source of information about the Chicago area's rich social, political, intellectual, and economic history — not only for internal but also for external constituencies. Also, the National Network of Libraries of Medicine-Greater Midwest Region is housed at our Library of Health Science, and that relationship contractually imposes public engagement activities on the library.

"Outreach" (our parlance for public engagement) is a category in every criterion for Promotion and Tenure: teaching, librarianship, research, and service.

Public engagement activities are explicitly recognized in appointment and review processes for our Community Outreach Services Librarian. Public engagement activities are also recognized in appointment and review process for other librarians under the heading "University & Public Service."

Public engagement activities represent peripheral responsibilities for several librarians & therefore do not play a key part in their rank & status considerations. Nonetheless, they are taken into account.

See strategic plan of university (community, internationalization). The process for renewing the Strategic Plan is underway and it is expected that public engagement activities will again be a focus in addition to teaching, research, and learning.

The campus holds an annual Outreach Awards event.

The term "share knowledge" is in the university mission statement. The term "outreach" is in the library mission statement.

The University Art Galleries, Luther W. Brady Art Gallery and Dimock Gallery, report to the University Librarian. It has multiple exhibits and uses its Web site and publications to share information.

The university's "Communication 9" related to tenure and promotion only this past month has incorporated public engagement work as part of this process. The document's revisions have not been made public beyond the university.

University [was] recently named to the Presidential Honor Roll for Community Service by the Corporation for National and Community Service.

University mission includes public service and it does have public engagement activities, but they are hard to identify on the campus Web site.

We have numerous programs of public engagement in the university especially through the Alliance for Catholic Education and the Center for Social Concerns. The libraries are involved only tangentially through instruction programs and provision of information to the academic elements of these initiatives.

Weight given to public engagement activities varies widely among departments.

Workshops on drug information to the public in conjunction with the public libraries. Other workshops given: Reference & Information, Subject Specialist, Web Site Development, Public Programs, Continuing Education.

5. If you are in an academic institution, does your university support faculty who are pursuing the Scholarship of Engagement? For example, is funding or a sabbatical offered, is it considered in promotion/tenure criteria, is support articulated in university mission or other documents? N=40

<b>Yes</b>	25	63%
<b>No</b>	15	37%

If yes, please describe that support.

Awards are given: Alumni Education Award; Alexander Heard Distinguished Service Professor Award defining desirable traits of university faculty members to include "service to...society at large." Student awards and honors include Ingram Scholarship, honor scholarships.

Community engagement is encouraged. Funding is available through endowment.

Considered in promotion and tenure and articulated in documents. Some financial support provided depends on circumstances.

Considered in promotion and tenure, funding on a limited basis for research and sabbaticals.

For some positions, service to the community is a factor in promotion. It is not considered for research and most teaching positions.

It exists throughout the university as part of mission and goals.

Part of promotion and tenure includes "service" to the university and larger community. The library does not support sabbaticals through its own funding. Library faculty, like all university faculty, can apply for a sabbatical in which public engagement can be a focus of the proposal.

Promotion/tenure.

Small grants are awarded by the institution.

Tenure and promotion requirements include Service as required as part of tenure/promotion review.

The Office of Outreach and the Faculty Senate University Service, Public Service and Outreach Council collaborate extensively on strategies for supporting the quality, value, and visibility of university engagement, providing essential leadership through university administration and faculty governance. Support is provided through awards, program innovation funds, and program and faculty development.

The promotion and tenure criteria make specific mention of public engagement as do the university's mission statement and supporting documents.

The required cover sheet for the annual appraisal and development review for all faculty includes a section on the type of outreach activities that are to be reported on and documented. All six of the example activities could be undertaken as public engagement activities. Criteria for contributions to the mission and vision of the library and the university stated in the Library's Reappointment, Promotion, Tenure, and Cumulative Review Handbook include examples of public engagement activities. (Each college or academic unit develops its own handbook for this process which is approved by the Provost. So while there is not an overall institutional handbook with criteria, the library's criteria are not peculiar in regard to public engagement activities.) Some colleges (Agricultural &



Natural Resources, Veterinary Medicine, Education) with a particularly strong culture of outreach have awarded sabbaticals that assume an outcome that will include public engagement activities. To date, faculty in the library have not applied for or received sabbatical leaves. OSU-Stillwater Strategic Plan Goal Two. Student Success and Development — Recruit, retain, and graduate students in a supportive environment that encourages excellence, prepares them for careers, enriches personal growth, fosters discovery of knowledge, and promotes leadership and service. Goal Three. Engagement and Outreach — Enhance the quality of life in Oklahoma by contributing to the human, economic, and cultural development of Oklahomans. The introduction to the OSU System Strategic plan states: “The distinguishing attribute of land grant research institutions has been the willingness to extend resources and expertise beyond the campus and to engage the larger community, be it local, state, national, or global. Successful engagement requires the full integration of teaching, research, and outreach to foster even more productive and timely involvement in meeting the needs of the community. Rather than the traditional one-way process of transferring and applying knowledge to serve constituents, future engagement will require a two-way process characterized by mutual respect, sharing, and reciprocity.”

The Scholarship of Engagement is articulated here as “Service” or “Community Service.” This is one of three primary criteria for promotion/tenure of faculty. The University at Buffalo also has a Vice President for External Affairs. Our university motto/slogan is now “Reaching Others” and this is articulated in the local, regional, and global contexts.

The university has put together several task forces over the years to determine how best to provide support. It seems that faculty are rewarded with sabbaticals and points towards tenure.

The university provides seminars, training, and professional development, and some funding opportunities for faculty pursuing scholarship of engagement. See note above regarding “Communication 9” document regarding tenure and promotion.

The university recently approved a cross-disciplinary minor in Civic Engagement, so institutional support for the scholarship of engagement may increase in the future.

The university refers to this concept as “social embeddedness.” They’ve funded related research in areas such as economics, diversity, education, etc. Social embeddedness is core to the development of ASU as the New American University. Social embeddedness is a university-wide, interactive, and mutually supportive partnership with the communities of Arizona. Truly reciprocal partnerships with the communities of Arizona demand informed expectations of real outcomes and benefits. A shared responsibility for these outcomes and benefits will lead to positive social change in the community and in the research, teaching, and service practices of ASU.

There is significant support for public engagement of a variety of kinds through faculty, student, and staff programs. It is an integral part of the Catholic mission of the university. Funding and or scholarships may be offered as appropriate. Dedication and accomplishment in service is recognized through award programs to individuals on an annual basis and may be a portion of an academic sabbatical but is only a limited element in promotion/tenure and usually as a part of the service element, not the academic elements of the position.

UBC Trek 2010 (UBC strategic plan) vision: Community and Internationalization are two of the 5 pillars. The consultation process is underway for renewal of the UBC Strategic Plan along with consultations on the UBC Aboriginal Strategic Plan and other plans. See also the UBC Learning Exchange mandate. Note: The Faculty Association Conditions of Appointment agreement is not explicit on public engagement activities.

University has a division of Outreach, headed by a Vice-President. According to its Web site, “Penn State Outreach is proud to hold the distinction of being the largest unified outreach in American higher education.”

## COORDINATION OF PUBLIC ENGAGEMENT ACTIVITIES

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6. Does your university/parent institution have an entity (e.g., committee, center, institute) charged with coordinating and/or promoting public engagement activities at the institution level? N=45

<b>Yes</b>	31	69%
<b>No</b>	14	31%

If yes, please identify the entity.

Academic Outreach and Engagement Council, Howard Baker Center For Public Policy

An office: University Engagement headed by the Associate Provost for University Engagement

At WSU, this entity would be the Eugene Applebaum Chair in Community Engagement. Irvin D. Reid, the president emeritus of Wayne State University, is the inaugural holder of the chair.

Campus Community Engagement (a center)

Center for Civic Engagement

Center for Leadership and Civic Education

Center for Social Concerns is the broadest umbrella organization for these efforts but elements are present in many of our units.

Chancellor's Outreach Advisory Board K-12 Academic Outreach Program through the College of Letters and Science Extension Services

Friends of Foggy Bottom/West End and library public events and University Art Galleries exhibition listing in their outreach (Brittany Waddell, Foggy Bottom Friends).

It appears to be the Vice Chancellor of Academic Affairs, the Provost.

K20 Center, University of Oklahoma

Nebraska Alumni Association, University Communications

Office of Community Affairs. Though this is not the only place that such activities are centered.

Office of Community Relations

Office of Community, Neighborhood, and Government Relation), a department of the Division of Public Affairs

Office of Outreach and Strategic Partnerships, CSU Marketing Department, Denver Alumni Office, Academic College Development Units

Office of Public Engagement with its related campus committee which the University Library is a member of.

Office of Community Engagement

Outreach

Public Affairs but most faculties, including the library, do their own thing.

Public Goods Council

The McMaster Office of Community Service Learning and Civic Engagement

The Office of Outreach coordinates and promotes public engagement activities for the institution, working in collaboration with the Faculty Senate University Service, Public Service and Outreach Council.

The Office of University Initiatives coordinates the university's "Social Embeddedness" activities, and opportunities for the community to engage with the university are found at a newly released Web site.

UC Davis University Outreach and International Programs

University Relations

Vice President for External Affairs

Vice President for Public Service and Outreach

VP External, Legal and Community Relations. See also: The Irving K. Barber Learning Centre Charter. See also: UBC Okanagan Campus, Kelowna, BC.

We have an organizational entity (Center for Educational Partnerships) that promotes K-12 partnerships, but this group does not coordinate all types of public engagement activities.

**7. If yes, is the library represented on that entity (or a sub-group)? Check all that apply. N=30**

Yes, on the main committee/center/institute	7	23%
Yes, on a sub-committee or sub-group, e.g., Committee on Cultural Engagement	9	30%
No	16	53%

**If the library is represented on a sub-committee/group, please identify it.**

"Campus Communications Committee." All units who have contact with the public meet occasional to discuss what's going on.

2009 Public Engagement Symposium and Technology Showcase

A communications committee

Arts & Culture Round Table

Faculty Fellow on Baker Center for Public Policy Librarian has appointment to the Academic Outreach and Engagement Council.

Indirectly, e.g., First Nations House of Learning — Xwi7xwa Library through Director (on Aboriginal Strategic Planning Development Working Group). The Irving K. Barber Learning Centre is in the process of forming an advisory committee, with members from the UBC community, as well as community organizations and individual

representatives. The Irving K. Barber Learning Centre advisory committee (under development).

It is its own office and staff within the university, but they incorporate library public events and activities in their outreach.

Library faculty and staff are often named to committees for specific community projects, such as United Way/SEFA annual campaigns, UB programs for public schools, Gifted Math program for high school students.

We have a strong partnership with the University's Center for Educational Partnerships, and we have been included in the planning and implementation of various activities.

## **Additional Comments**

[Library is not represented.] However we support them with information services and resources as appropriate.

Many flowers blossom in our garden — little coordination.

No formal work groups where libraries has designated representation. But libraries are involved in many of the activities and programs of those named units and activities, in large part through the Libraries Development Office.

The Applebaum Chair in Community Engagement is not really a committee. President Reid does, however, sponsor a Web site on Community Engagement at Wayne that links into library resources.

The library has an Officer for Marketing and Outreach. This individual coordinates the library's efforts to support and promote community engagement.

The library has an official representative on the Faculty Senate University Service, Public Service and Outreach Council.

The library participates in its community events each year, such as the Foggy Bottom Street Fair, and the library offers community members in this group a special rate on Friends of the Libraries membership and access rates.

The University Libraries have been represented on the Coordinating Committee for Outreach in the past. The Dean is a member of the World Campus Coordinating Committee (Penn State Online).

There are different outreach activities at York through research centres and departments, but no centralized body to manage/oversee them all. Last year the Jean Augustine Chair in Education in the New Urban Environment was established.

There is not a committee for this center, but they are housed in the library and so their staff and library staff interact regularly.

VP External, Legal, and Community Relations portfolio units include: Ceremonies & Events, Chan Centre for the Performing Arts, Community Affairs, Government Relations, Office of the Associate Vice-President International, Learning Exchange, Public Affairs, UBC Robson Square, University Counsel.

We train Hubert H. Humphrey Fellowship Program students and train UCD students in the quarter and summer abroad programs. In addition, we work with a variety of outreach groups that include the Fulbright Scholar Programs and Students and Scholars in Services to International Students and Scholars.

## **PUBLIC ENGAGEMENT ACTIVITIES**

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8. Please indicate the areas of public engagement in which your library has been involved. Check all that apply. N=44

K-12 Education	35	80%
Cultural Engagement (i.e., related to the fine, applied, or book arts)	33	75%
Government Information/E-Government	30	68%
Lifelong Learning	29	66%
Public or Consumer Health	20	46%
Extension	17	39%
Business Information/Corporate Relations	14	32%
Service Learning	9	21%
Legal Information/Law Clinics	8	18%
Military/Civilian Relations	0	—
Other area(s) of public engagement	15	34%

**Please describe other area(s) of public engagement.**

Access to collections for local residents. Book sales open to the public

Census, patent depository, club meetings, pratica for library students, outreach to Katrina libraries, libraries in Africa, elementary school libraries, and libraries at state corrections facility, teacher in-service; support for library associations

Committee to oversee TD Community Engagement Centre

Current Affairs Engagement

Exhibits & Lectures to which the public are invited to attend

Family History/Genealogy for LDS Church members

Friends of the Libraries, Amigos

Full depository for government publications (BC/Canadian/United Nations/international organizations); repository for data consortia resources (national/international resources; public policy); The Irving K. Barber Learning Centre programs; services in support of the Learning Exchange (inner-city community programs); programs and services offered by the Xwi7xwa Library in support of the aboriginal community, including the Native Indian Teacher Education Program (NITEP); programs and services offered by the Asian Library in support of the Asian community; digitization projects in support of community initiatives; Physiotherapy Outreach Program; Preservation Microfilming Special Projects Program, etc.

Orientations for Friends of the GW Libraries; Demonstration of Alumni E-Resources Portal for Alumni

State boards and commissions, specifically a partnership between the Women’s Archives at OSU (based in the library), the Oklahoma Oral History Research Program (based in the library) and the Oklahoma Commission on the Status of Women.

The library’s digital repository, scholarworks @ umass Amherst is the repository for many scholarly engagement projects and activities, showcasing them through a unique “Engagement” section of the site.

UIC provides archival instruction to not for profits in the Chicago area.

We respond formally to all requests, e.g., Chamber of Commerce, some School activities.

Web 2.0 technology use, e.g., Second Life

With CIRLA (Chesapeake Information and Research Library Alliance), we completed an IMLS grant to provide mentoring and internships to library school students.

**9. What library services or collections are provided as part of public engagement activities? Check all that apply. N=46**

Reference & Information Services	40	87%
Public Programs (e.g., exhibits, performances, lectures)	37	80%
Library Orientation Services	31	67%
Subject Specialist Services (e.g., education information, business information, health information, legal information)	29	63%
Government Information Instruction	28	61%
Information Literacy Instruction	23	50%
Digitization Services	16	35%
Continuing Education	13	28%
Interlibrary Loan and Document Delivery	10	22%
Web Site Development	9	20%
Other library services or collections	18	39%



**Please describe other library services or collections.**

All services and resources are available to on campus users who participate in these activities.

Archival and Special Collections resources

BC history and literature; humanities & social sciences information; science and engineering information; maps information; webcasts; author events; community events related to Aboriginal and Asian events and performances; art exhibits; music performances; virtual exhibits; consortia programs (many), etc.

Diversity group conducts 8–10 diversity celebrations each year.

Expertise in manuscripts and archives consulting and procedures

Local residents (Evanston, Illinois) may purchase borrowing privileges for a modest fee.

Oklahoma Oral History Research Program Special Collections & University Archives including the Women's Archives at OSU.

Osher Life Long Learning Institute

Preservation assistance

Preservation of home movies

Proactive sharing of library tutorials with other libraries

Scholarworks @ umass Amherst, the library's digital repository, is the central site for public engagement activities to showcase the results of their scholarly activity.

Special Collections

Special Collections

Special Collections and Archives

Special Collections events (speaker for lectures and exhibits), Preservation workshops, Reference & Information Services (Backup for State Virtual Reference Service), Continuing Education: Lehigh Valley and Berks do instructional design in support of continuing education.

The university's main research library, the Eisenhower Library, is open to the public, as are many of its special libraries. Borrowing privileges at several are also available for a fee.

We staff the building and maintenance of a K-12 digital library as part of a partnership with the Chicago Public Schools.

## LIBRARY DEPARTMENTS INVOLVED IN PUBLIC ENGAGEMENT ACTIVITIES

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10. Which library units have been involved in public engagement activities? Check all that apply. N=46

Special Collections and/or University Archives	42	91%
Reference Department	40	87%
Government Information Department	32	70%
Library Public Relations	30	65%
Instruction Department	27	59%
Subject or Departmental Library	25	54%
Library Advancement	20	44%
Technical Services Department	8	17%
Other library units	17	37%

### Please describe other library units.

All library units are involved — not organized as you describe.

Archives and Special Collections

Curriculum Laboratory

Dean's Office

Digital Library Development Center

Digital reformatting unit

Health Sciences Library; Architecture & Urban Planning Library

Library friends group works with library development/advancement.

Map and GIS Services, Agriculture/Veterinary Medical Library

Media Department

Oklahoma Oral History Research Program, Library Planning & Assessment

Other: Chung Collection in the Irving K. Barber Learning Centre. Library branches/divisions include:

Art+Architecture+Planning, Asian, Biomedical Branch, Chapman Learning Commons, David Lam, Education, Hamber, Humanities & Social Sciences, Koerner Library (incl. Government publications, maps, microforms, data), Interlibrary Loan, Music, Okanagan, Rare Books & Special Collections, Robson Square, Science & Engineering, St. Paul's Hospital, University Archives, Woodward, Xwi7xwa

Preservation

Scholarly Communication Office

Twenty-two campus libraries across Pennsylvania: mainly K-12 teachers workshops and technology transfer.  
Library Learning Services: K-12 initiatives. Physical & Mathematical Sciences: manages US Patent outreach to local inventors community.

University Art Galleries; Outreach committee which consists of staff members from various departments including Reference, Special Collections Research Center, Development, Student Liaison, etc.

University of Wisconsin Digital Collections Center

**11. Has a specific unit or library been the focal point for public engagement activities (e.g., Agriculture Library)? N=46**

<b>Yes</b>	17	37%
<b>No</b>	29	63%

**If yes, please identify which unit or library.**

Archives and Special Collections — Water Resources, Extension Special Collections in particular

Branch Libraries: The Map Library runs some classes for high school students; Steacie Science Library has classes for high schools, Frost Library (Glendon) also has occasional classes for high school students; the Clara Thomas Archives and Special Collections also receives members of the public.

Center for Southwest Research (CSWR), Chicano, Hispano and Latino Studies (CHIPOTLE), Division of Latin American & Iberian Resources (DILARES), Indigenous Nations Library Program (INLPO)

Communication Office; Health Sciences Library — Community Outreach Services

Education & Outreach Department

External Relations/Exhibitions Program, Friends of the Libraries, JHU Museums

Hicks Undergraduate Library

Library Advancement/Public Relations

Library Development

Main Library, Health Sciences Library

Main or central library (Wells Library)

Medical Library

Scholarly Communication Office

Sousa Archives and Center for American Music, Rare Book and Manuscript Library, ACES Library

Special Collections, Map & Imagery Laboratory

Steenbock Memorial Library: The agricultural library has the most formal relationship via Extension services. However, numerous libraries and units contribute to the overall effort from a variety of perspectives.

The Irving K. Barber Learning Centre; Also for other community activities: Asian Library, Xwix7wa Library (First Nations House of Learning); Exhibits/virtual exhibits: Rare Books & Special Collections; University Archives.

## COMMUNITY PARTNERS

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12. Have any of these programs been designed, developed, implemented, or assessed in collaboration with campus or community partners? N=46

<b>Yes</b>	40	87%
<b>No</b>	6	13%

13. If yes, who have been the primary partners with the library? Check all that apply. N=40

Museums or Cultural Heritage Organizations	24	60%
K-12 Schools (including school libraries)	21	53%
Public Libraries	21	53%
Alumni Association	13	33%
Fine or Performing Arts Groups (e.g., art appreciation group, community theatre)	12	30%
State Library	12	30%
Cooperative Extension	11	28%
Campus Center for Public Engagement and/or Service Learning	9	23%
College of Education	7	18%
School of Library and Information Science	6	15%
College of Law	4	10%
Members of the Military	—	
Other Academic Departments or Programs	27	68%
Other Community Organizations	24	60%
Other Federal/State/Local Government Organization	15	38%

## Please describe other Academic Departments or Programs.

Afro-American Studies, History

Alliance for Catholic Education has an annual program for teachers on campus and the libraries directly support that effort.

Art & Art History Department

Art Department, Vice Chancellor for Research and Graduate Education, various Asian studies centers, Academy for Creative Media

Center for Great Plains Studies

College of Agriculture and the Entrepreneurship Business Information Network (EBIN)

College of Education (Children at Risk collaborative programs), Sociology Department: co-sponsorship of an Immigration Conference

College of Urban Planning and Public Affairs

Cooperate with all faculties on relevant events.

Department of History, College of Fine Arts, College of Arts and Sciences, Native American Studies, UNM Press, and Native American Studies School of Engineering

Departments of music, art, history, English, political science, botany, and natural resources and environmental management as well as the university's Friends of Music support group. We have also partnered with a number of student organizations including OSU Rodeo Club, the OSU Rodeo Booster Association, the Student Union Activities Board, and the OSU Botanical Society.

Engineering, History

English, Education and Women's Studies departments; University Art Galleries

English, Social Work, American Studies, Urban Planning, School of Medicine, School of Nursing, School of Public Health and Health Professions, Division of Athletics

Faculty of Arts: many departments, First Nations House of Learning, Asian Studies, Medicine, Sauder School of Business, and others

ISTEC (Information Science and Technology Center), Liberal Arts & Creative Writing Program, Department of Art, College of Business-Global Social & Sustainable Enterprise Program, CSU Extension

Many departments/schools and colleges: e.g., Public Health, Medical School, Medical Center, Nursing, College of Literature, Science & Arts, and many more

Many specific departments on campus, e.g., Study-abroad, graphic design, Institute of the African Child, etc.

Our collaboration with the Chicago Public Schools is part of an initiative housed in the Astrophysics Department. We also have partnered with the Astronomy Department and Fermi National Laboratory to provide public reference services for a large astronomical dataset which the library is involved in archiving.

Pencil Partners; International Baccalaureate programs; Montessori School; Meharry Medical College

Sports Management

The libraries have collaborated with a number of academic departments on some of these initiatives, including partnerships with Mathematics, Physics, Humanities, and Engineering.

The two additional academic departments are our Academic Success Center and the Division of Community Education.

Theatre Hopkins Center for Talented Youth

WPSX, Pennsylvania Center for the Book

### **Please describe other Community Organizations.**

Cathedral College, CIRLA

City groups

Community Garden Club, University Citizens Board

Community Holocaust Survivors Center at Penn State Harrisburg Humanities Department

Dialogs on Immigrant Integration

Examples include: local Peace & Justice Society, local NPR radio

Family History Library of the Church of Jesus Christ of Latter-day Saints

Highlander Research and Education Center, Tennessee School for the Deaf, Knoxville County School System

Lafayette Learning Academy, Greater Lafayette Chapter of the League of Women Voters

Leadership Development and Intercultural Affairs Program; Public Affairs Department; Tennessee Neighborhoods Resource Center, Special Libraries Association; Tenn-Share; Nashville Area Library Alliance

Lied Center for Performing Arts

Local (Sacramento, Yolo, and Solano) community colleges

Local bookstores, for example

Local historical societies

Mt. Vernon Cultural District

Oklahoma Native Plant Society, Girl Scouts of Eastern Oklahoma, Wichita Wheat Weavers Council

Post-secondary library partners; public library partners

Professional library associations, family history, etc.

Read On Fort Collins, Loveland Loves to Read, Poudre Valley Health System, KUNC Public Radio

Small Community and Ethnic Organizations such as: Puerto Rican Cultural Center, Hellenic Museum

Various professional associations

Western NY Library Resources Council, Buffalo News, Hein Publishing, Buffalo/Niagara Regional Planning



**Please describe other Federal/State/Local Government Organization.**

Census Bureau, US Patent and Trademark Office, State Corrections Facility  
City of Urbana, City of Champaign  
Department of State, Department of Energy  
Indian Affairs Government Office, Nebraska State Department of Education  
National Endowment for the Arts; National Endowment for the Humanities; National Science Foundation; National Institutes of Health; IMLS  
National Library of Medicine — Go Local program  
New Mexico Office of the State Historian  
NLM/NIH  
Oklahoma Humanities Council, Stillwater Arts & Humanities Council, Oklahoma Commission on the Status of Women  
Public and state libraries  
State Department of Education  
State Library - Statewide Resource center, Pennsylvania State Data Center, Berks County Adult Probation/Parole Office Community Service Program  
State=Province of British Columbia. Other library: Library Services Branch, BC government (consortia initiatives)

**14. Does your library have an advisory committee (or committees) that includes community members and/or stakeholders in specific public engagement programs? N=47**

<b>Yes</b>	15	32%
<b>No</b>	32	68%

**If yes, please describe the composition of the advisory committee, in terms of its membership.**

Advisory committee for capital campaign and Friends of the Library Committee both address these issues.  
Friends of CSU Libraries, Water Resources Archive Advisory Board  
Georgetown University Library Board  
Library Directors, Authors, Book Collectors, Professionals  
Our Africana Library has community advisors on special projects, such as digitization of materials for online access, to help make them accessible to the K-12 public.

Our development office has a committee of community and campus members with a variety of backgrounds and stakeholder interests.

Our Friends of the Libraries Advisory Committee has a program sub-committee which assists library staff with Friends program planning. Programs (lectures, book signings, exhibition openings) are free and open to the public.

The Development Advisory Committee is focused on fund raising, but public outreach is a component. The Friends of the Brady Art Gallery does modest fund raising, and advises the Director on programs and exhibits.

The friends of the library

The Irving K. Barber Learning Centre: advisory committee under development (will include community members).

Asian Library: projects/programs - community members on advisory committees. Aboriginal Strategic Plan Working Group: library is represented indirectly; includes community members.

UCSB Reads engages our community in a series of conversations, lectures, readings, displays, and other activities that explore interdisciplinary issues sparked by the selected read. Partners include Santa Barbara Public Library System, the Santa Barbara City College Library, the Westmont College Library, the Antioch University Library, and local high schools.

University of Illinois Library's Public Engagement Working Group (No), but the Sousa Archives and Center for American Music's American Music Month Committee (Yes).

Varies. The Friends of the Libraries are actively engaged in this type of programming.

Yes, for specific programs in which partnerships are a key requirement for the awarding of funds; however, there is not an overall advisory committee on public engagement programs.

## **LIBRARY ORGANIZATION FOR PUBLIC ENGAGEMENT ACTIVITIES**

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15. Does your library have a committee/working group/task force charged with promoting public engagement programs? N=47

<b>Yes</b>	12	26%
<b>No</b>	35	74%

16. Who has primary responsibility for coordinating and/or planning public engagement activities in your library? Check all that apply. (NB: Questions 16 to 19 exclude librarians with liaison responsibilities to academic departments that have public engagement programs. These librarians are addressed in question 20.) N=40

An individual with formal responsibilities for one or more public engagement programs	6	15%
Office of Public Affairs/Development/Advancement	5	13%
Library Director	3	8%
Associate/Assistant Library Director(s)	3	8%
Department Head	3	8%
Standing Committee/Working Group/Task Force	2	5%
Ad Hoc Committee/Working Group/Task Force	0	—
Other individual or group	18	45%

**Please specify other individual or group.**

Because of the value placed on this activity, a number of librarians have brought forward and developed public engagement projects with the approval of the library administration. Responsibility for publicizing the projects rests largely with the library’s coordinator of public information.

Communications and Development Officers both work in these areas.

Coordinator, Community Outreach Services (Health Sciences Library)

Depending on the program, an individual would be tasked with this responsibility.

Director, University Art Galleries and Chief Curator and Assistant Director

Distributed effort throughout 38 libraries in 24 campuses

Formerly “Outreach,” now titled “Planning and Promotions Librarian,” and advisory Communications and Outreach Committee.

In one of our libraries, there are individuals with formal responsibility for one or more public engagement programs. The Assistant to the Dean of Libraries and other members of the Dean’s Office staff work on public engagement initiatives selected by the Dean. A number of self-selected librarians and groups of librarians also work on public engagement projects.

Includes: Assistant Library Director, Development, Exhibits Committee, Diversity Committee, occasionally other task forces

Includes our dean of libraries as well as campus library directors and associate/assistant library directors Individual librarians

Individuals/groups include: Library director, associate university librarian, Development Office, department heads, The Irving K. Barber Learning Centre (IKBLC) Director, IKBLC Community Business Librarian, IKBLC Community

Programming Librarian

It would be shared between the Library Director, Assistant/Associate University Librarians, Department Heads, and the Instruction Services staff.

Library Director, AULs, Exhibits and Outreach Library, other library unit directors, development officer all have significant aspects of this.

Religion/Family History Subject Librarian

The following should be checked: Office of Public Affairs/Development/Advancement, An individual with formal responsibilities for one or more public engagement programs, Department Head.

There is no assigned individual or group who develops public engagement program. We work under an ad hoc model.

Various library faculty in Reference and Preservation

17. If your library has (or has had) positions with formal responsibilities for public engagement programs (e.g., Community Engagement Librarian, K-12 Outreach Librarian, Extension Librarian), please indicate how many positions have these responsibilities and list up to three of the position titles. N=32

Positions	Position 1 Title N=31	Position 2 Title N=22	Position 3 Title N=15	Comments
1	Co-director, Digital Library Development Center			
1	Associate Director for Instruction and Outreach			
1	Marketing and Outreach Officer			
1	Officer for Outreach and Marketing			
1	Community Outreach Services Librarian			
1	Formerly Outreach, now titled Planning and Promotions Librarian			
1	Events & Communications Coordinator			

Positions	Position 1 Title N=31	Position 2 Title N=22	Position 3 Title N=15	Comments
1	Coordinator, Special Collections and University Archives			This one example we can provide of a position with formal responsibility for engagement programs is a professional, non-tenure track position. For librarians on the tenure track there is a strong expectation that all library faculty will contribute annually to the mission/vision of the library and the institution. Many chose to make contributions by being involved in public engagement programs. The culture of the institution is that this type of activity is greatly valued and expected.
1	Director of Communications and Library Advancement			Part of this person's duties involved overseeing an annual retirement learning program.
2	Director, University Art Galleries	Assistant Director, University Art Galleries		
2	Special Assistant to the Dean for External Relations	Assistant Director of Development		
2	Information Skills and Outreach	Communications Officer	Development Officer	All positions duties for all librarians include outreach as part of statement.
2	Marketing, Communications and Outreach Librarian	Liaison Librarian for High Schools		
2	Director of Development	Deputy Director of the Cuban Heritage Collection		

Positions	Position 1 Title N=31	Position 2 Title N=22	Position 3 Title N=15	Comments
2	Exhibits and Outreach Librarian	Health Sciences Outreach Librarian		
2	Director, Pennsylvania Center for the Book	Assistant Director, Pennsylvania Center for the Book		Note: the Penn State Libraries manages the Center for the Book (a program of the Library of Congress) for the state of Pennsylvania. The Director and Assistant Director are education subject specialists at University Park.
2	Outreach Librarian	Instruction Librarian		
2	Coordinator of US and Texas depository programs	Instructional Services Librarian (high school and middle school educators)	Public Relations Administrative Assistant	Outreach programs for families at campus housing for international students. Outreach in the summer at a community center.
3	Reference Outreach Librarian	Business Librarian	Outreach Librarian (Health Sciences)	
3	Scholarly Communication Librarian	Digital Repository Resident Librarian	Outreach Librarian	Position 2 is a term, 2-year position. Position 3 is no longer funded.
3	Development/ Outreach Librarian	Diversity Librarian	Liaison Librarians	
3	Outreach and Liaison Librarian	Communications and Public Affairs Coordinator	Program Manager	
3	Dean	Archives	Instruction librarian	
3	Distance Education and Outreach Services Librarian	Instructional Technology Librarian	Research Services and Outreach Librarian	
3	Assistant to the Dean of Libraries	Librarian III (Community Health Information Services)	Librarian III (Public Health)	
3	Head, Strategic Communication	Academic Librarian - Agricultural and Life Sciences Library	University Archivist	

Positions	Position 1 Title N=31	Position 2 Title N=22	Position 3 Title N=15	Comments
4	Exhibition Manager/ Designer	Fine Arts Librarian	Digital Reformatting Unit Manager	These positions are involved with public engagement responsibilities only as a peripheral part of their assignment.
4	Director, Irving K. Barber Learning Centre	Associate University Librarian, Planning and Community Relations	See comments	Position 3: refers to several positions, e.g., Head of Asian Library, Head of Xwi7xwa Library, Head of Rare Books & Special Collections, Head of University Archives, Community Business Librarian, Community Programming Librarian, etc., all with substantial formal responsibilities.
5	Archivist for Music and Fine Arts	Professor of Rare Book and Manuscript Library	Visiting Assistant Professor Reference Services	These positions do not have these responsibilities clearly articulated in their specific position descriptions, but have taken on these responsibilities because they are valued by these specific library units.
6	Director, Communication	Coordinator, Community Outreach Services (Health Sciences Library)	Project Librarian	Also with these responsibilities: University Archivist, Poetry Curator, Polish Collection Curator.
15	Director of Development	Assistant Director of Development & Communications	College Liaisons, Archivists, Special Collections Librarians (many individual positions here)	

Positions	Position 1 Title N=31	Position 2 Title N=22	Position 3 Title N=15	Comments
				Teaching of information literacy for the ACE program may be carried out by members of reference staff. There is no single position for this activity.

18. Is/was this position responsible for public engagement programs on a full-time basis, or as a portion of a larger assignment? N=31

	N	Full-time Assignment N=7	Part-time Assignment N=28
Position 1	31	5	26
Position 2	22	3	19
Position 3	14	—	14

If part-time, please estimate the percentage of professional time assigned to public engagement responsibilities.

Position 1 percentage N=25

Minimum	Maximum	Mean	Median	Std Dev
5	100	30.56	25	25.28

Position 2 percentage N=18

Minimum	Maximum	Mean	Median	Std Dev
5	90	29.9	20	26.54



Position 3 percentage N=13

Minimum	Maximum	Mean	Median	Std Dev
5	75	32.14	25	21.28

19. How is/was this position funded? Check all that apply. N=30

	N	Position 1 N=29	Position 2 N=22	Position 3 N=15
Library funds	28	27	18	13
Campus funds	7	3	4	3
Grant funds	3	2	2	1
Gift funds	1	—	—	1
Other funding source	4	2	2	2

Please describe other funding source.

**Position 1**

Province of British Columbia. The Irving K. Barber Learning Centre is funded through a direct contribution from the Province, with matching funds from the University, both of which are administered by the UBC Library to the IKBLC.

New York State Library, National Science Foundation, National Endowment for the Arts

**Position 2**

A varying amount of support has come from the Provost's office.

National Library of Medicine, New York State Library via Western New York Library Resources Council

**Position 3**

Development Officer: Joint funding of position

New York State Library, National Science Foundation, National Endowment for the Arts

20. Are formal responsibilities for public engagement programs included in the position descriptions for librarians with liaison responsibilities to academic departments that have public engagement programs (e.g., Education, Health Sciences, Veterinary Medicine, Social Work)? N=43

<b>Yes</b>	12	28%
<b>No</b>	31	72%

21. Are there positions in your library that do not have formal responsibility for public engagement programs, but for which there is an assumption or practice of informal responsibility for or involvement with these programs? N=43

<b>Yes</b>	33	77%
<b>No</b>	10	23%

If yes, please describe.

A number of librarians have developed partnerships with campus, community, and statewide partners because of their professional interests and the value that is placed on these activities. Some of these positions include: assessment librarian, humanities/social sciences librarian, documents librarian, catalog librarian, oral history librarians, and the Associate Dean for Planning & Assessment.

All departments work with ISU Extension as needed, given our status as a land-grant institution.

All librarians are evaluated on their participation in service opportunities. Many of them use public service programs to fulfill those requirements for selective salary increases.

All Public Services and Archives/Special Collections staff (including professional and support) who provide outreach through library instructional programming, etc.

Archivist for Music and Fine Arts utilizes public engagement to actively connect students, faculty, and the general public with the historical collections of papers, music manuscripts and music instruments. Professor of Rare Book and Manuscript Library also takes the lead in the development public programs and exhibitions that focus on their collections.

Associate University Librarian for Administration, Development and Human Resources; Associate University Librarian for Collections and Scholarly Communication; Director, Special Collections Research Center

Branch/division library heads, including UBC Library Okanagan Library Director

Campus library directors

Center for Southwest Research curatorial staff

Digital Library of Georgia Director, Reference Librarian responsible for outreach to the College of Education

Ex officio members of the Exhibitions Committee, Special Collections Librarians

Government Documents Librarian and Head of Archives and Special Collections

Government Documents, Instruction

Instruction Librarians, Head of Government Documents, and in some cases, the Reference Department

Library Development Office has helped organize a program called Literary Orange. Some subject librarians participate in various public engagement and professional development activities for K-12 students and teachers. Others have informal involvement with public engagement groups such as the social Science Cafe.

Library Public Relations is involved with public engagement. Africana has a long history of public engagement. Government Information provides public engagement. Recently the university started an annual "Community Day" for public engagement, and several library departments participate.

Most library faculty have outreach activities as part of their job responsibilities.

Our Multicultural Studies Librarian does a significant amount of public engagement; approximately 15% of her job.

Preservation officer, agriculture librarian, government documents librarians

Reference and Instruction, Special Collections, and Public Relations officer assume responsibility for many community engagement activities.

Reference Librarians

Several liaison librarians include informal involvement with public engagement programs such as the regional health, technology, business, and local landscape and regional planning projects.

Special Collections, University Archivist, government documents specialist, head of Office of Disability Services (strong outreach to local community), campus head librarians, preservation librarian

Staff in Office of Director of Libraries

Staff in the Special Collections and Archives are also very involved with community engagement activities.

Subject Specialist Librarians, Information Literacy Librarians, Bioinformatics Librarian, Special Collections and University Archives Librarians

The Health Sciences Librarian coordinates participates in Medline's Go Local partnership and provides all information for our region of the country.

UCSB Reads program

We have many examples of liaison librarians who participate in community engagement programs partnering with the colleges they support, without it being in their official position description. One such example are our health sciences librarians working with the College of Nursing's Evidence Based Practice Mentorship program for nurses and nurse educators from across the country.

## FUNDING FOR PUBLIC ENGAGEMENT ACTIVITIES

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22. Has your library pursued grant funding aimed at supporting public engagement programs? N=45

<b>Yes</b>	26	58%
<b>No</b>	19	42%

If yes, please describe grant programs that have been pursued.

ALA Public Programs

American Library Association Looking at Jazz film discussion series; National Endowment for the Arts Operation Homecoming

An IMLS grant was pursued to support regional K-12 initiatives.

CIRLA grant through IMLS

CLIR, State, County

Exhibit and programming grants through NEH (e.g., "Soul of a People," Steinbeck Birth Centennial); Oklahoma Humanities Council grants for "Let's Talk About It, Oklahoma" reading & discussion series, traveling exhibits and speakers series; The Big Read book discussion program through NEA

Grants to support exhibits of special collections

Humanities Council Funding, corporate funding, foundation support, parent's campaign & other CSU funding sources

Humanities Iowa

Illinois Humanities Council grants for the 2004 American Music Month Celebration "Stars, Stripes, Sousa" and the 2006 American Music Month Celebration "The Illinois Chautauqua: Life Long Learning Through the Arts"

Institute of Museum and Library Services: Civil Rights Digital Library, National Endowment for the Arts: Big Read

LSTA grants through the State Library, NEH, IMLS, Illinois Humanities Council

New York Go Local (community health information) sponsored by NLM; New York State Library Family Literacy Grant for "Get Graphic" project (using graphic novels to promote reading and literacy among K6-10; NIH and NLM funding for hospital library services and databases for physicians/nurses/hospital staff, etc.; New York State Library funding for digitization projects resulting in wnylegacy.org gateway to local unique digital collections; ALA/NSF Research Revolution public film/conversation programs; National Endowment for the Arts funding for community programs focusing on the 50s.

Partnerships with individual faculty on NSF Early Career Award Grants. The Libraries have provided K-12 outreach activities as part of the "broader impact" goals of these grants. Partnership with campus on NSF FOCUS grant Wells Fargo grant.

Some grant funding, e.g., Funding for a major digitization project of African photographs, has had a component to involve K-12 audiences.

Speaker series, Civil Rights Photographic collection (Rabin), Community Holocaust Survivors Center, Coal & Coke Heritage Center, Behrend Family Archives Collection, Office of Disability Services has received university grants for outreach; Libraries received a grant from state to bring in specialized archives training from the Society for American Archivists for small, regional, archives in Central Pennsylvania.

The Libraries and Homewood Museum was awarded grant funding from the Kress Foundation for a 2008 symposium and exhibition celebrating the 500th anniversary of the birth of renaissance architect Palladio.

The Library has submitted some grant proposals to NEH, NSF, etc. To do specific digital project for our K-12 equip Digital Library. Most of the grant support, however, has been submitted by our partners.

Various

Various display tours

Volunteer Voices: State wide digitization project that provides access to primary sources that document Tennessee History and Culture. Ready for the World Grant: University grant for a program highlighting the social justice work of the Highlander Center helped create a traveling exhibit.

We have received small grants from ALA to support a book discussion series, as well as LSTA funds to support cultural programming.

We received a grant from ALA for public programming to pay for a traveling exhibition.

**23. Has your library engaged in fundraising activities aimed at supporting public engagement programs? N=45**

<b>Yes</b>	13	29%
<b>No</b>	32	71%

**If yes, please list examples of events, publications, and other fundraising activities pursued.**

Amigos, Friends of the Libraries

Author programs, lectures, seminars, exhibits, fundraiser dinners

Exhibitions, public lectures

James McPherson Civil War lecture conducted in conjunction with development public awareness program.

Most recently, the library hosted an event for a book release, and engaged in fund raising to support the reception costs. However, public programs are not the largest focus of Development.

Pennsylvania Center for the Book

Public lecture programs in the history of medicine; funding to digitize and make available via the Web extensive collection of Frank Lloyd Wright photographs; digitizing and Web availability of student newspapers

The Library Associates support many of our programs.

The staff of the Sousa Archives and Center for American Music has provided music concerts to help raise funds for specific community-based music programs that are part of the university's annual American Music Month celebrations. In addition, private solicitations have been coordinated through the Library's Office of Advancement and the university's Development Office.

## ASSESSMENT OF PUBLIC ENGAGEMENT PROGRAMS

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24. Has your library engaged in assessment of the success/impact of public engagement programs?

N=46

<b>Yes</b>	17	37%
<b>No</b>	29	63%

If yes, please describe the method(s) of assessment.

Attendance

Because our major exhibition was grant funded we had to perform some assessment. Attendees filled out evaluation forms. We kept attendance statistics.

Collection of both qualitative (surveys of participants) and quantitative (# of participants, etc.) data

Count the number of attendees at related events (i.e., exhibit openings). Solicit feedback from attendees via survey forms.

Evaluation instruments and follow-up electronic surveys utilized for some events. Fundraiser event metrics of financial loss/gain.

Evaluations distributed in paper or electronically to program participants; attendance counts; counts of news stories in local and statewide media; donations of special collections materials related to program topics; comments on Web-based feedback forms; and participation in surveys for future programming ideas. Evaluative information is utilized extensively for improvement and in planning future programs that will best meet the needs of targeted audiences/partners.

Feedback forms for instruction sessions, GPO inspections, tracking attendance at exhibits of special collections

Informal assessment through debriefing sessions following event

Internal self-assessment of exhibitions program

Significant assessment via surveys, audience response forms for "Get Graphic" activities; use patterns & statistics for digital collections available to the public; regular surveys of users of HUBNET resources and services (hospital libraries)

The CIRLA grant was evaluated using Outcomes Based Evaluation.

Under development. Some examples of success: The Chung Collection; the BC History Digitization Project; the

opening of The Irving K. Barber Learning Centre itself.

We have assessed the K-16 initiative at University Park receiving very positive feedback and ideas for further development of the program.

We have done usability studies and focus groups with K-12 teachers to evaluate our digital offerings.

We will assess the success of the outreach to K-12 schools, university fraternities and sororities, alumni, and other colleges at the university.

## SUCCESSSES OF PUBLIC ENGAGEMENT ACTIVITIES

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25. Please describe up to three public engagement activities or programs that you believe have been the most successful at your library. Please note your criteria for judging success, e.g., length of program activity, development of campus or community partnerships, number of librarians involved, number of community participants, public recognition and awards, success in attracting external funding, positive public relations, impact on student learning. N=40

### Respondent 1

**Get Graphic: The World in Words and Pictures, 2007–2009.** Partnership with the Buffalo & Erie County Public Library and several other partners including Buffalo public schools, Albright Knox Art Gallery, BOCES, Buffalo News, Hein Publishing, UB Department of Library & Information Science, and more. Community-wide, two-year project designed to introduce teens, parents, librarians & teachers to the literary form of Graphic Novels. Funded by the NY State Library Family Literacy Program (\$95,000). Includes author visits, creation of book kits for use in classrooms, workshops for librarians and teachers, art and writing workshops and contests for teens, creation and publication of a local Graphic Novel created by teens. Rise in borrowing of graphic novels from libraries is some evidence of success; level of participation by teens is also evidence of success. Another success indicator is integration of graphic novels in classes.

**New York Go Local Project.** Goal of project is to connect consumers with LOCAL health resources and services in their own communities. Funded by NLM, the program links the Medlineplus database to the expertise and local health information resources managed by public, academic, and health science libraries and consortia. Links are developed from Medlineplus topic Web pages to local services and resources. The New York Go Local project is a consortial effort among two library resources councils (Western New York and Rochester), academic health sciences libraries, public libraries, hospital libraries. Funding is presently from NLM, NY State Library. Project has started recently and is in early stages.

**HUBNET: Hospitals and University at Buffalo Library Resource Network.** The organization and array of databases, electronic journals and books, etc. Jointly licensed by UB and affiliated teaching hospitals to support health professionals working in clinical settings. Also included Information Delivery Service. Overseen by the Library Consortium of Health Institutions in Buffalo (3 permanent staff). Director of UB Health Sciences Library and hospital library directors serve on a Coordinating Committee. Funding is from participating hospitals, UB Health Sciences Schools and Libraries. Total local annual budget is \$1.25 million. Has received the needed funding since 1982. S

## Respondent 2

**Let's Talk About It: Jewish Literature** — book discussion series. Subject liaison librarian successfully applied for ALA grant to host this program with multiple partners, including university academic units and several diverse local religious communities. We had almost 100 registered participants, with at least half sustaining participation through all five sessions. We received good publicity and had many participants asking for similar series in the future. The librarian who ran the project felt that it was specifically successful due to our varied partnerships both within the university and with the community groups.

**Sala's Gift: An Evening with Ann Kirschner** — guest lecture. The University Librarian hosted the author for a presentation. Author's publicist arranged significant publicity before the program, and we had over 120 people attend an evening program (in the rain). We felt it was specifically successful because of the wide age range of attendees, and that community members, as well as high school and college students were drawn to attend.

## Respondent 3

**How Serious Are the Problems Facing Our Species?** (Spring 2008) In spring 2008, we collaborated with an independent author and facilitator, as well as numerous campus and community world-class scientists and experts (Boulder is a hub of climate and related research) to feature a series of four panels under the banner of How Serious Are the Problems Facing Our Species? And how serious are we about addressing them? An ongoing series of discussions with the experts. The panels, free and open to the public, were offered on third Thursdays from 6–8 pm, in an event venue on the 5th floor of the library. The individual panels were titled: How Serious Are the Problems Facing Our Species? How Serious Is Peak Oil (and all energy issues)? How Serious Is Global Warming? How Serious Is Population Growth and Social Injustice? Approximately 40-85 people attended each, except for somewhat fewer (as expected) in May. This series was considered a success because far more attendees than usual from the community attended, as well as significant numbers of faculty in support of their colleagues and fellow scientists. Due to the timeliness and importance of the topics, we also experienced more press coverage than usual (thus bringing in the community members).

**Crossing Borders/Border Crossings: A Collaborative Exploration of Geographic and Cultural Boundaries Through Art, Conversation, and Film** (fall 2007) Crossing Borders, featuring original art by faculty at the National School of Fine Arts in Mexico and curated by University of Colorado Boulder (UCB) art professor Dr. George Rivera, showed at the UCB UMC Art Gallery in the University Memorial Center August 27 through September 28, and included an opening reception with Dr. Rivera. Thematically, the art addresses issues of geographical and cultural boundaries. Concurrently, local non-profit Dialogues on Immigrant Integration (DII) and the University Libraries presented Border Crossings, an art exhibit also curated by Dr. Rivera and featuring Colorado Chicano/Latino artists in the University Libraries hotspot Gallery in Norlin Library from August 28 to October 25. A Border Crossings celebration took place on Thursday, September 13, from 5:30 to 8 pm in the Norlin Library fifth floor. The event, free and open to the public, included an international buffet, readings by local immigrant authors, comments by art show curator Dr. Rivera and introductions of the artists, and engaging and thought-provoking World Café dialogs. In addition, the UMC Art Gallery hosted a panel discussion to explore the border in both literal and figurative terms, as both a conceptual and physical phenomenon. DII and the UMC Dennis Small Cultural Center also screened two documentary films by and about those who have experienced first-hand the challenges of crossing geographical and cultural borders, each followed by a discussion facilitated by Dialogues on Immigrant Integration. These events took place during the campus Arts and Culture Week, which provided additional promotion. This event was considered a success because the collaboration was international, cross-campus, and with a community-based organization. Participation reflected this, with attendance more representative of students and community members than usual. The variety and extent of the events was also a success factor.



**2007 ecoarts Pledge Fence Project.** As a result of participating in programming and promotion for ecoarts, a non-profit, community-wide, three-week long series of events, I was inspired to initiate a community-building activity that would make it easy and fun to take a first step in support of the environment that would also be witnessed by others and visibly part of a groundswell. The growth of participation in the project was intended to demonstrate the growth of our community's dedication to climate action and the power of many commitments to support our one planet.

The University of Colorado at Boulder Libraries, CU Community Relations, ecoarts, and the City of Boulder Office of Environmental Affairs partnered to develop a community art installation on the chain link fence in Central Park between the band shell and the creek, with permission from the city. Kay Miller's UCB Topics in Visualization class dubbed themselves the Visualantes and arranged on the fence branches, provided by Facilities Management. Community members were invited to cut a piece of fabric into the shape of a leaf, embellish it in some way to represent a pledge to make life greener, and tie it onto a branch on the fence. Community Relations provided a mini-grant of \$300, which was used to print Get ON the Fence flyers, pay for the delivery of branches, and purchase supplies, including fabric, fabric glue, scissors, ties, and permanent markers. Volunteers from CU, ecoarts, and the Boulder Museum of Contemporary Art came together to create some 200 fabric pledge forms and disseminate them at ecoarts events. The City of Boulder Office of Environmental Affairs (OEA) launched its climate action plan in Central Park on September 8, 2007. climatesmart is a blueprint for reducing the community's greenhouse gas emissions in line with the Kyoto Protocol target and developing a sustainable energy future. Boulder Mayor Mark Ruzzin and his family created and attached the first leaf pledges as part of that event. Flyers about both Climate Smart and fence pledge opportunities were printed by the OEA. Ready-made leaf-shaped pieces of fabric with ties were available at all ecoarts events, and the Boulder Museum of Contemporary Art included leaf-making instructions and supplies at their Saturday morning Art Stop workshops for youth and parents. A leaf-making display and supplies was also featured at the 29th Street Mall Day of Science and the Department of Art and Art History Toast celebration. 285 leaf pledges were removed from the fence and glued onto four over-sized, leaf-shaped forms for future display by the Visualantes. They were featured in a library exhibit for Earth Day April 2008.

Ecoarts, for the second year, offered a diverse array of exhibits, performances, talks, tours, feasts, fairs, films offered by more than 28 major science, environmental, arts, indigenous, and other organizations in Boulder, Denver, Ft. Collins, and Lyons from September 14–October 6, 2007. UCB event-sponsoring groups met and communicated on campus collaborations and promotions, coordinated by the Libraries and Community Relations including the Arts and Culture Round Table, Artist Series, ATLAS, CIRES, Energy and Environment Security Initiative, Environmental Center, Fiske Planetarium, Libraries, Museum of Natural History, and Visiting Artists series. This year, the center piece of ecoarts was Weather Report: Art and Climate Change, an exhibit including works of 51 artists from across the country and abroad, curated by visual arts curator, historian, and commentator Lucy R. Lippard. The show, co-presented by bmoca and ecoarts, included works exhibited at the UCB Norlin Library, bmoca, NCAR, the Boulder Public Library lawn and along Boulder Creek, UCB ATLAS building lobby, and 29th Street Mall. These activities were considered a success because of our prominent role in a huge community-wide event. We strengthened or developed new relationships with community art and science institutions. I believe that the Libraries was seen by many in a new light as a contributor to the larger community. Press coverage was exceedingly disappointing, however.

#### **Respondent 4**

**Ancient Customs, Ancient Stories Exhibit;** one month in duration; partnership with Art Dept and Textile Society of America; 3 librarians involved; 25 community participants; 1500+ visiting public; positive media coverage received.

**Faculty lecture series;** two years in duration and continuing; partnership with Vice Chancellor for Research and Graduate Education, Office of Research Relations; 2 librarians and 1 support staff involved; ~20 community

participants; ~700 visiting public; media coverage received.

**Global Film Festival;** 5 days in duration; partnership with Center for South Asian Studies, Center for Southeast Asian Studies, Center for Philippine Studies, Center for Chinese Studies, Center for Korean Studies, Political Science Dept, and Academy for Creative Media (film school); 2 librarians involved; 7 community participants; 250 visiting public; media coverage received.

### Respondent 5

**Big Read:** The program began September 13 and ended October 26, 2008. Approximately 17 librarians were involved (including personnel from ACC) 14,192 community participants Recognized on local NPR affiliate, WUOG; Athens Banner Herald; Columns; community newsletters Developed new relationships with UGA and community organizations. Increased enrollment at ACC Public Library's Adult book club.

**Home Movie Day:** The program began in 2005. We have done HMD in Athens (four years in a row), and Butler, Columbus, and Hawkinsville, Georgia each one time. Number of librarians involved depends on the venue, but typically there are about 4 librarians involved sometimes less. We also have other staff members who help out with these events. Number of community participants also depends on the venue, but from 10-25. We have had public recognition in local newspapers and once on television. We have had articles in Athens, Butler, and Augusta papers. We had brief television plug in Columbus. We are working with two communities right now to help preserve historic footage of their towns. This has come mainly from local publicity in or near the community about the event or about home movies in general.

**Civil Rights Digital Library:** The Civil Rights Digital Library, which began in 2005, promotes an enhanced understanding of the Movement by helping users discover primary sources and other educational materials from libraries, archives, museums, public broadcasters, and others on a national scale. Nine librarians participated in its creation. It has reached countless individuals and community groups. It is available to teachers who wish to use prepared educational materials in their classrooms. It has developed new relationships with civil rights organizations, television archives, libraries and museums in the state and the Southeast.

### Respondent 6

Creation of a Library Gallery, the position of Exhibits and Outreach Librarian, and a program of events/exhibits/programs designed to engage, educate, and enrich the wider community, as well as the campus.

A wide range of outreach initiatives by the Health Sciences Libraries strongly integrated with Health Sciences schools and programs efforts to bring health information and programs to the community.

### Respondent 7

**Evaluation of 2008 American Music Month Programming** based on attendance. Working collaboratively with the University Alumni Association, School of Music, Champaign County Community Center for the Arts, University Library Advancement, Krannert Center for the Performing Arts, and the Virginia Theatre had over 2,062 individuals attend 5 concerts dedicated to performances of American music, 555 students and general public attend 11 lectures on Lincoln and 5th Stream Jazz, and 155 people who attended our 19th-century grand ball, and 211 public- and home-school music students from Urbana, Champaign, Decatur, Bloomington and Chicago who participated in the 2-day 2008 American String Festival. American Music Month Honors 1. Received the 2008 ACE Award from Champaign County Arts, Culture & Entertainment Council for the Sousa Archives' annual American Music Month celebration on October 23, 2008. 2. Nominated for the 2008 Campus Award for Public Engagement (CAEPE) on December 12, 2008. Awarded the 2008 CAEPE on February 4, 2009.

Descriptions of Specific Programs, **2008 American Music Month Celebration** (Lincoln and His Music: Melodies

that Moved the Man and the Nation): 1. Worked collaboratively with the faculty, staff, and administrators of the University Library, University of Illinois Alumni Association, Krannert Center for the Performing Arts, Champaign County Community Center for the Arts (C4A), Champaign Park District and Virginia Theatre, City of Urbana, and local business organizations to produce the Center's fifth music celebration. 2. Working with the Assistant Archivist for Music and Fine Arts installed four new exhibitions on music technology and innovation in the Center's newly renovated museum space and one in the Library's Marshall Gallery. 3. Working with the Krannert Center for the Performing Arts produced three performance lectures on fifth-stream jazz for university students, one jazz master class for local public school jazz students lead by Anthony Brown, and a full concert and pre-concert lecture with Anthony Brown's Asian American Jazz Orchestra. 4. Working with University Alumni Association and C4A produced a two-day American String Festival clinic for public school and home school string students with special lectures by Deborah Hyland and members of the 10th Illinois Volunteer Cavalry Band on 19th century brass bands and dance traditions. 5. Working with the University Alumni Association produced three lectures on Lincoln's love of music, dance, and culture by Vernon Burton, Deborah Hyland and Paul Tyler, and a recreation of a 19th-century Lincoln Grand Ball. 6. Working with the Champaign Park District produced the fourth annual Granny's Porch concert using of traditional old-time and brass band music held at the Virginia Theatre. 7. Working with the staff of the Orpheum Children's Science Museum produced a special children's presentation on the music of the Civil War using members of the 10th Illinois Volunteer Cavalry Band. 8. Working with the faculty of the University Bands helped produce two performances of American music by the University Wind Symphony and Symphonic Band II, the later concert also included a performance on the Center's Civil War over-the-shoulder horns and Sousa's composition, Sheridan's Ride.

**2007 American Music Month Celebration:** 1. Working with the Assistant Archivist for Music and Fine Arts installed five small exhibitions at the Sousa Archives and Center for American Music and one in the Library's Marshall Gallery: Herbert L. Clarke: The Crossover King, Trombone Technology and Technique on the Move, The Genius of Eddie Alkire: The Story Continues, A Trip to the Far Side: Creative Design – Unusual Instruments, Sound Recording Wonders of the Early 20th Century, and Music without Borders: Battlefield Music and Musicians. 2. Working with the CU Symphony, University Concert Jazz Band and the University Alumni Association produced three lectures and a concert Breaking Barriers: Edward Kennedy 'Duke' Ellington (November 9, Jazz Forum, Smith Recital Hall; November 10, Alice Campbell Alumni Center and Krannert Center for the Performing Arts). 3. Working with the Champaign County Community Center for the Arts and the University Alumni Association produced a curriculum kit and Music without Borders: 2007 American String Festival, (November 15-16) a 2-day instructional music program for 111 middle and high school string students from Central Illinois featuring guest lecturers Dale Cockrell of Vanderbilt University and Andrea Zonn, a leading Nashville fiddler and recording artist. 4. Working with the Champaign Park District, Virginia Theatre, Community Center for the Arts, and the University Alumni Association produced the concert, Granny's Porch: Music without Borders, (November 16) featuring Andrea Zonn and her Nashville band and Dale Cockrell, and local musicians and groups which included the Bow-dacious String Band, Boneyard Creek Cloggers, Oberon the Possum King, the Prairie Dog's Jordan Kaye, and the winners of the 2007 Arcadia Chamber Players Student Chamber Music Festival. 5. Collaborated with the Prairie Ensemble, University of Illinois Women's Glee Club, Wind Symphony, and Symphonic Bands 1 and 2 in the production of 5 concerts of American music entitled: The Jewish Connection (November 1), American Women in Song: Empowerment Through Music (November 3), Celebrating Herbert L. Clarke's Legacy to Early 20th-century American Bands (November 29), and 21st-century Directions in American Wind Band Music (December 4) 6. Collaborated with the University Undergraduate Library in the production and marketing of gaming night and a special lecture with Guy Garnett, Stephen Taylor, and members of the local game company, Volition, for Battle of the Garage Bands: Tune In, Game On, Rock Out!' (November 3).

**2006 American Music Month Celebration:** 1. Installed exhibition of the Smithsonian Institution's Axelrod quartet titled Music and Art of the 17th and 18th Centuries: A Quartet of Ornamented String Instruments by Antonio Stradivari held at the Krannert Art Museum October 26-December 3, 2006. 2. Installed six small exhibitions at

Sousa Archives and Center for American Music: Warm Breezes and Hawaiian Guitars: the Genius of Eddie Alkire, Joseph Olivadoti (1893-1977): A Transatlantic Story of Music and Culture, Pride of the Illini: The Illinois Band 1890-1948, City Slickers and Country Bumpkins: Stereotypes in American Popular Music, American Idol: Marketing Image and the Power of Stardom, and Music Here, Music There, Music Everywhere! 3. Produced three lectures and performances that focused on the Stradivari instruments entitled My Violin's Bellybutton: Music from the Inside Out (November 8) and String Theory: The Craft of Antonio Stradivarius (November 14) and Warm Breezes and Hawaiian Guitars: The Genius of Eddie Alkire (November 9). 4. Produced two concerts by the Smithsonian Chamber Players entitled A Musical Serenade: Stradivari's Decorated String Quartet (November 12, Krannert Art Museum) and An Evening with the Strads (November 14, Krannert Center for the Performing Arts). 5. Produced the Champaign Youth Fiddle Contest (October 28) and the Granny's Porch: Crossing the Great Divide concert (November 15) for a second year. 6. With the University Alumni Association and the Champaign Community Center for the Arts produced the curriculum kit and American String Festival, for 250 junior and senior high school string students (November 15). 7. Collaborated with the Prairie Ensemble, Champaign-Urbana Symphony Orchestra, and University of Illinois Wind Symphony in the production of three concerts of American music entitled Across the Pond (November 4), Born in the USA (November 16), and An Evening with John Corigliano and the University Wind Symphony (November 30).

### Respondent 8

Exhibitions, press publicity, attendance

Public lectures, particularly: Shakespeare and History of Science & Ideas, Partnerships with faculty, High number of community attendees, Positive public relations

General use of facilities by community, Increased numbers, general public relations

### Respondent 9

**Eyre Apparent** was an exhibition from Rare Book School that ran at the George Peabody Library in 2007. The Libraries collaborated with Theatre Hopkins and presented readings from the novel in the library during the Baltimore Book Festival. The exhibition was also featured on Maryland Artworks, produced by Maryland Public television.

**Maryland Clay** was a juried exhibition of ceramic works by more than 40 Maryland artists presented in conjunction with Tour de Clay, a six-week celebration in 2005 of ceramic art featuring over 170 exhibitions throughout the state of Maryland. Over 80 works showcased the numerous possibilities of art in clay and illustrated the scope of talent throughout the state. This exhibit was at the George Peabody Library, and was well attended, attracting many visitors to the library for the first time.

**Vivat!** A citywide cultural and arts celebration in 2004 of the 300th anniversary of the founding St. Petersburg (Baltimore is a sister city). The Baltimore-based Hopkins libraries and archives created a joint exhibition at the Enoch Pratt Free library to highlight Hopkins connections to St. Petersburg. This was the first collaborative exhibition of all the Hopkins archives, and involved the medical institutions, Peabody Conservatory and the main campus. The exhibition ran for 6 months during the very successful citywide celebration, and was in a high visibility location in one of Baltimore's premiere public libraries.

### Respondent 10

**Garden Club** achieved 1st place library prize in state-side competition through collaborative digitization effort.

**Black History Month** exhibit and lecture featuring local community leaders whose papers have been donated to the library.

Cuban Heritage Collection embarked on an oral history project aimed at interviewing key people and transcribing/ translating and making the text available for online research.

#### Respondent 11

**Government Information Online; Ask a Librarian;** Number of questions answered: 105 in 2008

**Instruction for public schools.** The number of requests for classes continues to increase. There are repeat customers and additional requests from the same schools. Some schools travel extra distance to visit TAMU because they have had a better experience here than at a local institution.

**Story time at campus housing complex for international students with families.** This program has continued for many years and involves several library staff members.

#### Respondent 12

**History Day** - many schools and counties participate.

**Archive It** - a Library of Congress project that ISU Library promoted to the K12 community.

#### Respondent 13

**Holyoke Health Initiative:** development of regional health library in minority area of nearby city, working with librarians from other regional academic libraries, providing unique service to an underserved area.

**Special Collections and University Archives:** sharing knowledge of creating digital collections of archival materials and building regional expertise; taking in collections from the region and providing digital access when local libraries could no longer provide support; provides primary source materials for students and researchers.

#### Respondent 14

**Homeschoolers Program** working with high school age students and their parents in preparation for college, in partnership with public library and joint public/community college library. Success judged by development for community partnership and impact on student learning.

**Lafayette Learning Academy** teaching basic computer skills and information literacy skills to economically disadvantaged individuals. Success judged by development of community partnership and impact on student learning.

**EBIN entrepreneurship business information network** working with Purdue agricultural extension services assisting small business owners and entrepreneurs throughout state with business information to assist in economic gardening. Success judged by development of community partnerships and number of community participants.

#### Respondent 15

**Impact on student learning.** Chicago Public Schools and Chicago Charter Schools schedule tours and instruction sessions that result in better research papers and more interest in attending university — 10 librarians for the past 10 years.

**Public program to increase awareness of Caribbean literature and its impact on politics and literature of the Americas** — 8 librarians for one year, two hundred community participants.

#### Respondent 16

In 2007, the OSU Library collaborated with Stillwater Public Library on an NEA grant for **The Big Read**. Fifteen public events were held over the course of six weeks with a total attendance of 1492. The public events included

activities such as scholarly presentations, author presentations, film screenings, music, and food. Over four-hundred people attended book discussions in various places including libraries, public schools, homes, coffee shops, a museum, and even the local vineyard. Many campus and community partnerships were formed and these have sparked other programs and partnerships. Approximately 20 librarians and staff were involved in the programming. Partners included the public and alternative schools, student organizations, churches, the local newspaper, and retail businesses. Program evaluations and participant comments (which continue two years later) attest to the overwhelming success and the lasting impact of this program. Media impressions number in the millions due, in part, to publications and public television programs produced. The Big Read has been used as an example of a successful public engagement activities in obtaining subsequent grant funding.

In 2002, the OSU Library hosted the ALA/Smithsonian traveling exhibit **Listening to the Prairie**. Events included an opening reception and symposium sponsored by OSU's Division of Agriculture and Natural Resources; a closing reception at Homecoming sponsored by the Friends of the OSU Library; lectures and presentations developed in conjunction with the OSU Dept. Of Botany, the U.S. Natural Resources Conservation Service, the Tallgrass Prairie Preserve, members of the Wichita Wheat Weavers Guild, and the OSU School of Leadership Studies as well as guest faculty from other land-grant institutions; K-12 curricular programs for area school districts; and a workshop for Girl Scouts of Eastern Oklahoma in grades 4-6. Almost 13,000 people visited the interactive exhibit. Approximately 20 librarians were involved in staffing events, planning activities and serving as exhibit docents. Based on feedback from visitor logs, email messages, program participation counts and media coverage, this exhibit was a huge success. The opening reception was also our (then) new president's first campus speaking engagement and this fact alone helped raise the visibility of the library and the exhibit.

Beginning in 2003 the **Women's Archives** at OSU has had a strong collaborative partnership with the Oklahoma Commission on the Status of Women (OCSW) which has engaged the statewide community in women's issues and women's history in Oklahoma. Engagement programs have included the development of a tabloid Women's History Month supplement distributed to Oklahoma school children in grades 4-8 via the non-profit Newspapers in Education program (approximately 30,000 print copies + electronic) presented by the state's statewide newspaper. The supplement contained ties to state-mandated curricula as well as activities for students and was complemented by a related daily newspaper feature (200,000+ circulation) during the month of March. The project was awarded the 2008 Outstanding Achievement Award by the National Association of Commissions for Women (NACW). Other joint initiatives include oral history projects to document the lives and contributions of inductees to the Oklahoma Women's Hall of Fame and most recently a press conference at the capitol to launch the library's Women of the Oklahoma Legislature Oral History Project and Web site. Additionally, the Women's Archives and the OCSW partnered in the publication of the first ever Oklahoma Women's Almanac, a 546-page book featuring policy issues, biographies and statistics on Oklahoma women. The partnership promoted many educational/ community dialogue events statewide surrounding the publication of the book and this project was awarded the 2006 Outstanding Achievement Award by the NACW. A current initiative of the partnership includes the development of a county-by-county study on the status of women in the state with a heavy educational/ community engagement component and hopes to influence the state's legislative agenda. Approximately 10 librarians and library staff have been involved in these various projects as researchers, writers, event planners, and even artists.

## Respondent 17

In addition to the exhibition, **In Circulation: Works on Paper** (October 18 - December 14, 2007), the gallery exhibited the Monroe-Lenox Portrait of George Washington by Gilbert Stuart and two pages from the Will of George Washington on loan from Fairfax County Circuit Court in anticipation of the inauguration of GW's 16th president, Steven Knapp. On Friday, November 16, 2007 we held an Inauguration reception to Farewell the Will of George Washington. 115 people attended.



The Luther W. Brady Art Gallery hosted the first-ever touring exhibition of the Demuth Museum collection, **Out of the Chateau: Works from the Demuth Museum** (January 16 – March 14, 2008). The Demuth Museum collection comprises more than 30 works that span the career of modernist artist Charles Demuth (1883-1935), from early childhood drawings to late floral works. Many of the works on view show the beginnings of the American precisionist style that would bring Demuth fame as a modernist. Before joining the Demuth Museum's permanent collection, the works were long held in private hands in Lancaster, Pa., and were seldom or never publicly exhibited. While individual works have been previously lent to exhibitions at other institutions, the collection as a whole has never been seen outside of Lancaster. The Director of the Demuth Foundation, Anne Lampe, gave a private tour of Out of the Chateau for 16 members of the Washington Print Club on Friday, February 8, 2008. We were also visited by 13 students in the Early American Modernism Seminar Class for a tour of the exhibition on Wednesday, February 20, 2008. Many practicing watercolor artists who study privately attended the exhibition.

The American flag was once a graphic device used in campaigning for the presidency. During presidential campaigns of the 19th century, the faces of Ulysses S. Grant, Grover Cleveland, and Theodore Roosevelt; a raccoon and the moon; tall ships; a log cabin; and platform slogans could be found on the American flag. Although the US Congress decreed in 1905 that the use of text or portraits on the official insignia of the United States would be outlawed, the practice continued for a number of years. **Stars and Stripes: The Political Flag Collection of Mark and Rosalind Shenkman** (September 10–27, 2008) featured many examples of these rare collectibles and on Saturday, September 27, the Luther W. Brady Art Gallery, in cooperation with the Office of Development and Alumni Affairs, hosted a discussion with Jeff Bridgman, an expert on historic flag collecting and conservation; Marc Leepson, author of *Flag*; Tyler Anbinder, Chair of the History Department, the George Washington University; and Mark Shenkman, the collector. 50 people attended the discussion.

## Respondent 18

In serving as a **Census Information Center**, the Heard Library system at Vanderbilt partners with the Census Bureau and over 50 other higher education, national, and community-based organizations across the US to form the CIC Program network. The library's Geographic Information Systems Coordinator collaborates with other CIC members, leading to GIS training at Meharry Medical College and work with the Tennessee Neighborhoods Resource Center. The program has been under the library's jurisdiction since January 2004 and involves two librarians, the coordinator and his supervisor. The program has allowed us to build a strong relationship with the Census Bureau and with community and educational organizations.

As a federal depository, our **Government Documents Department** is available to the public. Larry Romans is the Head of Government Information and Media Services and is Political Science, Communication Studies, and Leisure Reading Bibliographer. He was Chair (1999-2000) of the Government Documents Round Table (GODORT) of the American Library Association (ALA). He received the CIS/GODORT/ALA Documents to the People Award for outstanding leadership in 1995 and the James Bennett Childs Award for lifetime contributions in 2008. He began the GODORT Handout Exchange and is the Webmaster of the FDTF Government Information: Frequently Used Sites Web site. Romans has served on ALA Council since 1992. He is a member of the ALA Executive Board, 2007-2010. Larry oversees the library's Government Information webpages which are some of the most frequently accessed pages on campus; his Political Science subject guide is the most frequently used political science resource in the country. The sites require Larry to evaluate public resources and recommend materials for the public.

The library has participated in the **Osher Lifelong Learning Program** (originally called Retirement Learning) for over a decade. Library staff offer instruction to retirees about how to use the Web to find their Social Security information, book flights, find current information, search for health information, and a number of other important topics. The library's association with the Osher program ceased in 2008 but during its operation, the program was one of the most popular programs offered by Osher. The class was always full with a waiting list and our

post-instruction survey provided very high marks for the lectures. The project was labor-intensive, drawing on the expertise of about a dozen librarians and administrators.

### Respondent 19

Instruction

Preservation assistance

Speaking/display programs

### Respondent 20

**Japanese Internment Camps in Arizona** exhibit. The exhibit received regional and national press. The exhibit was displayed to coincide with a related national conference; a private viewing/reception was held for all conference attendees. Faculty had students visit the exhibit for extra credit. The success was judged by the # of exhibit attendees, their positive feedback and the publicity received.

Partnered with the university's **Jewish Studies Program** to bring in a guest author and to display a related exhibit. This event received a lot of publicity in the local community. Its success was measured by the amount of free local publicity received, the number of attendees, and feedback from the audience.

### Respondent 21

**Jewish Literature Discussion Group** funded through an ALA Program Grant; led by a professor in the Department of Religion; partnered with public library, Friends of the University Library, local Jewish congregations and student groups; 6 programs extended over most of the academic year; 2 librarians involved in planning and coordinating; well received by public and university communities.

**Poetry Week** celebrations featuring community and campus poets reading from their works; 1 librarian coordinated series of 3 events.

Library works with individual school classes that come to library for **instruction and orientation to university library resources and research process**; library also assists individual school students with history fair research.

### Respondent 22

**K-16 outreach initiative** at all campuses to local secondary school librarians and teachers to create bridges between high school and college is popular.

Outreach efforts to **local retirement communities** at University park and several campuses has been a good form of friend-raising.

Offering of **specialized workshops** to community members and external library professionals on topics such as patents, genealogy, technology, preservation, etc.

### Respondent 23

**Lewis & Clark and the Indian Country Exhibition**. We scheduled a bevy of events around this, e.g., Panel discussions, reception, lectures, events throughout campus. School groups visited the exhibition; the library site devoted to the exhibition got thousands of hits. Received positive comments from attendees; 895 exhibit visitors.

There was a big celebration when the library added its **volume # 3 million**. Reception & lecture was well attended.

**Big Red Road Show** is an event for the entire state; quite a spectacle. At these events thousands of Nebraska residents visit the library's booth as well as dozens of other booths for the university. We typically run out of



giveaways. Very well attended year after year.

#### Respondent 24

**Noontime lectures/workshops:** length of program activity and number of participants.

**Research residency program:** length of program activity and number of applicants.

#### Respondent 25

Offering **library instruction and orientation** to classes of local high school students. The demand for these sessions outweighs the resources we have available to devote to them. Many of our liaison librarians are involved in delivering the instruction sessions.

Inviting members of the community to library events such as a Parent Night or launch of a digitization project which is of interest to certain members of the community.

Offering **orientation sessions** to local high school teacher librarians.

#### Respondent 26

Our **equip Digital Library**, which is a part of the CUIP (Chicago Public Schools/University of Chicago Internet Project), has helped to bring resources and training to the Chicago Public School System, and particularly the school in the area of the university. Digital collections and teaching guides have been built that directly supplement the CPS curriculum. The project has been ongoing for 11 years.

#### Respondent 27

Program is too strong of a word.

#### Respondent 28

**Program on Health Care** in conjunction with Poudre Valley Health District: 500+ attendees. Tie in with PBS Frontline Series Sick in America.

**Writers on the Plains** author series about the West. Average 150+ attendees to lecture series events. Partnered with area public libraries, and writing workshops held in conjunction with programming.

**Water Tables:** fundraiser for Water Resources Archives. Themed reception and dinner.

#### Respondent 29

Serving community and distant members of the LDS Church who engage in genealogical research. The library uses over 200 volunteers to staff the **Family History Center** two Sundays each and has done so for over three decades. Service to community patrons represents the majority of reference activity in this unit.

**Digitization program** conducted in partnership with the Family History Library of the LDS Church has resulted in hundreds of family and county history books being digitized and made available to church members and friends of other genealogical enthusiasts worldwide. Web site statistics consistently show this to be the highest used digital collection of the library.

A **year-long exhibition** of brass plates used in Ancient Rome. The exhibit was developed by the library's Exhibition Manager, but those who visited the exhibit during its 12 month run were community patrons.

#### Respondent 30

Since 2006, the WSU Libraries' **Chapbook Literacy Project (CLP)** has worked with metro Detroit area school

children to create original books of poetry and art that are published in print and digital form. The aim of the CLP is to encourage literacy, foster educational success, and increase self-esteem for children and teens in the metro Detroit community. The project provides K-12 students with an opportunity to create and digitize their own written and visual artistic work. Participating in the program allows students to develop their creative writing, information literacy, and technology skills. It also provides a mentor relationship between the students and higher education professionals. Each chapbook is registered with the Library of Congress and print copies remain at the Wayne State University Library. Digital versions of the chapbooks reside at the following WSU Digital Projects Web site: [http://www.lib.wayne.edu/resources/digital\\_library/chapbooks/](http://www.lib.wayne.edu/resources/digital_library/chapbooks/). Students also learn presentation and performance skills in preparation for the culmination of the project: a public poetry reading at Wayne State University. All of the program activities are designed to reach Michigan Department of Education K-12 Benchmarks, increase self-esteem, and create an atmosphere of supportive team building among students.

**Michigan Go Local** is a joint project of the National Library of Medicine and the Vera P. Shiffman Medical Library, Wayne State University. Michigan Go Local is a directory of healthcare services and providers that serve the residents of Michigan. This resource help Michigan residents: • Find up-to-date information about healthcare providers and services in their community • Link to reliable health information about diseases and conditions from medlineplus, a service of the National Library of Medicine Michigan Go Local currently has information on more than 12,000 healthcare services and providers in the state of Michigan. Michigan Go Local was created and is maintained by professional medical librarians. The services and providers included in the directory are carefully selected using specific guidelines including: • Provide health services to Michigan residents • Healthcare services and providers have proper credentials • Contact information is current.

**Job Shadow Day:** Each February (on or around Groundhog's Day) WSU libraries hosts over 100 students, grades 6 and above to learn about the profession of librarianship. The program in its eighth year, is run by librarians at Wayne State and is a chance to encourage under represented groups to pursue careers in library professions.

### **Respondent 31**

Special **cooperative library program** for library staff from the Western Public Library in Louisville.

Special **medical and health sciences outreach program** to the city and area population.

### **Respondent 32**

**Summer Sunset Lecture Series.** This is a long standing series which offers two programs each summer highlighting well know speakers in the areas of Library strength. Success is based on attendance and participant feedback. Programs are videoed and available for checkout from the library. Check out of programs has indicated some moderate success usually immediately following the presentations.

**Native American Pathways Series:** This series is approximately 10 years old and featured programs on a variety of topics of interest to the Native American Community including health care, history, conservation, and literature. Success is measured by attendance by students and UNM community.

**New Mexico Office of the State Historian Scholars Program Lectures at the Center for Southwest Research.** This lecture series highlight research conducted by Scholars funded by the State Historian who have used resources from the University Libraries and the Center for Southwest Research. Success has been based on attendance and comments.

### **Respondent 33**

The CIRLA grant

### Respondent 34

**The Irving K. Barber Learning Centre**, including the Gala Opening, Webcasts, Robson Reading Series, BC History Digitization Program, Physiotherapy Outreach Program, etc. IKBLC has generated positive public relations, engaged students in learning, connecting them and off-campus users and communities with lifelong learning opportunities. The completion of this magnificent building provides the opportunity for offering many different community programs which are now evolving in consultation with the community.

**The Xwi7xwa Library** as a unique program on campus, in Canada and in the community: service-centered, interdisciplinary, connected to aboriginal peoples and organizations; scholarship centered.

**Chinese History project:** Historical Chinese Language Materials in British Columbia: an Electronic Inventory. A community-focused project, with research and community advisory members, including community organizations, families and individuals.

### Respondent 35

**The SPIRIT (School Partnerships in Research and Information Technology) program** teaches information literacy skills and helps students thrive academically throughout their educational career. This successful 10-year program is run by the Libraries' Department of Education and Outreach and targets local K-12 communities.

**Literary Orange 2009** is Orange County's premier literary event, where authors, passionate readers and committed libraries join together for a day-long celebration of literature in all its guises. The annual event allows attendees and fans the opportunity to engage with an array of authors, have their books signed, ask questions, and learn more about the writing and publishing processes.

### Respondent 36

**UCSB Reads:** Each year, this award-winning program engages our broad and diverse community in a series of conversations, lectures, readings, displays, and other activities that explore interdisciplinary issues sparked by the selected read. Copies of the book are distributed free to interested students, and faculty members are encouraged to incorporate the book into their class curricula. Program has been in place for 3 years: in 2008, was winner of the John Cotton Dana Library Award.

### Respondent 37

**University of Wisconsin Cooperative Extension** faculty and staff members have access to a wide range of library and media resources for use in their research and programming. In addition to research materials, the Libraries support the outreach and research efforts of the UW Extension faculty and staff by providing research and instructional assistance as needed. The Libraries dedicate a half-time position to furthering these efforts.

Through a number of campus initiatives, librarians provide **instruction and library orientations** to groups at the middle school and high school levels. These initiatives are generally designed to provide students with pre-collegiate experiences designed to inspire and create awareness of the benefits of higher education. Among these initiatives are the People Program, College for Kids, and the EMERGE program. In addition to on campus programs, librarians have done presentations for dozens of schools throughout the state.

The University Libraries are actively working to digitize and make available materials from the Libraries, Archives, and Special Collections. This work is undertaken locally by our **Digital Collections Center**, and also via formal partnerships and initiatives with Google, IMLS, LSTA and others. Making these materials available worldwide is an extension of the Wisconsin Idea. Use of these collections has grown exponentially since the inception of the UW Digital Collections Center in 2003.

### Respondent 38

**Volunteer Voices:** a federally funded grant that allowed for a state wide digitization project that provides access to primary sources that document Tennessee History and Culture: Criteria for judging success: collaborative project with historical societies, libraries, museums, and schools. Contributing to educational mission of K-12 schools throughout the state.

**Ready for the World** Grant that allowed for the development of a traveling exhibit that highlighted 75 years of Highlander History. Sub title: Working for Democracy and Justice in Appalachia and the South. Exhibit was on display for a semester-long stay in the library. Speakers and films dealt with important societal issues. Exhibit current travels around the United States.

**Arrowmont Project:** Great Smoky Mountains Regional Project: Federal Grant to build a searchable digital collection of letters, diaries, and photographs of the Arrowmont Settlement School. Success of project is the historical contribution to material that could be lost if not digitized.

### Respondent 39

We are involved, in tandem with the School of Education, in the **Words Take Wing** program, a celebration of the diversity of children’s literature and the writers and artists who create it. This program brings 2,000+ children, grades 4–9 to campus.

For the past two years, UC Davis has been involved in a grant partnership with the California State Library in which we are working on **digitizing important California publications.**

### Respondent 40

**Yorkwrites** has been a successful event for bringing influential members of the community into the Libraries for an event that showcases York publication research and creative work.

**High School Classes** have been well received.

**ACE program.** We have high school student working within the library system in various departments. This program exposes high school students to a university course and a part-time job at the university. The goal is to ease transition to university and encourage local students to consider university as an option, when they otherwise might not, due to financial constraints or other factors. Also includes a bursary program.

## CHALLENGES OF PUBLIC ENGAGEMENT ACTIVITIES

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26. Please describe up to three significant challenges to library involvement in public engagement activities, either at the library, campus, or community level. N=39

Challenge 1 N=39	Challenge 2 N=31	Challenge 3 N=19
Availability of staff resources and funding resources	Cost increases, constant, for STM resources (for Hubnet)	Different platforms for presentation of digital resources

Challenge 1 N=39	Challenge 2 N=31	Challenge 3 N=19
Awareness at the campus and community level of the libraries' capacity to engage in and support public engagement activities.	Limited resources sometimes lead to competition from a variety of groups for the same pot of money, so there is a need to work hard to be seen as a partner, rather than a competitor.	A lack of central coordination of public engagement activity at the campus level.
Challenges in working with community-based organizations include the lack of understanding (not unexpected) of the requirements and constraints of staging events on campus. It has also been a perennial challenge to garner much press coverage.		
Competing demands for limited resources, both financial and human resources.	Aligning priorities for library/IKBLC public engagement activities with the priorities of the new UBC Strategic Plan.	Ensuring that activities align with the priorities of the community and do not duplicate or conflict with services offered by other community groups.
Competing needs for finite resources: particularly staff time, facilities space. Balancing public engagement (secondary clientele) priorities with academic support (primary clientele) priorities.	Return on Investment: lack of consistent and comprehensive assessment mechanisms.	Expensive to create and publicize.
Competing resources and priorities		
Coordination with other campus departments, colleges, and individuals to pool resources for programs. Seems to be much competition for time slots, space and funding.	Getting information to students about programs. A variety of communication methods are being tried, including e-mail, iPod, blogs, etc., to attract more students to programs.	Challenge of attracting community to programs is hampered by lack of parking/ convenient parking on campus.
Decentralized nature of these activities on our campus would be hard to identify any one group with which to partner.	Resources to support these activities, both funding and staff.	
Developing consistent funding resources for annual public engagement activities and the creation of a specific endowed fund devoted exclusively to public engagement.	Incorporating public engagement into the University's tenure and promotion process.	

Challenge 1 N=39	Challenge 2 N=31	Challenge 3 N=19
Developing the key contacts and designing and developing the meaningful roles of Library involvement.	Developing essential communication strategies to call these initiatives effectively to the wider community's attention.	Developing meaningful assessment mechanisms.
Funding	Targeted personnel	
Funding	Staffing	
Funding	Staffing	
Funding and resources	The allocation of staff time	
Funding: Resources are scarce.	Staff: Meeting the needs of our primary clientele occupy most of our time.	Publicity: We lack an effective public relations arm through which to take our resources and programs to the community.
Getting staff buy-in: some feel it is not core activity.	Time, funds, and energy are limited.	Skills set required to deal with community.
Getting the word out to the community about programs and exhibitions involves doing mailings and web outreach. A typical mailing of invitations of about 2500-3000 will take significant staff time. With a staff of two and some student helpers, the design and dissemination of hard copy mailings which has been our tradition, is time-consuming. (University Art Galleries)	Involving the public in University events is always difficult, in a large and competitive market such as Washington, D.C. where cultural programs abound. Finding the right niche of patrons interested in academic sponsored art events is challenging. (University Art Galleries)	It is difficult to draw in the student population in attending events which do not directly relate to their academic studies. The gallery, however, has hired student workers to gain experience in their art discipline, have meaningful academic discourse with exhibitions, and apply their research to written materials for exhibitions. This approach has proved positive for students in making career choices. (University Art Galleries)
Getting top university administrator buy-in to support library scholarly communication activities such as the digital repository to showcase and disseminate the campus' community engagement activities.	Need to engage and educate those involved in public engagement activities about depositing their materials in scholarworks, recruiting both faculty and Office of Outreach staff in recruitment and deposit of content.	Difficult to sustain long-term funding for librarian to focus on these efforts. The person currently in charge of developing the scholarworks site for public engagement activities is on a term 2-year contract.
It's difficult to make the library sound sexy, engaging, and dynamic for people of all ages.	Not enough resources	We like to partner/collaborate with other groups on campus but they don't necessarily want to partner with us.
Lack of resources (both time and financial) to devote to activities		

Challenge 1 N=39	Challenge 2 N=31	Challenge 3 N=19
Lack of staff resources	Finding champions in the high schools to partner with, who understand the library's role(s)	Promotion to the community, getting the word out
Limited funds to support solely public engagement activities		
Locating funding to support such activities		
Not enough funding	Limited time	Not enough personnel
Our major challenge is in having staff time to devote to public engagement activities at a time when we are short-handed, and struggling to meet the needs of our ever-growing primary customer base of students, faculty and staff.		
Parking fees and limited parking places close to the libraries.	For instruction to public school students: Inadequate classroom size and technology to host large classes. Timing - requests sometimes denied because we are already busy with university classes.	
Resource constraints: time, staffing, and/or money		
Resources	Resources	Resources: Staffing and Funding. Never any shortage of great ideas!
Serious lack of staff and money	The library has the challenge of linking to faculty who are incorporating service learning and public engagement into the curriculum. The university is just now trying to get a more coordinated picture of who is doing what. The library is at the table in the discussions.	Funding for special projects is also not easily found. In these economic times it is even getting more difficult.
Staff shortages make it a challenge to assign staff to work on this initiative.	Lack of parking makes it hard for people to attend programs.	
Staff time. While highly valued, these activities are time-intensive.	Funding: we simply lack the funding to support all of the initiatives in which we might like to engage (or to support them at the levels needed to have an even broader impact).	
Staffing	Access to licensed resources	

Challenge 1 N=39	Challenge 2 N=31	Challenge 3 N=19
Staffing and training volunteers for the Family History Center. Balancing needs of both student and community patrons.	Allocating sufficient digital storage space to accommodate the growing number of publications added to the digital family history collection.	Staffing for exhibits that support the various lectures and events associated with public engagement programs.
Time: small staff is stretched to provide service to campus community.	Funding: priority is given to library services for campus community.	
Time, staff, and money	Little support for such activities without assessment, which the library has neither time nor money to conduct.	
Time and resources		
Time demands: Because almost all public programs are taken on as part of service to the library or institution, they are done in addition to everything that is part of a librarian's primary assignment. Most of the engagement programs we are involved in require a great deal of time to ensure that the programs are successful. In addition to the demands it places on the librarian or librarians directly involved, we are so leanly staffed that it also impacts our departments.	Collaborative partnerships: Are inherently challenging because all entities have their own expectations in regard to things such as publicity, staffing the programs, sharing feedback from program participants, etc. This can be especially difficult when working with new partners or when multiple partners are involved.	Assessment: We would love to be able to see how the library is impacting (or not) responses to engagement questions on such instruments as NSSE, GSSE, or CIRP. Additionally, there are requirements from some national agencies that mandate the use of certain forms in evaluating the program but the questions asked may not address local needs.
Time is always a critical issue, and it is difficult to set aside time to get community involvement, create a program, publicize it, oversee and evaluate it. When public engagement is not specifically a part of our evaluation, other services take priority over it.	The Heard Library has few locations where we can hold sizable events. We need an auditorium. When we hold an event, we must book another space on or off campus.	Booking spaces adds to the cost of public engagement activities. During economically uncertain times, we must be creative to find ways to share costs in order to provide such activities.
We are challenged to serve our primary clientele — our faculty, staff, and students — who have increasing expectations from us. There isn't a lot of energy to spare.	In this era of declining fiscal resources, outreach has been identified as an expensive commodity. The University's Strategic Plan raises issues about increased cost recovery from outreach initiatives.	We must be careful not to raise unrealistic expectations of what we can deliver to the community or on a state level. Universities can no longer be everything to everyone, and the state library has been hit with a 50% budget cut for fiscal year 2009/2010.



## MARKETING AND PUBLIC RELATIONS FOR PUBLIC ENGAGEMENT PROGRAMS

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27. In what materials are library public engagement programs featured? Check all that apply. N=42

Local Newspaper	32	76%
Friends Newsletter	27	64%
Annual Report	25	60%
Local Broadcast Media (Radio, Television)	21	50%
Conference Papers or Presentations	21	50%
Faculty Newsletter	16	38%
Materials Specific to Public Engagement Programs (e.g., K-12 Connections)	11	26%
Professional or Scholarly Journals	10	24%
Student Newsletter	3	7%
Parent Newsletter	2	5%
Other materials	20	48%

### Please describe other materials.

Aggie Hotline: online daily newsletter

Artbytes (monthly e-newsletter) is circulated from the University Art Galleries to more than 400

Brochures and invitations

Campus promotions venues: campus media, electronic bulletins, calendars, etc.

Invitations, university online news, university calendar, free weeklies

Libraries' News Blog

Library Web site

Library Web site

Library Web site/news blog, university Web site

Library Web site, other university department Web sites

Library/IKBLC Web sites; blogs; webcasts; virtual displays; attendance at community organizations' events

Outreach Magazine (university publication), Penn State LIVE/PSU Newswire (online news source)

Podcasts via the library's Web site and iTunes. Web sites. Listservs

Press releases

Since scholarworks involvement in public engagement programs is relatively new, little publicity has been generated. The grand launch of the Engagement section on scholarworks will be held April 15, 2009. There will be significant media (newspaper) and campus announcements prior to and at that event.

The OSU Library's participation in "Listening to the Prairie" ALA/Smithsonian traveling exhibit program was featured in *Cultural Programming for Libraries: Linking Libraries, Communities & Culture* (Chicago: ALA, 2005) as a "five star program." Additionally, some public engagement programs have been featured in the newsletters and other print and Web-based publications of program partners.

University alumni e-update and newsletter

University-published Web site

Wayne State University President's Report. The materials specific to public engagement programs were three-fold flyers for the Chapbook Literacy Project.

Web sites for specific public engagement programs, such as Get Graphic, New York Go Local, Hubnet; Web site gateways for local unique digital collections; brochures/flyers/ads for public events; exhibits

## **ADDITIONAL COMMENTS**

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28. Please enter any additional information regarding public engagement activities at your library that may assist the authors in accurately interpreting the results of this survey. N=8

### **Selected Comments from Respondents**

During 2006–2007, the library had a task force that was charged with coordinating and promoting programs related to our statehood centennial. One of the lasting outcomes of the work of this task force were program planning forms designed to facilitate better communication between program proposers and library administration about planning, organizing, budgeting and promoting events consistently and professionally. In our largely decentralized environment for undertaking public engagement programs, these planning tools have helped improve the overall quality of our programs.

In Spring 2006, the Head of Archives and Special Collections co-developed and co-taught a course with the English Department on archival theory and practice. As part of their semester-long project for this course, students enrolled at Purdue engaged in a service learning project, preserving, organizing, and describing the George Winter Collection of manuscripts owned by the Tippecanoe County Historical Association. As part of the class, students learned archival processes for preserving collections, while performing archival preservation work on a collection owned by the local historical association. Later that year, the Head of Archives and Special Collections received grant funding from the Indiana State Library that allowed TCHA's George Winter Collection to be digitized and made more widely available to the public; as part of this project a teacher was hired to write lesson plans for use of the digitized Winter collection in classroom teaching, in particular for elementary school students' National History Day projects.

My position has variously been dubbed Public Relations, Campus Relations, and Outreach, and recently became Planning and Promotions Librarian. I have an advisory (not working) committee that meets monthly or less. My

choice to create public engagement activities has been based on opportunity, immediate priorities, and personal inclination. It is an optional part of my responsibilities and not regarded, supported, or rewarded any more than any other responsibility, assigned or assumed. I have no budget for such activities and no internal support from faculty/staff. Our Libraries dean and director personally supports such efforts and attends events to make welcoming remarks whenever possible.

The Agricultural/Veterinary Library has a robust program of direct outreach to veterinarians. Pendergrass Library provides direct contact to the Herb Society, East Tennessee Bird Club, does outreach to children of migrant workers. The library is also very active with the extension services. During Black History Month several of our librarians presented an interactive program for the Tennessee School for the Deaf. Librarians also participated in the Annual African-American Read to Promote Literacy. This involves going to schools to read to elementary school children. We have a film series every semester that is promoted not only to the campus community but also to the public at large. Writers-in-the Library recognizes local authors. Every month we have an evening in the library with the author reading from selected works. It is one of our most popular and well-attended events attracting people from our local community.

The jewel in UIC's public engagement activities is the Great Cities program that the entire campus supports and participates in at some level or other.

The Office of Outreach, Office of Research, and Faculty Senate University Service, Public Service and Outreach Council have been working together for the past year or more getting the successful application for the elective Carnegie Classification Community-Engaged University compiled and projects defined for that application which are subsequently being deposited into scholarworks. The Scholarly Communication Librarian worked closely with these groups during that time, subsequently securing funding for the 2-year term position to envision, organize, and manage the Engagement section of the digital repository.

The UBC Library is a highly decentralized library system in many respects. The Irving K. Barber Learning Centre building houses some library collections and services, but the IKBLC has a broader mandate than 'library,' including facilities and environments to support lifelong learning by people 'throughout BC and the world.' The IKBLC also houses the Centre for Teaching and Academic Growth and other academic units. UBC Vancouver has 4 off-site libraries, Robson Square Library, and 3 libraries at hospital sites in the city. UBC Okanagan, Kelowna, BC, offers its own unique services to the Okanagan community. UBC Vancouver offers a number of programs through its UBC Learning Exchange, a community engagement initiative based in the Downtown Eastside area of Vancouver. The Learning Exchange brings volunteers from the UBC community to inner city schools and non-profit organizations where they contribute to community programs while learning about inner city issues. (Community Service-Learning).

## RESPONDING INSTITUTIONS

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Arizona State University	University of Miami
Boston College	University of Michigan
Brigham Young University	University of Nebraska—Lincoln
University of British Columbia	University of New Mexico
University at Buffalo, SUNY	New York State Library
University of California, Davis	Northwestern University
University of California, Irvine	University of Notre Dame
University of California, San Diego	Ohio University
University of California, Santa Barbara	University of Oklahoma
University of Chicago	Oklahoma State University
University of Colorado at Boulder	University of Oregon
Colorado State University	Pennsylvania State University
Florida State University	Purdue University
George Washington University	Rutgers University
Georgetown University	University of South Carolina
University of Georgia	Southern Illinois University Carbondale
University of Hawaii at Manoa	University of Tennessee
University of Illinois at Chicago	University of Texas at Austin
University of Illinois at Urbana-Champaign	Texas A&M University
Indiana University Bloomington	Vanderbilt University
Iowa State University	Virginia Tech
Johns Hopkins University	Washington University in St. Louis
Kent State University	Wayne State University
University of Kentucky	University of Western Ontario
University of Louisville	University of Wisconsin—Madison
McGill University	Yale University
McMaster University	York University
University of Massachusetts, Amherst	