

SPEC Kit 359

Library Development

July 2018

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SPEC Kit 359

Library Development

July 2018

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Survey Results

Executive Summary

Introduction

A SPEC survey on library development was previously conducted in 2006 ([SPEC Kit 297: Library Development](#)), but that was prior to the Great Recession that lasted from 2007 to 2009. During that period, public university budgets eroded dramatically with a decline in state support. Both public and private institutions were impacted by the drop in endowment values and reduced donor support. Following the recession, fundraising continued to be a challenge, but as the recovery persisted, outcomes improved. Given the importance of library development and the continuing change in higher education and research libraries, this topic needed to be revisited.

This survey retained some elements of the 2006 study for longitudinal comparison of the pre-recession environment and the current, post-recession environment, and included new elements to more broadly depict the current role of library development, including friendraising (efforts intended to generate committed and supportive relationships with outside parties and entities), communication to stakeholders of library value added, and stories and/or descriptive measures provided in these communication efforts. The survey also examined the role of advisory boards in the fundraising process. Since many academic libraries are either currently or soon will be engaged in a capital campaign or the renovation of an old or construction of a new library, the survey also examined the complexities of these common endeavors.

The survey was conducted between March 2 and 29, 2018. Sixty of the 125 ARL member libraries responded to the survey for a 48% response rate. While participation was significantly lower than the 73% rate of the 2006 survey, respondents to this survey come from a broad cross section of the ARL university libraries. Forty-six libraries responded to both surveys.

Background

The development programs in the responding institutions represent a robust mix of initiatives and activities. The survey asked which of seven components are a part of the library's development program. A majority of the 59 respondents indicated that their program had all seven components. Of particular note, 93% indicated that a fundraising professional is assigned to the library, 90% use direct mailings, and 71% raise more than \$500,000 annually. Somewhat surprisingly, only 51% engage with a friends organization. The most common additional activity of note is event planning and support.

The date of select milestones among development programs is fairly well distributed. The date of hire for the first chief library development officer (LDO) is somewhat well distributed between 1980 and the present with a particular spike during 1990–2004, when 23 of the 42 responding institutions appointed their first chief LDO. The earliest reported friends group was founded in 1920. Since then the

start date for friends groups is well distributed with a 20-year period representing a noticeable spike. During 1980–1999, 10 of the 29 responding institutions started their friends group. The earliest reported library development board was formed in 1965. The start dates of development boards are noteworthy for their even distribution with one exception. From 1995–1999, no responding library started a development board. One library reached the \$500,000 annual fundraising goal in 1925. Then there is a gap until 1963. Interestingly, eight of the 35 respondents reached that goal during the period 2005–2009 that includes the great recession.

Library Donor Groups

Respondents were asked to indicate their level of access to various stakeholder groups. Either unlimited or limited/special project access were available options. Notable stakeholders with high levels of unrestricted access include active year and lapsed year library donors and both active and retired library employees. Stakeholders with particularly low unlimited access for respondents include university trustees, parents/grandparents of current students, and current students themselves. Respondents have more access to stakeholder groups for special projects and on other limited bases. Notable groups include current and lapsed year donors to other areas of the institution, people who have never given to the library, the Board of Trustees, current students, retired employees of the institution, and alumni.

Library Development Program Staffing

Fifty-two respondents answered a question about the number and FTE of fundraising professionals. They reported a total of 115 positions—77 full-time and 38 part-time—and just over 91 FTE. Twenty-two libraries have one fundraising professional and 15 have two. The 15 respondents who reported between three and 10 professionals raised the median number to two, which represents growth from 2006 when the median number was one. Twenty-six libraries (50%) have one fundraising professional dedicating 100% of his or her time to library development. Fifteen of these are at the 22 libraries that have only one development position. The single professionals at the other seven libraries spend between 20 and 50 percent of their time on development. At 15 of the 27 libraries that reported between two and four professionals, they all work full-time on development.

While there are many titles and reporting lines for the primary development professionals at the responding libraries, the most common title is some variation of “Director of Development” and the most common reporting line is to the dean/university librarian. For secondary fundraising professionals, there is some variation between the title of “Development Officer” and “Assistant Director of Development” and the most common reporting line is to the chief LDO. For those libraries with more than two positions, additional titles include various coordinator positions and administrative support with the majority reporting to the chief LDO.

Chief Library Development Officer

There is great variability among respondents in the term of service for the current chief LDO. The tenure for this position for the 48 respondents was from two weeks to 21 years. The mean for that tenure is 4.26 years with a standard deviation of 4.22 years and median is 3.00 years. The majority of chief LDOs (27 or 55%) served in another fundraising position in higher education, but outside of libraries just prior to their current position. There is also some variation among respondents regarding the organizational reporting for the chief LDO. At 23 libraries (46%) these positions are parallel to other department heads, 15 (30%) are parallel to AULs, and 12 (24%) are at another level of the organization. The education level of the chief LDO was sought as well. Of particular note, but not surprising, is the low number of MLS degrees among this cohort. Only five (10%) hold the MLS or equivalent, which represents a noticeable decline from 2006 when 19% of chief LDO’s held the MLS or equivalent.

Respondents were asked to estimate the percent of time that the chief LDO spends on various development activities. The majority of time is spent on major gifts. The threshold for a major gift is as little as \$10,000, but is most often \$25,000 or higher. Donor relations, special events, and annual giving also represent noticeable time commitments. Corporation and foundation relations and friends/board management were notable for representing relatively smaller percentages of the chief LDO's time.

Respondents were also asked to indicate by whom the library development goals are determined. There is great variation among these responses, but common responses include the central development or advancement office, the university librarian, or the chief LDO.

The Library Director's Role in Development

The majority of respondents (40 or 75%) reported that the library director is not required by the greater institution to spend a specified amount of time engaged in fundraising activities. This frequency is essentially unchanged from the data collected in 2006. Where there is a time requirement, it ranges from 20% to 100% and is most often under 50%, but clearly represents a significant investment of leadership effort. Notably, several 2018 respondents indicated that despite a lack of a specific requirement, other types of goals or an unofficially stated amount of time investment is expected for the director. The amount of time actually spent on development by library directors also varies considerably, from 2% to 100% of their time. Sixty-eight percent of directors spend less than one-third of their work time on development, 30% spend more than one-third of their work time on development. The average percentage of time spent by library directors is 36%.

Library directors typically become engaged in signing letters of correspondence, presenting proposals, closing gifts, meeting with prospects, and strategizing on prospects only after a specific financial threshold is met. While the average financial threshold, when one exists, for a signed letter of correspondence is somewhat modest, the average level of the required threshold for all of the other activities is well above \$50,000. In contrast, directors will commonly initiate telephone calls to prospects, regardless of financial level.

A comparison of the data collected in this survey to that collected in 2006 suggests some interesting shifts in the frequency of required financial thresholds for library director involvement. In 2018, these thresholds are much more commonly reported for director engagement in presenting proposals, gift closing, prospect strategy sessions, and, particularly, in meeting with prospects. The frequency of reporting a financial threshold for the latter has shown a 42% increase.

A sizeable majority of library directors (39 or 72%) participate in fundraising calls without the presence of development and fundraising personnel. This frequency is essentially unchanged from the data collected in 2006. The solo director engagement is often the result of established personal relationships with specific donors.

The University's Role in Library Development

There are substantial but uneven levels of active engagement by university leadership in fundraising for academic libraries. Fewer than half of chief academic officers (20 or 38%) or presidents (25 or 47%) are active in library fundraising. Unsurprisingly, their engagement is oriented to major or high-level donor prospects and commonly prompted by a request from the library.

Similarly, the majority of college deans (29 or 55%) are not actively engaged in supporting fundraising for the libraries. However, the majority of college or unit-level development officers (36 or 68%) are actively supportive. In some instances where active college dean support occurs, the libraries and colleges seem to have collaborative relationships for fundraising, and in other instances the college dean may simply make referrals of prospects when they determine they have an interest aligned with the library. The engagement with college development officers, based on comments from respondents,

often takes the form of joint proposals, and is a reflection of a campus culture that encourages cross-unit cooperation in fundraising. Many respondents also report active support from centralized (university-level) development personnel, including support associated with planned giving, prospect identification, stewardship, and annual giving.

Evaluating Library Development Staff

A wide range of metrics and measures are used in evaluating the performance of chief LDOs. At all but two of the 51 responding institutions, measures of dollars raised, visits, asks/proposals, and overall dollar goals are important or very important evaluation metrics. Measures of gift closures, visits per month or other period, and qualified donors are important or very important factors at all but ten institutions. For about half of these officers, the number of moves, pipeline reports, moves per month or other period, assisting other units, and joint proposals are important or very important for performance evaluation.

A comparison of the data collected in this survey to that collected in 2006 suggests some interesting shifts in the measures that are considered important or very important for evaluating chief LDOs. The relative order of the criteria is about the same—with dollars raised at the top of the list both times. In 2006, number of visits, number of asks, and overall dollar goal were the second, third, and fourth most important criteria. In 2018, they share second place and more than twice as many respondents identified them as important or very important. Gift closures and visits per month rose from fifth and sixth place to third and fourth place and almost three times as many respondents rated them as important or very important. All the other criteria were also more frequently rated important or very important in 2018, indicating a broader range of evaluation criteria now.

Most frequently, the evaluation of the chief LDOs is conducted jointly by the library director and a senior manager in university-level development (22 responses or 43%). At an equal number of institutions (14 or 28%) only the library director or personnel in the institution's development office conduct the evaluation. In one case, the dean of the College of Music and the AVC for Advancement conduct the evaluation jointly.

Thirty to 40 percent of the 46 respondents indicated a different set of criteria was used to evaluate other library development professionals. Fifteen to 30 percent rated the categories as not important. For the respondents who rated these criteria important or very important, dollars raised and overall dollar goal were the top two evaluation metrics (23 and 20 responses respectively). Number of visits, number of gift closures, and number of qualified donors tied for third place (19 or 41%). A comparison of the data sets for the two SPEC surveys shows that dollars raised stayed at the top of the list while the other criteria shifted positions slightly. About the same number of respondents rated the importance of these criteria in the evaluation of other library development professionals in 2018 and 2006, but the percentage who indicated the criteria are important overall is much higher in 2018.

At 71% of the responding institutions the chief LDO conducts the evaluation of the other library development professionals. In two cases the LDO and the library director are joint evaluators. In two other cases, someone from the institution's development office partners with the LDO. At six institutions management personnel in the institution's development office conduct the evaluation. At two libraries the library director is the sole evaluator. This frequency is comparable to the level from the data collected in 2006.

Evaluating Library Directors

Compared to the chief LDOs, the majority of respondents indicated that development outcome and activity metrics and measures are less commonly used in evaluating the performance of library directors. However, dollars raised and overall dollar goal are the top two criteria (40 and 34 responses respectively). Number of visits and number of qualified donors are a distant second tier of performance

evaluation factors (21 and 20 responses). A third tier includes number of gift closures, number of asks/proposals, visits per month or other period, and assisting other units (19, 17, 16, and 14 responses). Other performance measures reported for library directors include creating a culture for strategic fundraising within the library and multi-year or capital campaign outcomes.

Compared to the data collected in 2006, this survey suggests some interesting shifts in the measures that are considered important or very important for evaluating library directors. Dollars raised and overall dollar goal are the top two factors in both 2018 and 2006. Number of gift closures and number of asks/proposals were tied for a distant third place in 2006 and dropped to fifth and sixth place in 2018. Number of visits and number of qualified donors increased in importance as evaluation criteria in 2018, but number of moves dropped from fifth place in 2006 to tenth in 2018.

Library Coordination with the Institution's Development Office

More than half of the 2018 respondents (31 or 59%) reported that the library is not positioned or supported like other units, schools, or colleges within the institution in terms of fundraising opportunities. In 2006, fewer than half (37 or 47%) reported that was the case. Seven respondents who answered no in 2006 changed their answer to yes in 2018. On the other hand, nine who answered yes in 2006 now say that is no longer the case. Comments from this survey's respondents indicate other units have assigned development personnel and more development support staff. They also indicated the libraries do not have as many highly rated prospects and suffer from a lack of an alumni base.

Only on an occasional basis are most chief LDOs invited to participate in institutional-level meetings about major prospects. Most library directors are only occasionally invited to participate in institutional-level strategy meetings on fundraising. Both of these findings are comparable to levels reported in 2006.

The vast majority of respondents indicated the library was at least occasionally, if not always, included in institutional direct mail campaigns and phone-a-thons. Almost all of the respondents indicated the library was included in the institution-level fundraising website as a possible gift designation.

Library development staff and personnel from the institution's central development operations are engaged in numerous development-related activities. Most often, the library provides more significant funding level and staffing effort for special events, major gifts, and development communications. Central unit effort and funding is most often more significant for activities surrounding annual giving, direct mail, corporation and foundation relations, deferred or planned giving, information technology, gift processing, prospect research, records processing, and conducting phone-a-thons.

Boards, Friends, and Alumni Association Support

Development is a team sport. It's not just the director of development and his or her staff, but the university librarian, and often the director of communications and subject specialists, who influence donors toward making a gift to the library. For the most mature library development programs, it's also often major gifts generalists and planned gift officers, and senior university administrators, including the president or chancellor, who help influence donors to support the library. But it is also student and alumni groups, Friends of the Library, and boards that ensure the long-term health of the library through financial support and advocacy.

Twenty-nine of 51 respondents (57%) reported having a library development board. Of those, 27 (93%) said that board members were expected to support the library financially and 24 (83%) through advocacy. Twenty-two respondents (43%) said they had a library friends group, with 19 of them (86%) expected to support the library financially and 11 (50%) to support it through advocacy. Forty respondents (67%) reported that their institution had an alumni association, but only two (5%)

of those said that it supported the library financially, while 14 (35%) said their university's alumni association supported the library through advocacy. Twenty-seven (45%) reported their library has a student advisory board; although none reported that board supports the library financially, 15 (56%) indicated they support the library through advocacy. Fifteen respondents (25%) reported that a group other than those listed above exists at their institution: these include a librarian emeriti board, faculty advisory board, special collections advisory board, and alumni outreach group. Of those, five (33%) support their library both financially and through advocacy, while seven (47%) support them through advocacy only. At the 29 libraries that reported having a development board, the average size of the board is 36.53 members. The fewest number of members is 1; the largest number of members is 45. Most reported having a chair or president and members. A small handful indicated they had a vice chair and still others had chairs of subcommittees. Twenty-six (84%) responded that the processes, terms, obligations, and other conditions of their development committees are comparable to other schools and units on campus. Only five (16%) reported that they were not, and one didn't know.

Thirty-eight of 49 respondents said their development program is engaged in activities that could be characterized as "friend-raising." Thirty of those provided a long list of great ideas for engaging potential donors, including programs and events (large and small), dinners, exhibitions, special events, lectures and author readings, presentations, tours, open houses and community engagement, and holiday parties. Many of these events and programs target community patrons and local alumni. In addition, several libraries note that their development officer is a member of local organizations like Rotary Club for the purpose of friend-raising.

Donor Communications

For the purpose of this survey, donor communications include print and electronic communications used to solicit or steward potential donors. They may include library stories, statistics, and other measures used to convey library value and success. While most of the libraries are soliciting and stewarding their donors in both print and electronic format, the preferred means still appears to be print. The way in which libraries otherwise communicate with potential donors seems to vary depending on the content.

Thirty-two libraries use both print and electronic means to solicit potential donors, Fifteen use print only, and three use electronic only. In sending stewardship letters to their donors, 21 libraries use both print and electronic communication to steward their donors, 29 use print only, and none use electronic only. Libraries are much more likely to send a print version than an electronic version of their magazine, although they are more likely to send an electronic version of their newsletter than a print version. Interestingly, more libraries report sharing newsletters than magazines. Forty-five respondents (85%) said they send informal communication, like birthday cards, to donors. Twenty-five libraries use print exclusively, 17 use both print and electronic, and three use electronic exclusively.

Twenty-three libraries send out other types of donor communications. Of those, 17 use both print and electronic communication, and three use either print or electronic exclusively. These types of communications include proposals, annual reports, event invitations, brochures and pamphlets, endowment impact reports, blogs, and social media (like Facebook and Twitter posts). Among the quantitative measures of library outcomes and performance used in these communications, beyond metrics or statistics like gate counts, many libraries share fundraising totals (like number of donors, dollars raised). More importantly, some libraries are attempting to show how those dollars are impacting student success. Several are very wisely using analytics to track the effectiveness of their electronic communications with potential donors. If available, some libraries would try to show the impact of their collections on research and the impact on student success. There also seems to be an interest in measuring the impact library collections have on university departments as a way to demonstrate value.

Because it is difficult to quantify the impact unrestricted gifts have on library services and collections, and even more difficult to connect those services and collections with student success and faculty research, much communication is aimed at anecdotal evidence. Using direct quotes from those who have benefited from the library makes a more compelling argument. And, to borrow a well-worn phrase, a picture is worth a thousand words: photographs of smiling happy undergraduates studying in the library go a long way to illustrate impact. In addition to stories of student success, many libraries run stories on exhibitions, events, and other activities.

It was encouraging to see so many development officers puzzling over what types of qualitative measures of library outcomes and performance they would use if they were available. Several specifically mentioned or intimated that they were working with assessment staff to determine how they might draw more direct correlations between what they were doing (e.g., hosting events, soliciting donors) and increased funding. It is especially important to relate these outcomes to the library's expressed strategic directions.

ARL member libraries have released statements affirming their commitment to the core values they all share. In fact, ARL is collecting links to member libraries' web sites (<http://www.arl.org/focus-areas/public-access-policies/federally-funded-research/4225#.WwRcxMlDvcs>). However, only 22 of the 50 libraries (44%) responding to the question about intellectual freedom said they explicitly used, described, or discussed in their communication with stakeholders this core principle. As these core values continue to be assaulted, it would be interesting to see if more ARL member libraries began publicly affirming their commitment to these core values several years from now. Interestingly, a much higher percentage (74%) said they explicitly stated their commitment to inclusion and diversity in their communications with stakeholders.

Finally, to whom the communications officer reports could have a significant impact on communication with potential donors. Of the 51 libraries that responded to the question about where the communications professional reports, only eight (16%) said the director of communications reported to the library development office. More often communications professionals report to an AUL or deputy director or to the library director.

Capital Campaign

Fifty libraries (83%) reported that their university or parent institution was recently or currently is in a capital campaign. Forty-five were able to report the amount of their institution's goal. The average goal was \$1.998 billion, with a low of \$75 million and a high of more than \$6 billion. Twenty respondents reported their university's campaign had concluded and that they raised just over \$1.9 billion, on average. The largest amount raised was \$6.4 billion. Of those 20 institutions, all met or exceeded their goal.

Forty-three respondents reported on their library's overall stated goal during the most recent or current capital campaign. On average, the goal was \$29 million. The lowest goal was \$1 million and the highest was \$240 million. While most libraries had a goal of a little over 1% of their institution's overall goal, the \$240M goal of one library represented 10% of their university's goal. While this might appear daunting, it also reflects the priority of the library to that institution.

Because, as we will see, nearly half of the library's that participated in their university's capital campaign did not meet their goal, who establishes the library's capital goal can go a long way in determining success or failure. Of the 44 libraries that responded to this question, half said the library's goal in the last or current capital campaign was determined jointly between central development or university administration and the library. The other half were split evenly, with half being determined exclusively by the university and half set exclusively by the library.

Nine of 49 respondents (18%) said there was a specific distinction in the goals for gifts, pledge payments, and matching gifts, pledges, and gifts in kind expected to be raised during the library's capital

campaign. Forty (82%) did not have such a distinction. Only five (10%) libraries reported having a separate “cash” goal for the campaign. These ranged from \$6 to \$65 million.

Thirteen libraries that were part of their university’s capital campaign reported final campaign numbers. Only six libraries (46%) met or exceeded their campaign goal; seven libraries (54%) did not meet their campaign goals. Of the seven that failed to meet their goal, two were set by the library alone, two were set by the university alone, two were set jointly, and one did not know who set their goal. Of the six that met or exceeded their goal, three were set by the library alone and three were set jointly. This shows a much greater rate of success when the library either sets its own campaign goal or does so by coordinating with the university.

Gifts in Kind

Development officers who post questions about gifts in kind (GIK) on the LIBDEV discussion list often want to know if libraries have an established practice or policy requiring development officers to explicitly request, encourage, or require cash gift(s) for processing GIK’s. Fifty-one libraries responded to a question about this in this survey. Of those, 34 (67%) said they requested or encouraged a cash gift for processing the collection, 16 (31%) said they did not request additional cash to process the collection, and 1 (2%) said they required a cash gift to process the collection.

Forty-four libraries provided the percentage of annual giving from GIK over the last five years. The mean was 30% and the median was 25%. The minimum was 1% and the maximum was 85%.

Building Projects

If your library recently concluded or is in the planning phase of a new building or renovation, you’re not alone. More than three quarters (77%) of the 52 libraries that responded to this question either recently completed a renovation or new building, or were planning for one. Of these 40 libraries, 26 (65%) said their project was or would be part of a capital campaign. The final costs of these projects are a significant investment. Thirty-one libraries responded that the final expected cost of their new or renovated library space is, on average, \$52 million. The low was \$1 million and the high was \$200 million. Surprisingly, when asked what percentage of the total cost the library was responsible for, of the 20 libraries that replied, ten (50%) said that their library is responsible for 100% of the total cost. The average was 66.5%, with a low of 3% and a high of 100%.

Conclusion

The purpose of this survey, in part, was to provide longitudinal data to the SPEC survey on development conducted in 2006, to determine the impact on academic research library development from the 2008 recession and substantial cuts to the budgets of many public institutions. The authors also hoped to gather data on areas that are germane to nearly all academic research libraries: building projects, both new and renovations, capital campaigns, boards that support libraries financially and through advocacy, and communicating with donors.

In results similar to those found in the 2006 survey, a very high percentage of library directors are not required by their institution to spend a specific amount of time engaged in fundraising; however, the average time spent by directors on fundraising activities is approaching 40%. Today, a sizeable majority of library directors make contact calls on donors or prospects without their director of development, similar to what was revealed in the earlier survey. Interestingly, it appears the amount of money raised by library directors is less important than it was in 2006; however, in 2018 it is significantly more important for library directors to visit and qualify potential donors.

At nearly all of the responding institutions, the amount of dollars raised and the number of visits and solicitations were extremely important in evaluation the library’s chief development officer. These

metrics of evaluation have increased since the earlier survey. Subordinate library development staff are much less likely to be evaluated on amount of money raised compared to how they were evaluated 12 years ago.

While most libraries continue to be included in campus-wide mailings and phone-a-thons, most respondents reported that the library was not positioned or supported like other units, schools, or colleges at their institutions. This only appears to have gotten worse since the 2006 survey.

A surprisingly low number of responding libraries have development boards. While it's true that having a board requires work, the literature and anecdotal evidence indicates that the benefits in both advocacy and philanthropy can be significant. The vast majority of libraries that do have a board indicate that they are governed by the same terms as other boards on campus, which improves the library board's credibility. While an extremely high number of responding libraries communicate with potential donors, in both print and electronic formats, in only a very small handful of libraries does the director of communications report to the development office. Of those libraries that met or exceeded their goal in their institution's recent capital campaign, more than half have the development office overseeing the work of communications.

A very high percentage of responding libraries claimed to either be engaged in or to have recently completed a capital campaign or a building project (new or renovated). The cost of building projects was significant, with the average being more than \$52 million; half of those responding claimed their library was responsible for securing 100% of the funds. While those libraries that were engaged in or recently completed a capital campaign had ambitious goals, a high percentage of those that had completed their campaign did not meet or exceed their goal. In addition, responding libraries said that, on average, 30% of the money they report as raising comes from Gifts in Kind.

Generally, the authors found that development is a significant and growing activity among responding institutions. The staffing to support fund-raising has generally grown since the 2006 survey, albeit at a reasonable pace, development officers are more often recruited from other fund-raising experiences, rather than among the MLS-holding librarians, which was a bit more common in 2006, and responding libraries are engaged in a variety of development activities ranging from attracting potential donors through library tours, exhibitions, and events, to working with senior university administrators to close principal gifts. The representative documents also offer evidence of robust programs, positions to support them, and materials to communicate them among responding institutions.

Survey Questions and Responses

The SPEC Survey on Library Development was designed by **Brian W. Keith**, Associate Dean for Administrative Services and Faculty Affairs, at the George A. Smathers Libraries, University of Florida; **Joseph A. Salem, Jr.**, Associate Dean for Learning, Undergraduate Services and Commonwealth Campus Libraries, at Pennsylvania State University; and **Kurt Cumiskey**, Associate Director of Development, at Duke University Libraries. These results are based on responses from 60 of the 125 ARL member libraries (48%) by the deadline of March 29, 2018. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

Senior library administrators continue to assess their organization's commitment to and capacity for development, and the efficacy of their efforts. The role of library fundraising and the related need for libraries to foster stakeholder and advocacy relationships has changed and expanded over time, and has become even more critical; fiscally, strategically, and organizationally. Additionally, the role of metrics and performance indicators in communicating library value and performance to stakeholders, which will be touched on in this survey, is a particularly timely topic as it is part of the national dialogue among library leaders.

Industry wide assessments of practices and policies, resources and measures for library development are limited. The most recent SPEC survey on library development topic was published in 2006 (SPEC Kit 297: Library Development). That study was completed prior to the Great Recession, which lasted from 2007 to 2009, and was the longest recession since World War II. During that period, the demand for enrollment in higher education increased, while budget situations of public colleges and universities eroded dramatically with a decline in state support. Both public and private institutions were impacted by the drop in endowment values and reduced donor support. Following the recession, fundraising continued to be a challenge, but as the recovery persisted outcomes improved. Given the importance of library development and the continuing change in higher education and research libraries, this topic needs to be revisited.

The purpose of this study is to better understand the supporting structures and resources (personnel, financial, and material) and the activities and expectations associated with library development (fundraising and friendraising) efforts. This survey retains some elements of the 2006 study for longitudinal comparison of the pre-recession environment and the current, post-recession environment, and includes new elements to more broadly depict the current role of library development, including friendraising (efforts intended to generate committed and supportive relationships with outside parties and entities), communication to stakeholders of library value added, and stories and/or descriptive measures provided in these communication efforts. The survey also examines the role of advisory boards

in the fundraising process. Since many academic libraries are either currently or soon will be engaged in a capital campaign or the renovation of an old or construction of a new library, the survey also examines the complexities of these common endeavors.

BACKGROUND

1. Please indicate which of the following components are a part of your library's development program. Check all that apply. N=59

Fundraising professional(s) assigned to raise money for the library	55	93%
Direct mail on behalf of the library's fundraising priorities	53	90%
Printed giving materials	51	86%
A history of private support in excess of \$500,000 per year	42	71%
Phone-a-thon on behalf of the library's fundraising priorities	37	63%
A library development board	34	58%
A friends of the library organization	30	51%
Other component	23	39%

Please briefly describe the other component. N=23

1-on-1 solicitations, communications department, electronic materials

1:1 communication/relationship building, events, visits/meals

All of the fundraising activity for the Libraries is coordinated by the university's central development office. This includes fundraising professionals who raise money for the Libraries, in addition to other campus priorities. It also includes creation and distribution of printed giving materials, selection, and management of our library development board, and collection and management of the gifts and pledges for the Libraries.

Also integrated with university museum's development. Central university-wide annual giving, gift planning.

An active stewardship program that is a partnership between the library and the university's office of advancement, which is ultimately responsible for all university fundraising.

Annual fundraising event and smaller themed cultivation events

Assist with fundraising for other groups that fall under the library's umbrella, such as our Geo-Spatial Centroid and our Information Science & Technology Center (ISTeC).

Bi-annual newsletter, thank-you week by students, retiree engagement events, annual giving program events

Considered a "friends of the library" is our Libraries Alumni Outreach Group (LAOG), which is comprised of a group of interested and committed alumni who share a passion for the Libraries and the furthering of our mission. The group meets annually to strategize and advise on issues including: honing our social media presence, networking with alumni, crafting appropriate messaging to potential donors, and identifying and cultivating pipeline prospects. Other fundraising initiatives are: crowd funding, online wish, and university match.

Email solicitations, stewardship letters, collections calendar, annual report

Events around fundraising and stewardship

Events planning and support

Friends group was dissolved in 2017 so I didn't check box. There are four years out of 14 (I'm able to collect data going back to FY ending 6/30/04). I didn't check the \$500k box because we don't consistently raise that much.

Gifts and estate planning (legacy giving)

National Council, which is part development, part advocacy, and part advice.

Online/web-based giving platform both specific to the Libraries web pages and the university's web presence.

Our fundraising professional is a University Foundation development professional assigned part-time to the Libraries.

Our library does not have a Libraries development officer or a Libraries development office. All donations to the Libraries are processed through the University Foundation.

Stewardship and cultivation events

The library's development officer retired two years ago, and the office of advancement hasn't replaced her yet. There are plans to once the next campaign begins. And in the meantime, someone from OA works with the library on fundraising efforts.

We are sometimes included in the phone-a-thon but it is not every year and the level of inclusion we get varies greatly, usually to the side of not being included.

We closed the Friends of the Library program a few years ago. The library development board is also on hold. Our campus is participating in its second digital fundraising effort set for April 12, 2018. A development council was created in 2014 by the library development director with key curators and librarians to create protocols and better coordinate development opportunities.

We have a 36-member library advisory council that I manage. I consider this to be different from a Friends of the Library and a library development board.

- 2. Please indicate the year the first chief library development officer (LDO) was hired (including one who worked less than full-time), the year your library founded a friends of the libraries group, founded a library development board, and/or first raised more than \$500,000 in a year. N=51

Year first LDO was hired N=42

Year	N
1980–1984	3
1985–1989	5
1990–1994	7
1995–1999	8
2000–2004	8
2005–2009	5
2010–2014	4
2017	2

Year Friends group was founded N=29

Decade	N
1920	1
1930	2
1940	2
1950	2
1960	2
1970	3
1980	4
1990	6
2000	5
2010	2

Year library development board was founded N=35

Year	N
<1990	5
1990–1994	4
1995–1999	0
2000–2004	5
2005–2009	7
2010–2014	5
2015–2018	7

Year library first raised >\$500,000 N=35

Year	N
<1980	4
1980–1984	4
1985–1989	6
1990–1994	2
1995–1999	4
2000–2004	1
2005–2009	8
2010–2014	3
2015–2018	3

LIBRARY DONOR GROUPS

3. Please indicate what level of access the library has to the following donor groups/populations for solicitation purposes. Check all that apply. N=54

Donor Group/Population	Unrestricted	Limited/Special Projects	N
Current fiscal year donors to library	45	11	54
Lapsed fiscal year donors to library	45	11	53

Donor Group/Population	Unrestricted	Limited/Special Projects	N
Library employees	39	15	52
Non-donors (never givers) to the library	12	41	52
Retired library employees	40	15	52
Current fiscal year donors to other areas of the institution	5	46	50
Non-donors (never givers) to other areas of the institution	20	31	50
Lapsed fiscal year donors to other areas of the institution	9	41	49
Parents/grandparents of current students	8	42	49
Alumni	11	39	49
Retired employees of the institution (outside of the library)	10	39	48
Board of Trustees	6	43	48
Institutional employees outside of the library	9	39	47
Current students	9	38	46
University trustees	4	43	46
Parents/grandparents of alumni	9	35	44
Other potential donor group	20	15	30
Total number of respondents	52	52	54

If you selected other potential donor group/unrestricted above, please briefly describe the group.
N=18

Board of overseers

Community borrowers

Community members, corporations and foundations. Just a note, the limits are always if the prospect is currently managed by another unit.

Event attendees, In-kind donors

Federation of Aggie Mother's Clubs and A&M Clubs

Foundations, corporations

Friends of the Library

Friends of the Library, people who give the library gifts-in-kind, but are not associated with the university.

Friends, collectors

Local community members, other librarians in the state

Non-alumni, non-donor family members of donated/curated collections. Also, special interest groups (non-alumni, non-donor) who have connections to a curated collection field of interest.

Private foundations, public funders

The Libraries has access to our central prospect/research/analytics team. If we find a prospect that may not be an alum or be in our database, they can help us with research, wealth status, contact info, and philanthropic info. I can approach anyone, anywhere as long as they are not already involved in a major

gift discussion with another unit on campus. Even then, I can ask to work with that unit to include the library in the ask if it makes sense.

The university has an open cultivation policy where the library works collaboratively with other fundraisers. Special permission is needed for principal gift donors (20 prospects).

There are many friends to the university particularly in Libraries with non-alumni donors supporting collections of interest.

Those people or groups associated with the Libraries by a specific personal interest or engagement in a unique or special collecting area or interest such as Pan Am 103 who either self identify or respond to inquires to communications from these areas.

We are starting to track students who worked in the library during their undergraduate years and are now alumni, starting five years ago.

We do periodic acquisition mailings using shared or purchased lists (memberships, subscribers, etc.)

Additional comments N=3

Library personnel do not have access to any of the listed group for solicitation of gifts. Those solicitations come from the central development office.

Only the OA officer is supposed to contact our donors directly.

The library only works through the university's foundation and does not work independently to raise funds, unless a donor approaches the library directly, in which case they would be connected to the foundation for finalizing and establishing the donation.

If you selected other potential donor group/limited/special projects above, please briefly describe the group. N=10

Community leaders & principal gift prospects—all depends on whether these individuals are already assigned to gift officers. Corporations and foundations—need to work within confines of greater University Advancement structure.

Community organizations in the Greater Philadelphia Area, including peer library and cultural institutions

Corporations, foundations

Event attendees: Individuals who RSVP to library engagement events on or off campus. In-kind donors: list of people who donate in-kind books to the Libraries book sales.

Foundations, corporations

Friends of the Library, people who give the library gifts-in-kind, but are not associated with the university.

Friends of the Library; prospects discovered by interests for certain projects

It's somewhat difficult to answer these questions. I generally have to go through research to get names and it's possible anyone (non-donors, non-donors to library, current donors, current donors to library, alumni, etc.) could be assigned to another development officer, in which case I have to contact the other DO in advance.

Local community members, other librarians in the state

University foundation prospect management system helps drive solicitation access.

Additional comment N=1

Library personnel do not have access to any of the listed group for solicitation of gifts. Those solicitations come from the central development office.

LIBRARY DEVELOPMENT PROGRAM STAFFING

4. Please indicate the number and FTE of fundraising professionals (all forms of development activities, major gifts, foundations solicitations, etc.) who raise funds for your library. Include the LDO, vacant positions currently under recruitment, and those you expect to fill in the next 12 months. Do not include library director, non-development office AUL's, librarians, etc., or non-professional level fundraising support staff. N=52

Number of fundraising professionals N=52

Minimum	Maximum	Mean	Median	Std Dev
1	10	2.21	2.00	1.67

Number	N
1	22
2	15
3	7
4	5
>4	3

Number who work 100% on library development N=52

Minimum	Maximum	Mean	Median	Std Dev
0	4	1.48	1.00	1.15

Number	N
0	8
1	26
2	7
3	7
4	4

Number who work less than 100% on library development N=52

Minimum	Maximum	Mean	Median	Std Dev
0	7	0.73	0	1.33

Number	N
0	30
1	16
2	3
3	0
4	1
5	1
7	1

Total FTE of fundraising professionals N=52

Minimum	Maximum	Mean	Median	Std Dev
0.2	4.2	1.70	1.20	1.11

Number	N
<0.5	4
0.5	3
0.75	1
1	15
1.2	3
1.5	4
1.75	1
2	8
2.75	1
3	6
4	4
4.2	1

5. **Beginning with the position that is considered the chief or most senior LDO, please list the job titles for up to five professional-level library fundraising employees whose *primary* responsibilities include development activities (such as major gifts, foundations solicitations, etc.) specifically for your library. Indicate the percentage of their time spent on library fundraising (for example: Annual Giving Director, 100%; Director of Development, 100%; Direct Mail Coordinator, 75%, etc.), the title of the person(s) to whom each position reports, and their salary's funding source (e.g., line item salary, soft funding—raised through private support, joint salary between university development and library, endowed funds, etc.) For percentage of time enter a whole number without a % sign. Include vacant positions currently under recruitment and those you expect to fill in the next 12 months. N=50**

Chief/most senior LDO N=50

Job Title	% of time	Reports to	Source of Salary Funding
Assistant Dean for Advancement	100	Dean of Libraries & VP of Development (Major Gifts)	50/50 Libraries/Central Advancement
Associate Dean for External Affairs	50	Dean of Libraries/Museums, and VP of Development	35% Library, 65% Central
Associate University Librarian for Development	100	University Librarian & Vice Provost for Library Affairs	Operating budget
Chief Development Officer	100	Dean of Libraries	University Research Foundation
Coordinator for Stewardship and External Relations	100	Dean of Libraries	Library funds
Development Director	100	Library dean and University Foundation AVP	1/2 Library, 1/2 Foundation
Development Director	100	Dean of Libraries and Vice Chancellor for Development	Libraries 50%, Foundation 50%
Development Manager	100	Libraries Dean	University

Job Title	% of time	Reports to	Source of Salary Funding
Development Officer	33	Three deans, including the University Librarian	University Foundation
Development Officer II	100	Director of Libraries/Central Development	Libraries and Central Development
Director Library Alumni Affairs and Development	85	Associate ViP of Colleges and Units	Library/Alumni Affairs and Development
Director of Advancement	100	Vice Provost and Director of Libraries	University
Director of Development	100	Deputy Vice President / University Development & Alumni Relations	University Development & Alumni Relations
Director of Development	100	Vice Provost of Libraries	Gift funds
Director of Development	100	Dean of library	General budget
Director of Development	100	Executive Director, DAE	Half Library, half Development and Alumni Engagement (university)
Director of Development	100	Dean of Libraries and Executive Director or University Relations	University Relations (Central Development Office)
Director of Development	100	Dean of Libraries and Assistant VP Advancement	50% library, 50% advancement
Director of Development	100	University Librarian	Libraries
Director of Development	100	Dean of the Library	Library
Director of Development	100	Associate Vice President for Constituent Fundraisers	University Foundation
Director of Development	100	University Foundation President and Dean of University Libraries	Shared cost between University Foundation and Libraries
Director of Development	100	Dean of Libraries	Library
Director of Development	100	Chief Librarian	Library operations
Director of Development	100	Dean of Library and AVP of University Development	Library/University Advancement
Director of Development & Alumni Relations	100	Executive Director, Dean of University Libraries	University Development
Director of Development & External Relations	100	Dean of University Libraries & Senior Director of Development & Alumni Affairs	Library/state appropriated funds
Director of Development and Communication	50	Dean of Libraries	Joint between library and university development
Director of Development and Major Gifts	100	University Librarian and Associate VP in Central Development and Alumni Relations	Libraries
Director of Development, College of Arts and Science and Libraries	20	Associate Dean, College of Arts and Science	University

Job Title	% of time	Reports to	Source of Salary Funding
Director of Development, Libraries, Press and University Archives	100	Executive Director, Schools and Programs (and programmatically to Dean of Libraries)	Alumni relations and development unit of university
Director of Development, Major Gifts	100	Dean of Libraries	University/state funds
Director of Library Advancement	100	Executive Director, University Advancement	50% Library, 50% University Advancement
Director of Library Development	100	Associate Provost & University Librarian	Library operating budget
Director of Library External Affairs & Advancement	100	Library Dean and Associate V.P. of Institutional Advancement	Libraries and Institutional Advancement
Director of Philanthropy	100	Dean	Libraries (100%)
Director, Communications & Advancement	50	Dean of Libraries	Libraries
Director, Libraries Advancement	100	Vice Provost and Dean of University Libraries	24% Libraries, 76% University Advancement (central)
Director, Library Development	100	Dean of Libraries	1/2 from Libraries, 1/2 from campus Office of Advancement
Executive Director for Advancement	100	Dean of the Library	Library
Executive Director of Development	100	Dean	Line item salary
Executive Director of Development	100	Vice Provost and Director of Libraries	
Foundation Director of Development	50	Foundation Assistant Vice-President	Foundation employee
Gift Officer for University Libraries	100	Senior Vice President for Fundraising and Vice Provost for Libraries	University Foundation
Library Development Director	100	University Librarian and Central Development	Half library and half Central Development
Senior Development Officer, Major Gifts	30	University Office of Advancement	Office of Advancement
Senior Director of Advancement	50	Office of Development leadership	University Advancement
Senior Director of Development	50	VP for development	Development
Senior Executive Director of Development	30	Vice President for Development	University Foundation
Senior Director of Development	50	Associate Vice Chancellor	Institutional Advancement and Library

Position 2 N=26

Job Title	% of time	Reports to	Source of Salary Funding
Assistant Director of Donor Relations	100	Director of Development and Communication	Library
Assistant Director, Advancement	100	Director, Communications & Advancement	Libraries
Assistant Director, External Relations	100	Director of Development	University Relations (Central Development Office)
Associate Director, Libraries Advancement	100	Director, Libraries Advancement	45% Libraries, 55% University Advancement (central)
Associate Director for Development	100	Associate University Librarian for Development	Operating budget
Associate Director of Development	100	Executive Director	Soft funding
Associate Director of Development & Alumni Relations	100	Director of Development & Alumni Relations	50% University Development, 50% Libraries
Associate Director of Development, Major Gifts	100	Associate Dean	50% Libraries, 50% Central
Corporate and Foundation Relations Officer	20	Assistant VP, Corporate and Foundation Relations	University Foundation
Development Assistant	75	Library Development Director	Library: focus is gift processing, development events
Development Associate	100	Director of Advancement	University
Development Officer	100	Director of Development	Half Library, half Development and Alumni Engagement (university)
Development Officer I	100	Development Officer II	Libraries
Director of Annual Giving and Donor Relations	50	Director of Development and Major Gifts	Libraries
Director of Development	100	Assistant Dean for Advancement	Libraries, 100%
Director of Development	100	Senior Executive Director of Development	University Foundation
Director of Development, Major Gifts	100	Executive Director of Development	
Director of Library External Relations	100	Vice Provost for Libraries and Museums	Libraries
Donor Relations and Stewardship Coordinator	100	Director of Development	Library
Grants and Contracts Specialist	100	Dean of Libraries	Library funds
Major Gifts Officer	100	Executive Director	Library
Manager of Development Operations and Donor Stewardship	100	Chief Development Officer	University Research Foundation

Job Title	% of time	Reports to	Source of Salary Funding
Program Associate	20	Director of Development	University Foundation
Program Coordinator	100	Development Director	Library (PBL, I think, but do not know for sure)
Senior Associate Director	100	Director of Development	General budget
Senior Development Associate	100	Director of Development	Libraries

Position 3 N=14

Job Title	% of time	Reports to	Source of Salary Funding
Administrative Assistant	5	Associate Director for Business Administration	Gift funds
Advancement and Communications Associate	50	Assistant Dean for Advancement/Director of Communication, Library	Libraries, 100%
Advancement Associate	100	Executive Director	Line item salary
Annual Giving Coordinator	100	Associate University Librarian for Development	Operating budget
Assistant Director, Libraries Advancement	100	Director, Libraries Advancement	40% Libraries, 60% University Advancement (central)
Assistant Director of Development & Alumni Relations	100	Director of Development & Alumni Relations	University Development
Associate Director	100	Director of Development	General budget
Associate Director of Development, Annual Giving	100	Associate Dean	100% Central
Development Assistant	100	Director of Advancement	University
Development Communications Manager	100	Director of Development	Libraries
Development Coordinator	100	Director of Development	Half Library, half Development and Alumni Engagement (university)
Development Officer	50	University Endowment Association	Endowment
Development Officer, Friends of the Library	100	Executive Director of Development	
Major Gifts Officer	100	Executive Director	Library

Position 4 N=9

Job Title	% of time	Reports to	Source of Salary Funding
Administrative Aide	100	Director of Development	50% Libraries, 50% University Development & Alumni Relations
Administrative Assistant	75	Director of Administrative Services	Line item salary
Advancement Coordinator	100	Executive Director	Library

Job Title	% of time	Reports to	Source of Salary Funding
Advancement Services Officer	100	Director, Libraries Advancement	55% Libraries, 45% University Advancement (central)
Alumni Relations and Stewardship Officer 1	100	Director of Development & Alumni Relations	University Development
Dean of Libraries, University Librarian	25	University Provost	University Libraries, 100%
Development and Events Manager	100	Associate Dean	100% Central
Director of Communications	5	Associate Director for Business Administration	University funds
Program Associate, Friends of the Library	100	Development Officer, Friends of the Library	

Position 5 N=3

Job Title	% of time	Reports to	Source of Salary Funding
Administrative Support Coordinator	100	Director of Development & Alumni Relations	Libraries
Advancement Program Coordinator	100	Director, Libraries Advancement	100% Libraries
Development Coordinator	70	Associate Dean	85% Libraries, 15% Central

CHIEF LIBRARY DEVELOPMENT OFFICER

6. Please indicate how long the current chief/most senior LDO has held this position at your library and how long in total this individual has held a chief/most senior LDO position at any other library. N=48

Years as Chief LDO at our library N=48

Range: 2 weeks to 21 years

Years as Chief LDO at previous libraries N=39

Range: 0 to 13 years

Position	Minimum	Maximum	Mean	Median	Std Dev	N
Chief LDO at our library	0.04	21	4.16	3.00	4.22	48
Chief LDO at previous libraries	0	13	1.21	0	3.03	39

7. What position did the current chief/most senior LDO hold before taking this position? Check all that apply. N=49

Another fundraising position in higher education, but not within a library	27	55%
Another fundraising position not in higher education or libraries	15	31%
A fundraising professional position in a library development program	6	12%
A non-fundraising, but professional level position within a library	1	2%

A different fundraising position within this library	1	2%
Other position	5	10%

Please briefly describe the other position. N=5

- Director of advancement communication for university (alumni magazine)
- Director of marketing & event management at another higher education institution
- Foundation employee, not familiar with her prior experience.
- Not known
- Senior program officer, Philadelphia Foundation

Additional comments N=4

Answered Another fundraising position in higher education N=3

- A professional position in current university's development program
- Associate dean for external affairs - school of public health and school of arts and sciences
- Director of annual giving for school of nursing

Answered Another fundraising position not in higher education N=1

Served as executive director of not-for-profit performing arts center, executive director of not-for-profit ballet company, and co-artistic director of not-for-profit ballet company.

8. Is the chief/most senior LDO at the same organizational level within the library as an associate university librarian/associate director, or as department chairs and other unit heads, or at another level? N=50

Same level as department heads	23	46%
Same level as AUL	15	30%
Other level	12	24%

Please briefly explain the other level. N=12

- Different reporting units
- Direct report to the dean, but is not part of the routine library operations or has any direct reports.
- Director of development level at university foundation
- I have no reporting lines to the librarian, therefore I carry a development title only and would fall just below an associate dean or executive director of another area of campus.
- Non-library employee
- Same level as frontline fundraisers in academic faculties at the university.
- The director of development for the libraries position, which is administratively part of central development operation, is not directly comparable to either library department heads or AULs within the libraries organization.
- The position does not reside with the library, but separately within the university's office of advancement.

This person is not within the university system, but part of the foundation, which is a non-profit that is associated with the university but a discrete organization.

This position is not seen as a library position. I do participate in associate level activities.

Totally different HR system, not able to determine.

Unit head, not comparable to other unit heads/chairs

Additional comments N=3

I serve on the dean's cabinet with other associate and assistant deans.

The chief LDO is a direct report to the dean, similar to associate deans.

The LDO reports to development with dotted line to me. In that sense he would be equivalent to an AUL.

9. Please indicate the degrees completed by the chief/most senior LDO. Check all that apply. N=50

BA/BS	40	80%
MLIS (or equivalent)	5	10%
JD	1	2%
EdD	0	—
PhD	0	—
Other degree	21	44%

Please specify the other degree. N=21

BBA, MBA

M Ed

MA, currently pursuing PhD

MA in anthropology, academic field

Master degree in a liberal arts discipline

Master of Arts (2 responses)

Master of Science, arts administration

Master's degree required, though field of study is not predetermined. I have an MA in Art History.

Masters degree in higher education administration

MBA (4 responses)

MBA, MA journalism

MFA

MHP, Master of health professions (dual concentrations—health policy and health management)

MPA

MS, journalism/marketing communications

N/A-vacant

Non-library employee

10. For the chief/most senior LDO, please estimate the percentage of time spent on the following activities. N=50

Annual Giving – direct mail, phone-a-thons, web giving; typically less than \$10,000

Donor Relations – stewardship reports, endowment reports, etc.

Major Gifts – individual meetings and proposals; typically more than \$10,000

Special Events – donor events, galas, book signings, etc.

Corporation and Foundation Relations— includes grant writing

Friends/Board Management – oversight of volunteer structure

Staff and Office Management – policies, procedures and human resources

Other activity – any responsibility not listed above

Activity	Minimum	Maximum	Mean	Median	Std Dev	N
Annual Giving	0	30	9.15	7.50	7.24	48
Donor Relations	0	50	13.81	10.00	10.65	48
Major Gifts	0	90	42.60	50.00	22.79	48
Special Events	0	40	10.06	7.50	8.66	48
Corporation and Foundation Relations	0	20	4.38	5.00	4.94	48
Friends/Board Management	0	30	7.94	5.00	7.81	48
Staff and Office Management	0	30	8.98	8.00	7.28	48
Other activity	3	50	13.67	10.00	15.12	9

If you indicated other activity above, please briefly describe it. N=8

10%: Clerical: entering contact reports, running reports, and mailing letters

5%: Committees for the Foundation, job panels

25%: I am the director of communications. Also, I spend a lot of time attending central development meetings and library senior management meetings—probably 5–10% of my time.

10%: Internal meetings and events

5%: Participation in ALDIN, ALA attendance, some library committees

3%: staffing the dean

50%: The LDO works with another academic unit in addition to the Libraries.

5%: We manage the stewardship of all library donors so some of my time is spent gathering the necessary information for them.

Additional comments N=3

I work about 60 hours a week so prorate the percentages. There’s also strategic and other Libraries and advancement planning duties.

Since this person is responsible for three large colleges/divisions, I am not able to answer this set of questions.

We don’t know the breakdown of her time.

11. By whom are the annual goals for library fundraising determined? N=50

Advancement

Annual giving department in conjunction with the DO

Associate dean, dean of the libraries, central development, staff

Associate provost and university librarian

Associate university librarian for development

Associate vice president in the Purdue research foundation

By the LDO in consultation with the dean and the VP of university advancement

Central development

Central development office

Central development with some library input

Central foundation

Central university and library director of development; in consultation with dean of library and associate dean of library

Chief fundraising officer in partnership with associate vice president for college and units and the university librarian

Chief LDO in concert with dean of libraries

Collective between dean, assistant provost, and university foundation

Dean of libraries

Dean of university libraries & senior director of development & alumni affairs

Dean, senior VP for advancement, director-library advancement

Dean's cabinet

Determined by university librarian in consultation with director of development.

Development director with final approval of university foundation

Director of advancement and director of libraries

Director of development, with input from dean of libraries and senior staff at central development operation

Director of library development and executive director, DAE

Executive director

Executive director and director of development & alumni relations

Executive director, university advancement

Foundation staff

Institutional advancement and library dean

Jointly between the foundation and dean

Jointly by Libraries and foundation office

Jointly with central development

LDO

LDO, dean of libraries, academic affairs
 LDO, chief librarian, and university advancement
 LDO, dean of libraries, VP of development, director of library development
 Library development director, university librarian, and central development
 Library director and development
 Library director of development and university librarian signs off.
 Supervisor in institutional advancement
 SVP development, DOD, dean of libraries
 The library and office of advancement
 There are no established goals since I have been in the position. It is assumed that the university librarian will seek out and pursue fundraising but there is no goal or cap put on it. There are a lot of restrictions on fundraising at our institution.
 University advancement in collaboration with the dean of libraries
 University central development
 University foundation
 University librarian + management team + provost
 University relations (central development)
 Vice provost
 VP for advancement

12. Please enter the minimum amount for a major gift. Enter a whole number without a currency symbol. N=48

Minimum	Maximum	Mean	Median	Std Dev
10,000	250,000	51,723	25,000	45,762

Amount	N
10,000	7
11,000	1
25,000	18
50,000	7
100,000	13
250,000	1

Comments N=3

Currently \$25,000, soon to be \$100,000.

For the university: \$25,000; for Libraries more like \$5K or \$10K.

This varies depending on what is associated with the major gift, such as naming opportunities, etc.

LIBRARY DIRECTOR'S ROLE IN DEVELOPMENT

13. Does the institution require the library director to spend a specific amount of time on fundraising activities in the course of a typical year? N=53

Yes 13 25%
No 40 75%

If yes, please indicate the percentage of time required. N=10

Percentage	N
20	1
25	1
35	2
40	3
75	1
90	1
100	1

Comments N=3

It is not clearly defined.

Need to reach goal by a combination of major gifts, annual donations, and planned gifts.

Nothing official, but generally 40% of their time

14. Please indicate the approximate percentage of time the library director actually spends on fundraising activities in the course of a year. N=50

Percentage of time

Minimum	Maximum	Mean	Median	Std Dev
2	100	35.82	25.00	28.90

Percentage	N
2	1
5	2
10	5
15	5
18	1
20	7
23	1
25	6
30	6
33	1
40	2
50	3

Percentage	N
65	1
75	2
90	3
95	1
100	3

15. Please indicate whether there is a financial threshold that gifts must meet before the library director participates in any of the following activities. Check all that apply. N=40

Sign letters of correspondence (including electronic communications)	27	68%
Presenting proposal	26	65%
Closing a gift	25	63%
Prospect meetings	24	60%
Prospect strategy sessions	23	58%
Initiate phone calls to donor prospects	14	35%
Other activity	6	15%

Please briefly describe the other activity. N=6

Cultivation events, special events

Deeds of gift

Partnering with curators and librarians about presenting donors with information about securing appraisals for collections we want to receive over \$5,000 and protocols around securing the appraisal and tax form signatures from CFO.

Stewardship/donor relations activities

University foundation events, university foundation board meetings

Working with our board of advocates and attending alumni events.

Additional comments N=4

Case-by-case

Difficult to answer. It's all generally on a case-by-case basis and sometimes has nothing to do with amount. Some donors (former friends group members) want to hear from the dean, others would rather hear from directors of specific programs.

There is no financial threshold that gifts must meet before the library director participates. I engage at every level with gifts from signing letters to meeting with prospective donors, etc.

These are evaluated on an individual basis.

If there is a minimum amount, please enter the amount. N=34

Activity	Minimum	Maximum	Mean	Median	Std Dev	N
Sign letters of correspondence	100	5,000	880.95	500	1,087.37	21
Presenting proposal	1,000	100,000	58,111.11	50,000	41,118.04	19
Closing a gift	5,000	250,000	78,823.53	50,000	74,004.42	17
Prospect strategy sessions	25,000	500,000	104,166.67	37,500	140,951.85	18
Initiate phone calls to donor prospects	500	250,000	76,500.00	50,000	86,370.81	7
Prospect meetings	10,000	250,000	60,909.09	25,000	70,278.67	11

Comments N=4

Sign letters of correspondence N=2

All donations need a signed gift agreement that I sign for the library.
Varies by project at the request of or working with the foundation.

Presenting proposal N=4

Development reviews all library proposals, private or grants.
No minimum, but usually 50,000+.

Varies

Varies by project at the request of or working with the foundation.

Closing a gift N=3

No limit—small amounts are deposited into a fund with the foundation that covers a wide range of expenses for the library.

Varies

Varies by project at the request of or working with the foundation.

Prospect strategy sessions N=3

Depends on donor and proposal from 50,000 and up.

Varies

Varies by project at the request of or working with the foundation.

Initiate phone calls to donor prospects N=3

Depends on donor.

Varies

Varies by project at the request of or working with the foundation.

Prospect meetings N=3

Depends on donor.

Generally doesn't occur.

Varies by project at the request of or working with the foundation.

Other activity N=1

Deed of gift

16. Does the library director participate in fundraising calls without the presence of the chief/most senior LDO or other fundraising staff members? N=54

Yes	39	72%
No	15	28%

Comments N=12

Answered Yes N=8

Above figures are approximations, not rules. It is hard to separate formal fundraising from "earlier" steps of outreach.

During acknowledgment of gift calls, calls with development board members, assigned donor prospects for whom we have developed strategies, as part of major donor stewardship and cultivation per developed strategies.

Not often, but sometimes donors want to meet with the UL only and I will meet with donors independent of the foundation development officer, but inform the donor that eventually the foundation has to become involved as they managed those monies.

On occasion

Sometimes. If the donor has a relationship with the dean he/she will contact the dean and then the donor/prospective donor is referred to DOD.

These calls are for cultivation purposes rather than direct asks.

This is rare, but only when the dean has the best relationship with donor/prospect and they have shown a preference.

We have a donor who is a celebrity and has the relationship with the dean. There are other rare instances like this, but for the most part the LDO makes the call.

Answered No N=4

He may meet to build the relationship but does not make an ask with the fundraiser present to work out the details.

I am a one-man operation, so I do it all.

Sometimes these are made via phone but the preference is to meet with the donors face-to-face and ask for major gifts together—UL and library LDO.

Stewardship meetings yes, but not fundraising calls.

UNIVERSITY'S ROLE IN LIBRARY DEVELOPMENT

If your library is not part of an academic institution, please continue to the next screen.

17. Does the provost or chief academic officer actively engage in fundraising for the library (e.g., soliciting gifts)? N=53

Yes	20	38%
No	33	62%

If yes, please describe their role and the results. N=17

Aids in securing major gifts of over \$100,000 and attends visits/stewardship events with high-capacity donors.

As needed, depending upon gift nature and provost's connection to donor.

As requested by the dean of libraries.

Conducts visits, assists in proposal delivery for high-level alumni/donors. Donors and alumni appreciate the high-level engagement.

If strategy indicates that the dean of library is the best person to conduct the solicitation, a strategy is determined and a gift ask scheduled.

In her role as provost, she supports the fundraising goals and priorities of all schools, colleges, and units, including the Libraries.

It depends on the relationship with the university.

Limited to attending donor/special events.

Meeting with potential donor.

Occasionally meets with major gift prospects for the libraries; attends donor stewardship events; recommends strategies for certain targets.

On a selected basis and with coordination from central development and the library UL and library LDO.

Provost is available for cultivation and stewardship.

So far very rare. Two examples: staff campaign that featured the libraries, and currently in discussion for potential corporate gift that would cover multiple colleges/units, including libraries.

The dean of the library and I call donors regularly to thank them for their recent gifts, and he occasionally accompanies me on visits with donors.

The provost engages in fundraising on behalf of the library's current building project, however the extent of this effort is not known.

The provost has been on donor visits with and without the library director. Results have been positive.

The provost meets with selected donors at special events and fundraising weekends. At this time, he talks with them about funding priorities throughout his area, including the libraries.

Additional comments N=3

Director supports the dean's outreach (e.g., letters, meetings, etc.)

Not actively

This provost has been in office for two years; no fundraising on behalf of library to date.

18. Does the university president actively engage in fundraising for the library (e.g., soliciting gifts)?

N=53

Yes	25	47%
No	28	53%

If yes, please describe their role and the results. N=21

Again rare. President has visited high-level donor as a stewardship visit and would meet with prospects at the half million level.

Ambassador, cultivation, prospect identification, and stewardship

As needed, depending upon gift nature and president's connection to donor.

Attending donor/special events and contributed cost share funding for major NEH grant.

Chancellor is active in all principal gift conversations and lends his involvement to asks at the major gift level as well. This includes gifts for the Libraries at the principal and major gift levels. The chancellor includes the Libraries in his consideration for gifts to the institution.

Conducts visits, special events, stewardship, correspondence, telephone calls. Donors and alumni appreciate the high-level engagement.

Depending on other priorities, the president may engage in fundraising as requested by the dean of libraries.

For large gifts the president will occasionally assist in cultivation and recognition—rare, but important and helpful.

Has identified potential library donors for which the library would follow up.

In his role as president, he supports the fundraising goals and priorities of all schools, colleges, and units, including the Libraries.

Large donors (1M+) and acknowledgment letters for gifts over \$100,000 or trustee gifts

Meets with highly rated prospects/donors only.

Occasionally routes an undesignated gift to the libraries; occasionally meets with major gift prospects for the libraries, IF it is high profile target (e.g., building project) and a very high-capacity donor.

On a limited basis and coordinated via central development and the UL.

Once, and in a cultivation capacity rather than solicitation.

Only at the highest levels. Has addressed our advisory board.

Rarely. Recently worked with the president on gift-in-kind collection.

The president has met with donors at the request of the chief LDO in concert with the dean of libraries and the office of philanthropy. This is a rarity, but it does happen with gifts of substantial size.

The president often calls on and meets with our major donors.

The president works with the institute's development team to solicit gifts for the library's current construction project.

The provost meets with selected donors at special events and fundraising weekends. At this time, he talks with them about funding priorities throughout the university, including the libraries.

Additional comments N=3

Not specifically

Very limited

Willing, but has not actually done so to date.

19. Are college deans or other college administrators actively supportive of fundraising for the library? N=53

Yes 24 45%

No 29 55%

If yes, please describe their role and the results. N=19

As needed, depending upon nature of gift to campus unit that they oversee.

Certain deans have, in the past, been supportive of specific gifts being discussed for the libraries.

Cultivation and stewardship

If the gift also benefits their units.

Limited to attending donor/special events.

Many support the libraries themselves.

Not all, but arts & sciences dean has been supportive of collaborative gifts.

Primarily in a peripheral way

Schools/colleges/units are partners in gifts involving the Libraries where there is an active partnership between the Libraries and the school/college/unit. Dean of libraries actively seeks partnerships that benefit both college or school and Libraries.

Several deans visit, take tours, and/or make gifts to the Libraries.

Some deans will refer donors to the library, or collaborate with library director.

Sometimes for joint initiatives related to endowed faculty chairs or specialized library spaces (e.g., student research support).

Supportive "of" the Libraries; not supportive "for" the Libraries. Although recent participation of deans, alumni association, university press, and graduate school in our fundraising event, this is not sustained throughout the year.

Supportive, yes

The development officer frequently brings in other people because they always seem to find success with providing them another connection to the university.

The libraries have received many gifts that have been from donors who give to multiple areas, and many faculty give to the libraries. Some deans are more verbally supportive than others. But some have helped us get collections important to their faculty and students.

Vice president for alumni and development oversees all development departments on campus and meets with high-level donors.

Visits donors with and on behalf of the director of development. Writes stewardship letters, provides input as to areas of need and expertise. Participation has made a great impact on proposals awarded, cultivation, and stewardship. Donors and alumni appreciate the personal.

We work collaboratively with other schools and units across the campus to cultivate donors through shared events and solicit support for collections in conjunction with endowed chairs.

20. Are development officers from other colleges or units actively supportive of fundraising for the library? N=53

Yes	36	68%
No	17	32%

If yes, please describe their role and the results. N=33

Actively? Yes, if alums & donors indicate interest.

All of the development officers at the foundation are supportive of one another. They will provide leads to the development officer of the library, set up meetings for them when they are visiting out of town, and help strategize team solicitations.

Annual fund team or other school development teams based on donor interest.

As needed, depending upon nature of gift to campus unit that they oversee.

Central development regional major gifts officers are very helpful.

Central, regional, international, gift planning, annual fund

Collaborate with institutional advancement staff including major gift officers, gift planning, the annual fund, alumni relations, and corporate foundation relations.

Collaborations encouraged by the central development office. Examples: joint initiative for library fund to support an endowed chair; donor who expresses two distinct areas of interest—one of which is the libraries and the other of which is a college or other area of the university with a separate development officer.

Development officers collaborate with Libraries' LDO to make connections to donors when donors' interests align with the Libraries' purposes and goals.

DOs from other units are supportive if the gift is a joint gift for their unit, or if they are central major gift officers (not assigned to a unit). Collaboration has resulted in several major gifts ranging from \$25K to \$1million.

Fundraising officers across campus are collaborative and we generally work well together. In the past, we've had collaborations on major gifts (>\$25K) with two other units, and three similar collaborations are currently in the works.

Generally, development officers in the colleges recognize and appreciate that the Libraries support ALL students. Whenever possible, the Libraries and colleges collaborate on gifts. Collaboration is a critical component in addressing our donors' passion.

Honors college dean, mass communications dean, and current donor sharing with college of science

If they manage a donor who also gives to the library, it will be included as part of their strategy in some cases. Gifts have been secured by other gift officers to support the library that serves their college.

It is standard protocol to work closely with school/college/unit development officers on shared projects and services placed within the Libraries. The Libraries have developed close partnerships with schools/colleges/units for the purpose of fundraising together.

Joint solicitations for libraries and other units on campus

Officers from university advancement, as needed, e.g., for planned giving and bequests, annual giving, etc.

On occasion and when fundraising impacts colleges and the library. For example, our archives and special collections have significance for the deans in the colleges of social sciences, and humanities, and languages & literatures. We collaborate on fundraising when appropriate.

Only a handful of my colleagues work with me to secure gifts for both units. I feel I have to constantly make my case to be included as an option for support.

Particularly our central gift officers and our planned giving officers are very collaborative.

Planned giving officers

Prospect identification, cultivation, and stewardship

Some campus partnerships are in place. This is a growth area.

Some development officers will speak on behalf of the libraries when the opportunity arises. We also share information.

Some support the libraries themselves; some also refer prospects who are interested in supporting the libraries

Sometimes. Prospect managers may introduce UL to potential donors who have expressed interest in library.

The college DOs do not but major gifts are managed by senior director of development & alumni affairs at the central development offices at the foundation.

The development team assigned to the college of music helps us a bit on the side when they have time. That is the source of our .05 FTE.

The director of development for planned giving has been working collaboratively with the director of development for the Libraries. He has recently secured an endowment gift that will provide discretionary support for the Libraries.

They will direct potential donors to the library if appropriate.

Travel together to meet donors with multiple interests. Also call on libraries for donors interested in school history.

University regional major giving officers, university planned giving officers, university corporate and foundation officers

We are actively building a more collaborative fundraising environment at the university. Most folks are willing to partner and we try our best to be supportive of each other's areas. Joint visits are a common occurrence, as well as joint proposals.

Additional comments N=3

Major gift (regional) development officers actively solicit gifts on behalf of Libraries. Results are not separately tracked.

Overall the answer is no, however there is new leadership who is emphasizing collaboration so this may change. Currently, there are one or two colleges/units here on campus that are willing to collaborate and are supportive of libraries.

Unsure

LIBRARY DEVELOPMENT STAFF EVALUATION

Note: moves are defined steps that bring a prospect closer to a gift; visits are personal interactions with a prospect; pipeline reports are tools used to analyze which stage in the development process a donor might be in—identification, qualification, cultivation, solicitation, or stewardship.

21. For each measure below please indicate whether it is Not Important, Important, or Very Important for evaluating the performance of the chief/most senior LDO. Select NA if the measure is not used to evaluate their performance. Make one selection per row. N=51

Measure	Not Important	Important	Very Important	NA	N
Dollars raised	0	12	37	2	51
Number of visits	1	15	33	2	51
Number of asks/proposals	1	19	29	2	51
Number of gift closures	3	18	27	3	51
Overall dollar goal	0	22	26	3	51
Visits per month (or other period)	6	24	18	3	51
Number of qualified donors	7	22	16	6	51
Number of moves	15	18	8	10	51
Pipeline reports	15	19	8	8	50
Moves per month (or other period)	14	20	7	10	51
Assisting other units	16	21	3	11	51
Joint proposals	16	23	1	11	51
Other criteria	2	2	3	11	18
Total number of respondents	30	49	46	17	51

If you indicated above that other criteria are important or very important, please briefly describe the criteria. N=5

Number of prospects in portfolio

Number of submitted opportunities (proposals)

Since the library does not have specific alumni and serves the entire community, campus partnerships are essential in helping to build awareness and support. Give Day, Parents Weekend, Reunion Weekend are secured and we work regularly with Foundation Relations.

University-wide projects such as scholarships, campaigns, and total annual giving to institution

We are also measured by size of gift, number of gifts, and type of gift (cash or planned).

Additional comments N=8

Because development responsibilities are shared with the university endowment, not all criteria are applicable. Our role is primarily cultivation.

Development program at Libraries is still being developed in partnership with central development. Numerical metrics haven't been put in place, because potential is yet to be determined. The other university development directors are evaluated on all of these metrics, and we have plans to develop our own in time.

"Engagement activities" described as events whether internal to the library or external to other parts of the organization.

Evaluation criteria are determined by the foundation.

Little is evaluated other than dollars raised, visits, and proposals presented.

No LDO employed or evaluated by Libraries.

Submitted proposals and substantial donor contacts (e.g., donor visits) are strong indicators of success.

There is no LDO in the library; the UL is involved directly with donors.

22. For each measure below please indicate whether it is Not Important, Important, or Very Important for evaluating the performance of the library director. Select NA if the measure is not used to evaluate their performance. Make one selection per row. N=53

Measure	Not Important	Important	Very Important	NA	N
Dollars raised	4	24	16	9	53
Overall dollar goal	8	20	14	11	53
Number of gift closures	15	11	8	18	52
Number of visits	17	15	6	14	52
Number of qualified donors	14	15	5	17	51
Number of asks/proposals	20	13	4	15	52
Assisting other units	19	11	3	18	51
Visits per month (or other period)	20	14	2	16	52
Moves per month (or other period)	24	6	1	21	52
Number of moves	22	8	1	21	52
Joint proposals	22	10	1	18	51
Pipeline reports	25	7	0	19	51
Other criteria	2	0	5	14	21
Total number of respondents	31	41	24	25	53

If you indicated above that other criteria are important or very important, please briefly describe the criteria. N=5

3- and 5-year averages, Capital Campaign performance

Creating a culture of philanthropy

Strategic leadership to position the Libraries for sustainable fundraising. Aligning fundraising with Libraries highest priorities. Nurturing/mentoring her subordinates (i.e., retreats, skill-building, etc.)

The types of targets/initiatives used to attract fundraising dollars are almost as important as the actual money. For example, how do library targets help advance university strategic goals (through collections or buildings or endowed librarian positions, etc.)

The university librarian has an opportunity to build support across campus, with other deans and the office of research.

Additional comments N=5

“Engagement activities” described as events whether internal to the library or external to other parts of the organization.

Fundraising is an implicit responsibility of the Libraries dean. No formal numerical metrics are in place to evaluate dean’s performance, as potential for Libraries fundraising success is yet to be determined.

I'm not privy to the specifics regarding this evaluation, but I have been led to believe by the dean that dollars raised are important in his evaluation.

Recently, the library has collaborated on two major initiatives with entities outside the library. Our progress here will be an important measure of success.

The dean is not evaluated on fundraising to my knowledge.

- 23. For each measure below please indicate whether it is Not Important, Important, or Very Important for evaluating the performance of other professional library development staff. Select NA if the measure is not used to evaluate their performance. Make one selection per row. N=46**

Measure	Not Important	Important	Very Important	NA	N
Dollars raised	7	8	15	16	46
Overall dollar goal	9	10	10	17	46
Number of visits	10	7	12	17	46
Number of asks/proposals	11	6	13	16	46
Visits per month (or other period)	13	7	9	17	46
Number of gift closures	11	8	11	16	46
Moves per month (or other period)	13	11	3	19	46
Number of moves	14	10	3	19	46
Number of qualified donors	9	10	9	18	46
Joint proposals	13	13	2	18	46
Pipeline reports	12	12	3	19	46
Assisting other units	11	15	2	17	45
Other criteria	5	2	1	15	23
Total number of respondents	20	23	21	26	46

If you indicated above that other criteria are important or very important, please briefly describe the criteria. N=3

Donor and prospect research, completing fundraising reports, maintaining libraries' website platforms, preparing mailing list.

Quality of interaction with donors both on the phone and in person matters as does representing the Libraries as professional and supportive to the donor/prospects needs, wishes, and gifts.

Stewardship efforts and annual fundraising efforts are very important.

Additional comments N=6

Answers apply to development officer position, which differs from development coordinator position.

As there is no other professional library development staff, these are more hypothetical answers.

Development staff have varying roles.

No professional library development staff at the university.

Not to my knowledge.

Only major gift officers and high-level foundation/corporate relations officers have metrics.

24. Who conducts the evaluation of the chief/most senior LDO? Check all that apply. N=51

Library director	36	71%
Managerial personnel from institution's development unit	36	71%
Other position	3	6%

Please specify the other position N=3

Also, dotted reporting line to the central development office: vice president of philanthropy. In time, I believe there will be a more formal reporting line to the central office.

Dean of the college of music and AVC for advancement

Dotted reporting line to assistant provost for strategic engagement—arts and humanities

Additional comments N=13

Dean and senior VP for advancement

Dean of the library and the vice president of university advancement

Executive director (development); dean of university libraries

Executive director, DAE conducts the review with comments and feedback from the library director.

Foundation assistant vice president

Foundation management

Joint review with dean of libraries and assistant VP advancement

Jointly between library director and university foundation office

President of the foundation

The evaluation is done by my central development supervisor and the university librarian.

Vice chancellor for development

Vice president of development at the university foundation. Annual reviews by the vice provost of libraries and the vice president of development at the university foundation.

VP university development

25. Who conducts the evaluation of other professional library development staff? Check all that apply. N=38

Library Development Officer	27	71%
Managerial personnel from institution's development unit	8	21%
Library director	4	11%
Other position	8	21%

Please specify the other position N=8

Associate deans

Director of development, library

Director, libraries advancement

Executive assistant I

Foundation management

Other professional staff who help support library fundraising as part of larger or related assignments are evaluated by their supervisors within the university's alumni relations and development operation.

The administrative assistant II is over all of the admin assistants, so they have some part in the evaluation process of my development assistant.

We're in the process of hiring a development services coordinator who will report to the LDO.

LIBRARY COORDINATION WITH THE INSTITUTION'S DEVELOPMENT OFFICE

26. Is the library positioned and supported comparably to other units/schools/colleges in the institution in terms of fundraising opportunities? N=53

Yes	22	42%
No	31	59%

If no, please explain. N=26

Academic units and other priorities in the campaign receive greater support.

All of the other deans have assigned development teams except continuing education, which is on a different funding model.

But, we are working on that. We have a major renovation scheduled in the next few years, which will create some opportunities. The library hasn't been a top priority in the past mainly because it wasn't the "squeaky wheel." Now we are the "squeaky wheel."

Colleges get more self-identified donors.

Each of the colleges has an embedded academic advancement officer. While they report to central development administratively, they work closely with the dean and other leadership in their college to address college funding priorities. The libraries do not have an embedded academic advancement officer, but rather a development liaison from central development, with a limited percentage of time available for library activities.

I have no benchmarking study that would enable me to answer this question with any authority. Anecdotally (conversations with other library development staff through self-initiated contact or ALADN), it is not.

Libraries are new to development as being its own unit. It used to be considered a part of the college of arts and sciences. In addition, we are not considered as part of the principal gift strategies. This is because we are still developing our fundraising priorities.

Library is assigned very few highly rated prospects and doesn't have access to them yet; is assessed on "major gift productivity."

No natural constituency, so the library has to work collaboratively with colleagues to find prospects.

Only 20% assignment. All others are 100%.

Testing a new model with the senior DO embedded in the foundation and the DO embedded in the libraries. Previously it was comparable.

The Libraries are not seen as a priority within the current campaign by the current administration.

The Libraries do not have an alumni base similar to other schools, colleges, and units and do not have access to their donors and prospects.

The library does not have a development officer, nor is there a dedicated person or team at the central development office focused on the library.

The library is a small unit, so larger colleges receive more attention when it comes to fundraising.

The regional gift officers do not often think to bring up the libraries/archives/press when they are speaking with donors, as they might with the schools and colleges.

There is no direct pipeline to library donors other than previous donors to the library. As such, our donor numbers fall each year and will continue to do so until a solution is developed.

This “no” is qualified in that the university is adjusting its level of support for the Libraries through central advancement and principal gifts and the chancellor’s involvement. The Libraries come from a perennial condition of lacking in number and quality of major gift prospects.

Unlike the colleges and other units, I have no support staff and receive only a small fraction of the annual financial support provided by university advancement.

We are certainly supported, but in no way at the level of the colleges.

We are growing our program.

We do get easy access to good major gift prospects. Often we are given a prospect once the school feels they are done with them.

We do not have a clear constituency and often suffer from the fact that the university-wide traffic patterns in development favor organizations with alumni. Non-degree granting units have a more uphill battle to develop a donor pipeline and have to use creative methods to determine constituencies that have opted in.

We don’t have the support staff of other units, which pulls development staff away from primary roles.

We have a very limited number of LIS alumni and are not filling the pipeline.

We work regularly with some groups like alumni relations and the Parent Program. We need to break through to other department units and build more support since we have librarians and staff that support all academic units on campus.

Additional comment N=1

We are unable to solicit those who haven’t given to us previously, which puts us at a disadvantage to schools who are allowed to solicit all alumni.

27. How often is the chief/most senior LDO invited to participate in institutional-level meetings about major prospects? N=51

Occasionally	31	61%
Always	11	22%
Never	9	18%

28. How often is the library director invited to participate in institutional-level strategy meetings about fundraising? N=51

Occasionally	34	67%
Always	9	18%
Never	8	16%

29. How often is the library included on institution-level direct mail appeals as a possible gift designation? N=52

Occasionally	29	56%
Always	19	37%
Never	4	8%

30. Is the library included on the institution-level giving website as a possible gift designation? N=53

Yes	52	98%
No	1	2%
The institution does not provide online giving opportunities	0	—

31. How often is the library included as a possible gift designation during phone-a-thon solicitations conducted by the larger institution? N=52

Occasionally	32	62%
Always	16	31%
Never	2	4%
The institution does not conduct phone-a-thon solicitations	2	4%

32. Please indicate whether the institution’s central development operations or the library’s development office provides the more significant amount of staff effort for each of the following activities. N=53

Activity	Central Staff	Library Staff	N
Major gifts	14	39	53
Prospect research	48	5	53
Gift processing	41	12	53
Deferred/planned giving	35	18	53
Special events	8	45	53
Annual giving	30	22	52
Direct mail	31	21	52
Development communications	18	34	52
Records processing	49	3	52
Corporation/foundation relations	32	19	51
Information technology	35	15	50
Phone-a-thon	47	1	48
Other activities	3	4	7
Total number of respondents	53	50	53

If you selected other activity/central staff above, please briefly describe the activity. N=3

AG, DM, and phone: Library is responsible for content but central handles everything else.

Annual endowment reporting: central development compiles financial reports and combines documents; units provide individual fund impact reports to be included.

Some of our donor relations activities, such as the mailing of endowment reports to stewardees, is managed centrally. In many cases, I play a role of varying size with each of the items listed above as being managed by central staff.

If you selected other activity/library staff above, please briefly describe the activity. N=3

Donor cultivation, personal donor stewardship, and prospect identification

Gift stewardship (i.e., making sure funds are spent in accordance with donor intent and reporting to donors about use of funds) is a major ongoing responsibility of the libraries organization, involving the dean, the associate university librarians, numerous collection management and administrative support staff. This is especially the case with the 150+ separate endowment funds stewarded by the libraries. The central development operation also devotes significant time and trouble for gift stewardship on an institution-wide basis.

Our external relations team staff members support events and provide some support for development-related communications, such as thank you letters, event bios, etc.

Additional comments N=2

Our institution has a centralized annual giving office that manages phone and mail appeals. However, as an office of one, the chief LDO is still responsible for leadership annual gifts (<\$25K) to the library. Gift and record processing is also managed by the central office.

We create a UDEV form with each donation and it accompanies the donation that is processed at central development. We write a thank you letter for each donation from the university librarian; the donor relations team issues the tax donation letter.

33. Please indicate whether the institution's central development operations or the library's development office provides the more significant amount of funds for each of the following activities. N=52

Activity	Central Funds	Library Funds	N
Special events	9	43	52
Major gifts	19	32	51
Direct mail	28	23	51
Prospect research	46	5	51
Development communications	23	28	51
Gift processing	43	7	50
Deferred/planned giving	41	9	50
Corporation/foundation relations	39	11	50
Records processing	47	3	50
Annual giving	25	24	49
Phone-a-thon	39	10	49
Information technology	34	15	49
Other activities	1	3	4
Total number of respondents	51	48	52

If you selected other activity/central funds above, please briefly describe the activity. N=1

Donor relations

If you selected other activity/library funds above, please briefly describe the activity. N=3

Libraries provide the majority of funding for all donor engagement activities, e.g., exhibits, donor cultivation, etc.

The Libraries and each unit must provide its own marketing and communications funding. The Libraries provide the director of development salary.

Volunteer support, stewardship

Additional comment N=1

Records and gift processing are managed and paid centrally. Mail and phone are managed centrally, but the library is charged for the effort.

BOARDS, FRIENDS, AND ALUMNI ASSOCIATION SUPPORT

34. Please indicate which of the following groups exist at your institution and which support library development, either financially or through effort/advocacy. Check all that apply. N=51

Group	Exists	Supports financially	Supports through advocacy	N
Library Development Board	29	27	24	29
Library Friends Group	22	19	11	22
Alumni Association	40	3	14	40
Student Advisory Board	27	0	15	27
Other group	15	6	12	15
Total number of respondents	51	37	40	51

If you selected other group above, please briefly describe the group. N=15

Group exists N=2

Faculty advisory board

Library development board is under construction. It will exist, it will support financially, and will support through advocacy. Below answers are planned/projected.

Group exists, Supports financially N=1

Our Cabell Associates Board regularly supports the library with gifts to support programming.

Group exists, Supports through advocacy N=7

Faculty senate committee on the Libraries

Faculty senate library committee

Libraries alumni outreach group

Library advisory committee: a faculty senate committee made up primarily of faculty.

Library ambassadors: student group that volunteers to assist with library events/programs.

Library faculty advisory board

The university library committee is a group of mostly faculty, but some students, that meets several times a year to advise the dean. The hope is that members will also help by spreading positive information throughout campus.

Group exists, Supports financially and through advocacy N=4

History board

Librarian emeriti

Special collections advisory board

We have a library advisory council that I consider to be different than a library development board.

Additional comments N=3

Development board is called “Dean’s Advisory Council,” which is made up of community volunteers. We are working to grow a culture of giving within this group, but it’s not there yet. The affinity of the group isn’t in a great place either, as the former development office allowed the chair to unilaterally assemble the group using his personal network. They have affinity for the chair and not necessarily the Libraries. In the future, the dean will be solely responsible for adding members.

Our library administrative group meets with the leaders of the associated students (undergrads) and graduate students group annually. The library also implements and publishes an annual survey.

The first two groups do not exist and the other two do, but are not directly connected to fundraising for the library.

35. If there is a library development board, please indicate the number of members, their position titles, and their roles. N=31

Number	Position Titles	Roles on Board
1	Libraries Advisory Council, Member	Volunteer leadership, fundraising, friend raising, and advocacy
5	No titles specifically	Prospecting, awareness, connections
6	Committee Chair, Member	Advocacy, fundraising, contributors
7	Library Volunteer Leadership Committee	One chair plus six members
8	Advancement Board Member	Advocacy, donor, assist with fundraising, collaboration
9	Dean’s Cabinet Member	Advocate for a specified area within Archives and Special Collections through events that focus on each area of interest for the purpose of widening the number of individuals who support the Libraries. Members also make a major gift.

Number	Position Titles	Roles on Board
9	Board of Visitors Chair and members	Guide the advisory structure for the libraries, serve as ambassadors and positive representatives of the libraries, assist in securing private funding resources, contribute to the libraries through annual gifts of \$1,000 or more, familiarize with the library public programming, projects, and student activities.
10	Board of Visitors member	Currently being re-evaluated to be more of a fundraising board.
11	Chairperson and members of the board	Advocacy, philanthropic, professional expertise, and contact into Board of Trustees
12	Dean's Development Council Member	Support library through philanthropy, expertise, and advocacy
13	NA	Members
13	Advancement Council Member	1 chair, the rest are members
14	Member	Insight, advocacy, support
15	Dean's Advisory Council member. The lead volunteer is Chair.	Theoretically, to give \$1,000 to Dean's Excellence Fund and to advocate for the Libraries in various ways.
15	Chair, Vice chair, member	Give, advocate
19	President, Vice President	To advocate and support the Libraries
21	President, Vice President, Immediate Past President, all others are members	Fundraising, advocacy, networking
24	External board comprised of alumni with various career paths	Advisory
24	President and board members	Volunteer, advocate, financially support & promote the Libraries
24	President	Assist with raising funds and friends and advocating for the libraries.
27	Chair, Vice Chair @, Members	Communicate campaign goals, library objectives to alumni, friends, corporations, foundations. Make significant gift of \$100,000 or more. Assist in cultivation, stewardship, identification of prospects, provide guidance/ leadership to development staff.
28	Libraries Advisory Board Members	Advocacy, fundraising, annual contributions, campaign giving
28	Chair and members	Advising the dean, advocating for the libraries on the institutional level and philanthropic giving
28	Chair, Vice Chair, Membership Chair, Social Chair	
29	Advocates	Varies
32	Chair, Vice Chair, Committee Chair, Committee Vice Chair, Member	Suggesting ways to raise the Libraries' profile among the university's constituencies, identifying and securing financial resources, and bringing together the interests and expertise of a wide variety of supporters.

Number	Position Titles	Roles on Board
35	Chair; vice chair for nominations; vice chair for development; vice chair for programming	Recruitment of new members; meeting planning/agenda setting; brainstorming event ideas; advocating for library support from campus administration and from other alumni. In addition, all members of the board, except for a few lifetime membership honorees, need to be active, annual donors.
36	Chair or member	Advocacy, fundraising, referrals, support of university librarian
45	Chair, members	Serve as ambassadors for the university; provide valuable counsel & professional expertise; leverage their own networks in support of the university; financially support university priorities, including targeted initiatives related to the libraries.

Comments N=2

The board is on hold.

Tried to start one for campaign; not leadership or appetite.

36. Are the member’s appointment processes, terms, obligations, and other conditions comparable to those for development boards for other units/schools/colleges? N=31

Yes 26 84%

No 5 16%

Comments N=10

Answered Yes N=4

Required to make a gift, unclear if it is comparable to other units and colleges.

Some units. Others are so much larger they have multiple boards with various levels and functions (i.e., business school).

The volunteer board structure and membership process, including adding new members, is managed by central advancement and the chancellor’s office.

Unsure. We have not compared notes with other campus units about this.

Answered No N=5

Giving requirement is much less.

Not all units have a Friends group.

There is no consistency between the unit/school/colleges advisory groups.

Varies across campus.

We do not require a financial contribution—just a suggestion.

37. Does your development program engage in activities that you would characterize as “friend raising,” defined as efforts intended to generate committed and supportive relationships with outside parties and entities without a specific fundraising purpose or goal? N=49

Yes	38	78%
No	11	22%

If yes, please describe the activities. N=30

Annual celebration of university authors (includes alumni authors), dean’s lecture on information & society, author readings & literary events

Community-oriented programs/events

Coordinating events with the alumni association throughout the year

Cultivation events, one-on-one visits

Events and exhibits

Events to generate “buzz” for the libraries.

Events, presentations, lectures, holiday parties

Exhibit opening, host for board meetings, collaboration with other units on events

Exhibition openings and catalogue mailings, endowed lectures, screenings and panel discussions

Friends of the Libraries and Friends of the Panama Canal Museum Collection

Friends of the Libraries used to host author events for the university and community.

LDO is member of local Rotary for the purpose of friend-raising. We aim to host quarterly socials for Friends of the Libraries for the purposes of friend-raising.

Lectures, celebrations (year-long 50th anniversary celebration of our main library), Day of Giving

Major and small events, dinners

Many programs created and presented within and by the Libraries target the community and people as a form of “friend raising” including parents, grandparents, and extended family members of students as a way of developing potential opportunities from the community and the extend families of students.

Offering events that promote collections and collaborations; partnerships with faculty and students

Open houses and community engagement

Our Friends of the Libraries offers many events throughout the year to engage the public.

Programs and events at library; participation in university-wide events; publication of a quarterly magazine targeted toward Friends of the Library members and current or potential library supporters.

Public events: lectures, programs, exhibits

Reaching out to prospective donors who have expressed interest in donating to the library, not necessarily in the near future but through posthumous gifts, etc.

Recruiting possible new members

Special events

Special events, lectures, and tours

Tailgates, food handouts during finals week, meetings between donors and scholarship recipients

Thank donors, introduce prospects to libraries, invite to events, share business cards with prospects.

We are constantly building the network to hopefully connect with those that can connect us with financial support. Additionally, we aim to connect our friends with new projects that may lead to their financial support.

We have an annual dinner and regular other events like faculty lectures.

We have recently revamped our Friends of the Library program and there are a number of events being held to attract the interest of community members.

We plan a fall and spring meeting for our development board, send letters of appreciation for every gift received by the libraries (in addition to the tax acknowledgment letter sent by the university), and send Christmas cards to library endowment donors and other significant benefactors.

Additional comment N=1

Note that the board does sponsor lectures and other activities that are open to the larger community and that have the effect of raising general awareness and positive community feeling about the library. However, that is not the purpose or goal of the board's participation.

DONOR COMMUNICATIONS

Donor communications include print or electronic communications and or solicitations that may include library stories, statistics, and other measures used to convey library value/success.

38. Please indicate which types of communications with potential donors are distributed in print and which are distributed electronically. Check all that apply. N=53

Communication Type	Print	Electronic	N
Solicitation letters	47	35	50
Stewardship letters	50	21	50
Informal communication (i.e., birthday cards)	42	20	45
Newsletters	27	37	42
Magazines	28	15	31
Other donor communication	20	20	23
Total number of respondents	53	49	53

If you selected other donor communication/print above, please briefly describe it. N=19

Annual report

Annual report and web news item

Annual report, holiday card, calendar, special event invitations, periodic updates, library public programming brochure

Annual reports

Collateral handouts both in print and electronic formats

Created a donor book based on an Instagram series of photographs called People of Ekstrom Library. The original series included photos of students and libraries' personnel along with short statements about the subject's relationship to the library. The book focuses on students from all the libraries.

Endowment impact reports

Event Information/Invitations

Event invitations

Event invitations, annual reports

Impact report for annual fund donors

Impact report: akin to annual report, but without any financial information. Includes highlights of the year and infographics on various metrics.

Information packets, event invitations

Personal emails and hand written notes

Proposals

Thank you letters/acknowledgments

The Libraries annual report is posted online and mailed to all donors.

We create specific brochures and pamphlets that highlight specific collections, tech needs, projects to leave behind with donors/prospects.

We have recently added an annual report that is available online.

If you selected other donor communication/electronic above, please briefly describe it. N=16

Annual report, special event invitations, periodic updates, library public programming brochure

Blogs, Facebook, tweets

Donor gift press release

Electronic birthday cards are sent monthly and an electronic magazine featuring collections, technology & research debuts in Fall 2018 (called SOURCE).

Endowment impact reports

Event information/invitations

Event invitations

Our library communicates manager is in charge of the library's social media channels. I share some of our posts with specific donors.

Proposals

Social media, email updates (personal messages to advocates apart from e-newsletters)

Thank you letters/acknowledgments

The annual report of the library includes major accomplishments, our strategic plan, and other use and collections related data.

The Libraries annual report is posted online and mailed to all donors.

There is a PDF of the book online.

Updates on key library initiatives, activity, grants, etc. are sent to our development board electronically on an as needed basis.

We have recently added an annual report that is available in limited quantities in print.

39. What quantitative measures of library outcomes and performance, beyond metrics or statistics like gate counts, are used in these communications? N=39

5,000 hours of preparation and instruction for more than 15,000 students, number of reference requests, textbooks loaned, equipment loaned, results of satisfaction survey, budget numbers

A few examples include library public programming counts and attendance, number of print and electronic titles, digital collection geographic reach, linear feet of acquired special collections, expenditures, reference services to students and faculty.

All email/mailed communications are added to constituent records in our CRM. Web communications track opens, forwards, clicks.

ARL stats

Campaign progress numbers

Click rates

Coded return envelopes are included with each mailing enabling the tracking of dollars raised per mailing.

Comparison of our gate count to our organizations (e.g., the Public Library); number of technology checkouts (e.g., laptops, chargers, video equipment, etc.); cups of coffee sold at our cafe, etc.

Data gathered for internal purposes, such as gate count, count of students receiving information literacy instruction or receiving help through consultations, satisfaction with the library website, collection metrics, and other metrics are shared with donors and potential donors as relevant.

Data related to collections, print and digital, circulation, ILL, gate counts, etc.

Dollars raised, event statistics

Dollars raised, number of donors, event participation

Dollars saved by students on textbook purchases as a result of our OER grants program.

Endowment and gift stewardship reports for gifts intended for collections frequently include counts or lists of titles purchased.

For some electronic mailings, we can measure the number of "opens."

Fundraising totals

Gate counts, budgets, visits by non-campus user groups

Giving honor rolls, campaign numbers and goals, quantitative assessment survey responses, etc.

ILL requests

Infographic with various usage statistics on specific project outcome

Mostly gate counts and material/book counts. We have used information on a current study of students taking courses offered by the libraries.

None at this time (2 responses)

Number of computers, study rooms, equipment for checkout, scholarships

Number of donors, dollars raised, number of items in collections

Open rate for electronic communications

Open rates and segmentation of list. Looking at what emails were read by whom, what events were attended by whom, if they gave or took action to help the library.

Our annual report includes comprehensive yearly statistics for the Libraries, including service stats, collection stats, and giving.

Philanthropic giving, research funding

Progress of strategic goals and initiatives financials

Progress towards specific campaign goals including annual and capital

Space-related data such as seat counts; resource-related data such as numbers of online journals, databases, ebooks, print books, etc.

Student enrollment in the library courses and instruction pass rates. Faculty participation in the institution digital repository.

The impact of various library activities and donor funds.

The quantitative measures of library outcomes and performances that we use in development communications are typically infographics that accompany pieces like end-of-year letters and our university capital campaign case statement.

Total of event attendance, volume count, materials expenditures, etc.

We list all donors—GIK and \$—in the annual report. We do not list the amount per person, just the names. We include all library endowment accounts as well.

We occasionally include quantitative measures in stewardship letters, relating specifically to the area in which the gift was given. As we are in the midst of a fundraising campaign for library renovation, metrics such as gate counts may be relevant to a donor at this time.

Web traffic in catalogue and digital library. Number of dissertations submitted to our digital repository for undergraduate and graduate students. Number of classes taught in the library or by subject librarians. Number of liaison classroom presentations hosted by librarians.

40. What types of quantitative measures of library outcomes and performance would you use if they were available? N=25

Amount of research published from collections

Attendance at events (donors)

Baseline of giving from other libraries, retention rates, etc. Amount of other emails donors receive from other colleges, schools, units, etc.

Clicks for electronic communications, replies to solicitation letters, and visits to library website

Impact assessments related to learning

In discussion with assessment librarian to determine.

Indicators of the libraries' impact on student success

It depends on the purpose of the solicitation and the audience.

Library usage by discipline, major, school/college

Measuring success...higher grade points

Not sure

Number of donors, increasing percentage of gifts, dollar totals from specific campaigns

Other quantitative measures we would use if we had access to them would be analytics of how these communications caused our constituents to act. Did a certain piece trigger a donation, attendance at

an event, etc.? Additionally, we would find useful any direct evidence that links library interaction to student success.

Progress towards specific campaign goals including annual and capital as well as qualitative assessment of general collecting areas that might be relevant to interests expressed by prospects and donors.

Research studies showing evidence of library programs, services, and instruction making a significant difference in students' lives and in faculty members' research, as applicable.

Return on Investment on various solicitation methods

Statistics about use of library by alumni

Student and faculty survey as to improved information literacy. Number of non-student library card holders. Usage data by faculty accessing scholarly record: How many articles and journals is each unit accessing for research every semester?

Student data: impact on GPA, retention, etc. when participating in library instruction and programming.

Student success surveys, retention measures

Study room checkouts (I can probably get this), hours of library use per student, average number of visits per week, etc.

These are usually connected to accomplishments as they relate to the strategic plan/direction.

Use of electronic resources by constituency. Email conversion rates: how many donors come from the library and university stories about the library?

We'd like to be able to measure impact of research consultation program on student success outcomes.

What's out there? What do others use?

41. What qualitative measures of library outcomes and performance are used in these communications? N=33

Accomplishments of faculty and staff, library efforts to help with student retention such as information literacy assessment results, impact of spaces and services, positive comments on social media

Anecdotal evidence from students and faculty who have received big benefits from working with library.

Anecdotal impact stories, donor stories

Communications often discuss goals and projects conducted to meet them, impact on students, profiles of scholarship awardees, news of librarian accomplishments, and other anecdotal evidence of the Libraries' performance.

Direct feedback from donors and event attendees

Donor stories, library success stories, introductions to new faculty and staff, student success stories

Features on faculty research, reflections on past success, looking ahead

How funds are spent and the impact on students/faculty/research.

Impact of giving: students supported, spaces created, faculty and researcher highlights, student research highlights, programs offered.

Impact on teaching, learning, and research

Impact stories on how the Libraries have made a difference.

None at this time

Number of visitors annually, count of articles accessed electronically, number of questions answered annually.

Photos, if applicable, and narratives that describe the accomplishment or endeavor that was innovative or of interest.

Progress towards specific campaign goals including annual and capital

Quotes from donors, students, faculty, staff expressing satisfaction with libraries

Quotes from students, faculty, and librarians about impact of gifts

Regular updates of library initiatives and projects

Retweets, Facebook sharing, social media interactions, and event attendance

Special collections news, new acquisitions information, new services at the Libraries, updates on the construction and progress of our new library, library public programming, awards, grants received, staff accomplishments, donor information, etc.

Special projects, “big news,” student or faculty successes

Stories from library users: student, faculty, alums

Stories indicating student support. Examples of exhibits, events, and activities involving students and faculty in the libraries

Stories of direct impact to students, faculty and staff collaborations within and outside the campus community

Stories about renovation, services, accomplishments, impact on users, and open access.

Student and faculty testimonials of Libraries experience. Stories from across the libraries regarding collections.

Student and faculty testimonials

Student interviews and profiles; donor profiles and testimonials

The qualitative measures of library outcomes and performance that we use in development communications are typically anecdotal stories of student and faculty success.

Type of research, collection content, space renovations

We include quotes from users regarding new spaces or services, most often in stewardship letters related to renovation fundraising.

We often use donor quotes in proposals and editorial stories about major gifts/new endowments.

We use “success stories” from faculty and students about use of collections and services.

42. What types of qualitative measures of library outcomes and performance would you use if they were available? N=16

Administration comments or input

Connection between library impact and student success

Feedback from donors

How do the qualities of an event or the content of the invitations affect attendees’ giving?

Impact stories

In discussion with assessment librarian to determine.

It depends on the purpose of the solicitation and the audience.

More data from usability studies, student focus groups, etc.

Other qualitative measures we would use if we had access to them are more stories like these, but, in addition, the results of stories like these. Do these experiences help researchers procure more funding? Do these experiences make students more successful? In the graduate school or job markets?

Progress towards specific campaign goals including annual and capital as well as qualitative assessment of general collecting areas that might be relevant to interests expressed by prospects and donors.

Quotes from donors, students, faculty, staff, and library community; feedback on library services

Student quotes

Survey results, reader panels, focus groups

These are also measured against the strategic directions: how have we succeeded in these directions and what progress has been made?

We need an easier, more systematic way to identify the success stories mentioned above.

We need more specific testimonials from students. Would love video content to share in e-communications. Would love more images of Libraries community for communications, depicting scholarship, group learning, librarian-student interaction. Stories from librarians as to specific ways they've enabled scholarship and research projects in the lives of students and faculty.

43. Are the library's commitment to or contributions to intellectual freedom explicitly used, described, or discussed in your communications with stakeholders, including the inclusion of the library's intellectual freedom statement? N=50

Yes	22	44%
No	28	56%

Comments N=10

Answered Yes N=6

In newsletter when we include mission, vision, core values.

In strategic directions printed brochures & online

Not typically part of fundraising communications, but are used in other communications when appropriate

Particularly support for open access

Programming for Freedom to Read Week each year, included on library website.

The Libraries support and advocate for intellectual freedom through our open access publishing fund, affordable textbook project, information tables, workshops, and more.

Answered No N=4

It is included in the gift agreement form.

Not especially. We could do better.

Not explicitly

Unless it becomes necessary.

44. Are the library's commitment to or contributions to inclusion and diversity explicitly used, described, or discussed in your communications with stakeholders, including the inclusion of the library's diversity or inclusion statement? N=50

Yes	37	74%
No	13	26%

Comments N=9

An inclusion and diversity statement appears on all printed and electronic publications, implemented FY2018.

As a state institution we must state this in all communications and furthermore, we must make all our communications ADA compliant.

But in the form of examples

Explicitly stated in library's strategic plan.

In newsletter when we include mission, vision, core values.

In strategic directions printed brochures & online

In the strategic plan

On the web site

Yes, when appropriate.

45. Do the library's communications professionals or unit report through the library development office? N=51

Yes	8	16%
No	42	84%

If no, where do they report? N=31

Associate Dean/Libraries Administration

Associate Director for Business Administration

AUL, Administrative Services

Both communications and development report to the associate dean.

Communications professionals used to report to the development officer, but were recently moved out of the department and now report to the university librarian.

Dean (5 responses)

Dean's Office (2 responses)

Deputy Chief Librarian

Deputy Director of Libraries

Director of communications reports to university librarian.

Libraries administration. While there is coordination, Libraries communications selects and advises on development projects.

Marketing and communication work group is part of the University Libraries organization, whereas library development reports through centralized university development operation.

No, but I've tried explaining that in other development programs that under advancement is fundraising, events and outreach, and communications. Communications reports directly to dean.

Operations

Senior Director of Administrative & Financial Services

Team Leader for Planning, Budgets and Assessment

The communications unit reports to the dean of libraries.

The director of communications and marketing is a direct report to the dean of libraries.

The library does not have the benefit of communications professionals at present.

They report directly to the dean but work closely with Libraries Development and Advancement as part of the communications and advancement plans.

They were recently absorbed into the central communications team.

Through the library administrative office

To an associate university librarian

To the director of our marketing & communications group

We do not have a library development office. Our communications professionals report to the university librarian.

We meet on a regular basis. The communications manager reports to the AUL for outreach.

Additional comments N=2

Director of communications reports to the dean of the libraries. .50 FTE social media specialist reports to the director of communications.

We do not have a communications professional for the library so this is not applicable.

CAPITAL CAMPAIGN

46. What was the university's or parent institution's goal during the most recent or current capital campaign? N=50

Minimum	Maximum	Mean	Median	N
75,000,000	6,000,000,000	1,998,333,333	1,500,000,000	45

Comments N=5

Established by the foundation

Not publicly disclosed

TBD

This was not solely a capital campaign. The campaign was centered around the 125th anniversary of the university and funding priorities.

We are beginning the first university campaign now.

47. If that campaign has concluded, please indicate the total that was raised. N=24

Minimum	Maximum	Mean	Median	N
275,000,000	6,400,000,000	1,928,650,000	1,462,000,000	20

Comments N=4

At least \$860 million has been raised in this campaign thus far.

Ends June 2020.

Has not concluded, but goal has been exceeded.

We are about 85% of the way there with two years remaining.

48. What was the library's overall stated goal during the most recent or current capital campaign?

N=43

Minimum	Maximum	Mean	Median	N
1,000,000	240,000,000	29,204,651	20,000,000	43

49. How and by whom was the library capital campaign goal established? N=44

Advancement & library dean

Advancement and library leadership

Associate dean in consultation with the dean

Associate university librarian for development

By the VP of university advancement

By university development, the office of strategic planning, and the office of the budget, in consultation with university executive leadership, informed by the Libraries' strategic plan and key funding priorities.

Central development (2 responses)

Dean and LDO

Dean of libraries was consulted but the goal was established by the university foundation.

Dean of the library and director of development in consultation with the volunteer leadership committee

Dean of university libraries & central development

Dean, board, director of library development, VP for alumni relations and development all participated.

Dean, director-advancement, senior VP advancement

Development unit

Director of advancement

Director of development & executive director

Director of development, library

Executive director, university advancement

Former dean of libraries and libraries development officer

Foundation

Jointly by the foundation, university senior administration, and the Libraries dean

Jointly foundation and Libraries

Jointly with central development

LDO, chief librarian, and division of university advancement

LDO, library director

Libraries and central fundraising leadership

Libraries in consultation with the endowment

Library and central

Library dean and institutional advancement staff

Library director and development

Library executive team: AULs

Provost and IA

The dean of libraries collaborated with the central development office and the LDO to set the goal.

The director of philanthropy/chief LDO

The university librarian at the time

University advancement

University central

University Foundation

University foundation and library? I wasn't here and can't say for certain.

University librarian

University librarian and library director of development and MG

University librarian, external advisory council, provost, president

Via the university administration, largely the president's cabinet

50. Is there a specific distinction in the goals for gifts, pledge payments, and matching gifts, pledges, and gifts in kind? N=49

Yes 9 18%

No 40 82%

If yes, please briefly describe the difference in goals. N=7

\$4,000,000 for building projects, \$1,000,000 for Library of the Future Endowment, \$1,000,000 for Special Collections and Archives Endowment

Cash and GIK are counted as cash; pledges are planned gifts or multi-year gifts.

Commitments and collections

Each is tracked but overall goal is not divided.

Pledge payments do not count towards goal.

University’s campaign progress to date includes gifts in kind, but LDO’s performance is assessed only on financial results.

We want to increase monetary giving through pledges, outright gifts, and matching gifts while reducing the percentage of giving that is made by non-monetary giving.

Additional comment N=1

There was an estimate of \$2 million in planned gifts. That goal has been exceeded.

51. Was there a goal that excluded gifts-in-kind? N=49

Yes 5 10%
 No 44 90%

If yes, what was that “cash” goal? N=4

\$10 million
 \$25 million
 \$65 million

The \$6,000,000 is our stated goal for the campaign and it is all for the purposes described above. However, the university counts and reports all gifts to the library (including in-kind donations) in our campaign total.

Additional comments N=3

But when we received a \$5 million gift-in-kind, dean requested a \$5 million increase in the Libraries goal.

For section below, totals: The university includes in-kind with a category called “gifts, grants, and pledges.” Thus my in-kind total is a conservative estimate based on a single, large gift I’m aware of (there are likely more I don’t know about). Where is the category for revocable gifts? The pledges box reflects our REVOCABLE total (I can’t use that category for pledges as the university includes pledges in the first total).

We are counting GIK values into the goal over \$5000.

52. If the library’s capital campaign has concluded, please indicate the totals that were raised. N=16

Category	Minimum	Maximum	Mean	Median	N
Gifts, pledge payments, and matching gifts	1,635,000	47,642,496	15,389,887	6,900,000	5
Pledges	3,000,000	50,000,000	27,189,338	27,878,676	4
Gifts in kind	865,000	49,000,000	14,945,983	4,959,466	4
Total	2,771,940	77,000,000	23,676,522	10,000,000	13

Comments on Gifts, pledge payments, and matching gifts N=3

Close to \$50 million at this point
 Not concluded but have exceeded \$28 million at this time.
 Not concluded; currently at \$20 million

GIFTS IN KIND (GIK)

53. For GiK donations, do you have an established practice or policy requiring development officers to explicitly request, encourage, or require cash gift(s) for processing or other costs? N=51

Yes, request/encourage	34	67%
Yes, require	1	2%
No	16	31%

54. Over the last five years, on average what percentage of annual giving is from GiK? Enter a whole number without a % sign. N=44

Minimum	Maximum	Mean	Median	N
1%	85%	30.32%	25%	37

Comments N=7

Don't know—can't separate from total

I don't know the answer to this, but I am working with Special Collections to create more transparency in terms of rare book donations and manuscript donations. We are working to establish a policy and formal communication plan.

Information is not specifically tracked.

Minimal

Unknown—GIK donations not often appraised or included in fundraising metrics.

Very small; sometimes appraised estate gifts

We don't have a good valuation process, so cannot answer.

BUILDING PROJECTS

55. Has your library recently concluded or is it in the planning phase of a new building or major renovation? N=52

Yes	40	77%
No	12	23%

If yes, is the project part of a capital campaign? N=40

Yes	15	38%
No	14	35%
Not yet, but it will be	11	28%

56. What is the expected final cost of the project and what is the percentage of total cost for which the library is responsible? For the percentage, enter a whole number without a % sign. N=31

Cost	Minimum	Maximum	Mean	Median	N
Final cost	1,000,000	200,000,000	52,962,903	38,000,000	31
Library %	3	100	66.5	85	20

ADDITIONAL COMMENTS

57. Please enter any additional information regarding development activities at your library that may assist the authors in accurately analyzing the results of this survey. N=13

A professional Libraries development program has been in existence for only 15 years leaving the Libraries without an established group/history of principal and major gifts directed to the Libraries. Significant improvement in consideration and support by the chancellor and principal gifts is fostering growing success for the future of Libraries advancement.

At our institution, we have a strong central development department. While the Libraries partner with them and do everything we can to support their efforts, our role in development activity is much more limited than the type of things described in the survey. We have answered the questions as best we could to provide the perspective of an organization with this structure.

Canadian institutions are more limited than US counterparts in parent fundraising due to privacy legislation. GiK federal guidelines are different in Canada than in the US.

During our current capital campaign, 45% of major gifts have been planned gifts, 39% of major gifts have been gifts-in-kind, and 17% have been outright gifts.

Library director of development & alumni affairs position is currently vacant. Historically, the position was responsible for major gifts. We are currently moving to a model where the senior director of development & alumni affairs who reports to the central development office will be responsible for major gifts. The LDO is responsible for fund/friend-raising and is located at the libraries.

Many of our endowment-level donors were giving back in the 90s, and are no longer active in their philanthropy or are deceased. We also had a couple of very big university donors give in the 90s or early 2000s, who were not properly acknowledged and/or stewarded by the former dean. So, they've moved on to other units at the university. We're actively trying to repair those ties. We're completely rebuilding our major giving program. Most of our 60–70 annual donors are giving at under \$1000. Our strategy this year is to build a relationship with those annual donors and ask them at the end of the year to increase to the annual leadership level of above \$1000. We would like to see them give at the leadership level a handful of times before we propose a major gift to the Libraries. Statistically, donors make 10–15 gifts on the non-major giving level before they are “ready” to make a major gift. It's a time-consuming process. We do have a very active Friends of the Libraries group, but they historically do not see themselves as donors. They are more of a volunteer group (this is of course problematic). We are working to shift that culture a bit. Most of that group are retirees, so we are also working to grow the Friends community and invite more young professionals in. Sorry for any holes in this survey. Next year, there will likely be a clearer picture at the Libraries in terms of development. Thanks for all you do!

Not all campaigns are capital (i.e., buildings). The two campaigns I've been involved at have been comprehensive campaigns (i.e., people, places, and programs). Also, I wish you had asked the same questions about Friends groups as you did about development boards, I think you may have missed a lot of valuable information there. Our Friends group has some responsibilities that overlap with development (but we don't have a separate development board). And finally, I believe in libraries, and in an academic setting, the role of the library is essential. Despite our vital role in fostering academic excellence for students and innovative research among faculty, we are not a perennial priority—strategically, philanthropically, or physically. Libraries should be the easiest fundraising job on campus, but instead it's the hardest. I am aghast that university administration—people with PhDs who demonstrably benefited from academic libraries—doesn't see our inherent value in undergirding the entire institution. I understand that there are many competing priorities at all universities, but it's a fact that great universities have great libraries. As a development officer, it is part of my job to make the case for the library. I would like to see ARL develop some persuasive and compelling materials that would

help library deans make the case for the libraries with university presidents and their administrations. That could help us all a lot. Thank you.

Some of these questions aren't quite a fit. \$contributed income + \$appraised gifts v. budgets + FTE would be great to see a list of income compared to size/library budgets.

The institute has not permitted the library to hire a development officer. This has been a major constraint in expanding library collections, spaces, services, and other resources. With a large building project currently underway our hope is that more development attention will be paid to the library, commensurate with the norm at other ARL institutions.

The library new building and renovation project completed in January 2016. We have doubled the amount of use by our students, faculty, staff, and community. We are a great campus partner and look forward to more collaborations and donor support.

The Libraries is one of many units across campus with special collections, all of which have their own separate fundraising arm.

We are evolving in our development activities but to truly be successful need more willingness and inclusion from our university. With a recent change in leadership we are hopeful that this is on the horizon.

We have had a development office in place for roughly six years. In 1999, we completed a major capital campaign project for the main library on campus. Between 2000 and 2011, we had many years of either no development officer or one for a very short period. 2011 marks the beginning of our current fundraising program in earnest.

Responding Institutions

University of British Columbia
Brown University
University at Buffalo, SUNY
University of California, Irvine
University of California, Santa Barbara
Case Western Reserve University
University of Colorado at Boulder
Colorado State University
Cornell University
University of Delaware
Duke University
University of Florida
Florida State University
Georgetown University
Georgia Institute of Technology
University of Hawai'i at Manoa
University of Houston
Indiana University Bloomington
University of Iowa
Iowa State University
Johns Hopkins University
University of Kansas
University of Kentucky
Louisiana State University
University of Louisville
McGill University
University of Maryland
University of Massachusetts, Amherst
University of Michigan
Michigan State University
University of Nebraska—Lincoln
University of New Mexico
New York University
North Carolina State University
Northwestern University
University of Notre Dame
Ohio University
Oklahoma State University
University of Oregon
Pennsylvania State University
University of Pittsburgh
Purdue University
University of Rochester
Rutgers University
Simon Fraser University
Syracuse University
Temple University
University of Tennessee
University of Texas at Austin
Texas A&M University
University of Toronto
Tulane University
Vanderbilt University
University of Virginia
Virginia Commonwealth University
Virginia Tech
University of Washington
Washington State University
University of Wisconsin—Madison
Yale University

Representative Documents

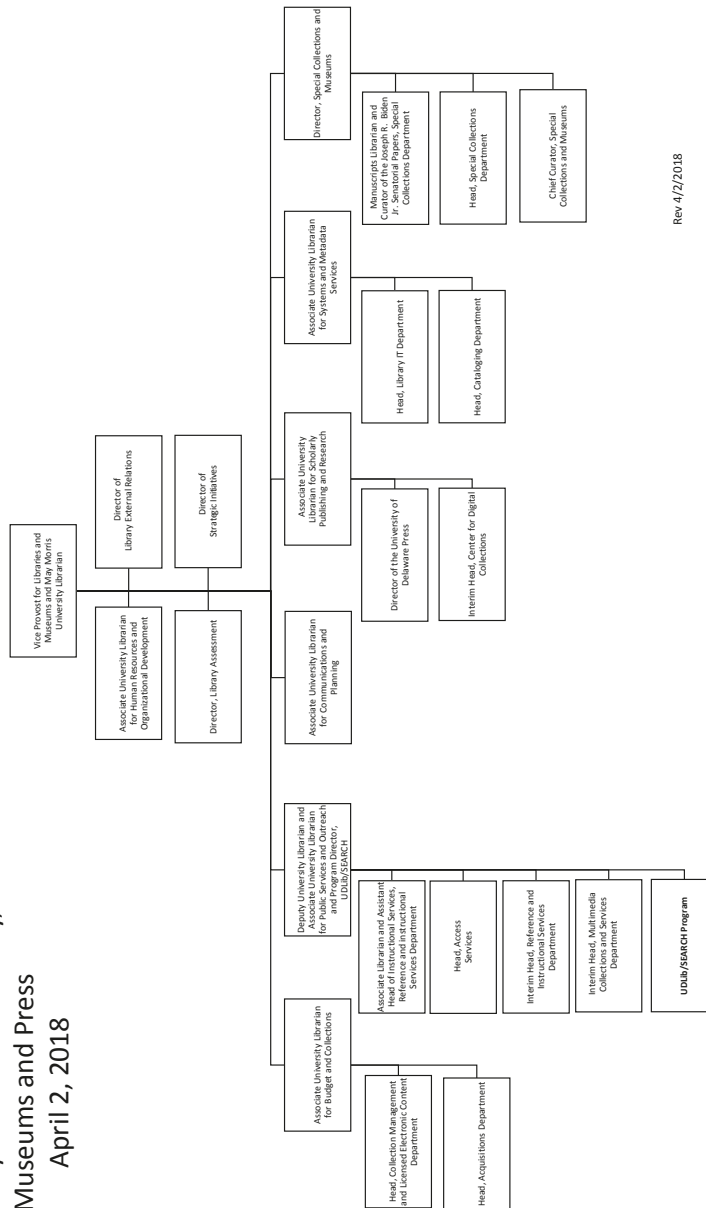
Organization Charts

UNIVERSITY OF DELAWARE LIBRARY

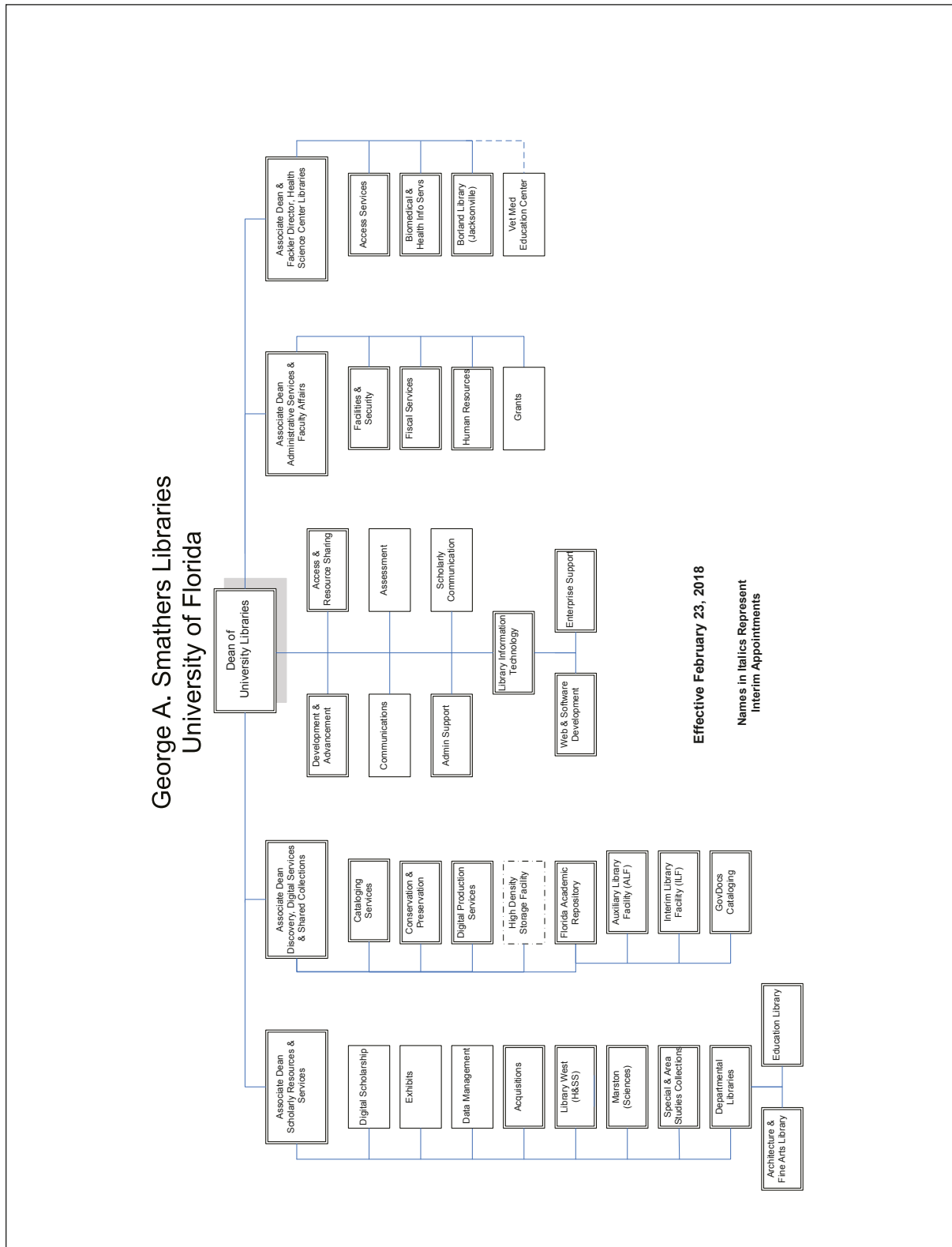
University of Delaware Library, Museums, and Press

<https://library.udel.edu/wp-content/uploads/2017/12/UDLMP12-2017.pdf>

University of Delaware Library,
Museums and Press
April 2, 2018



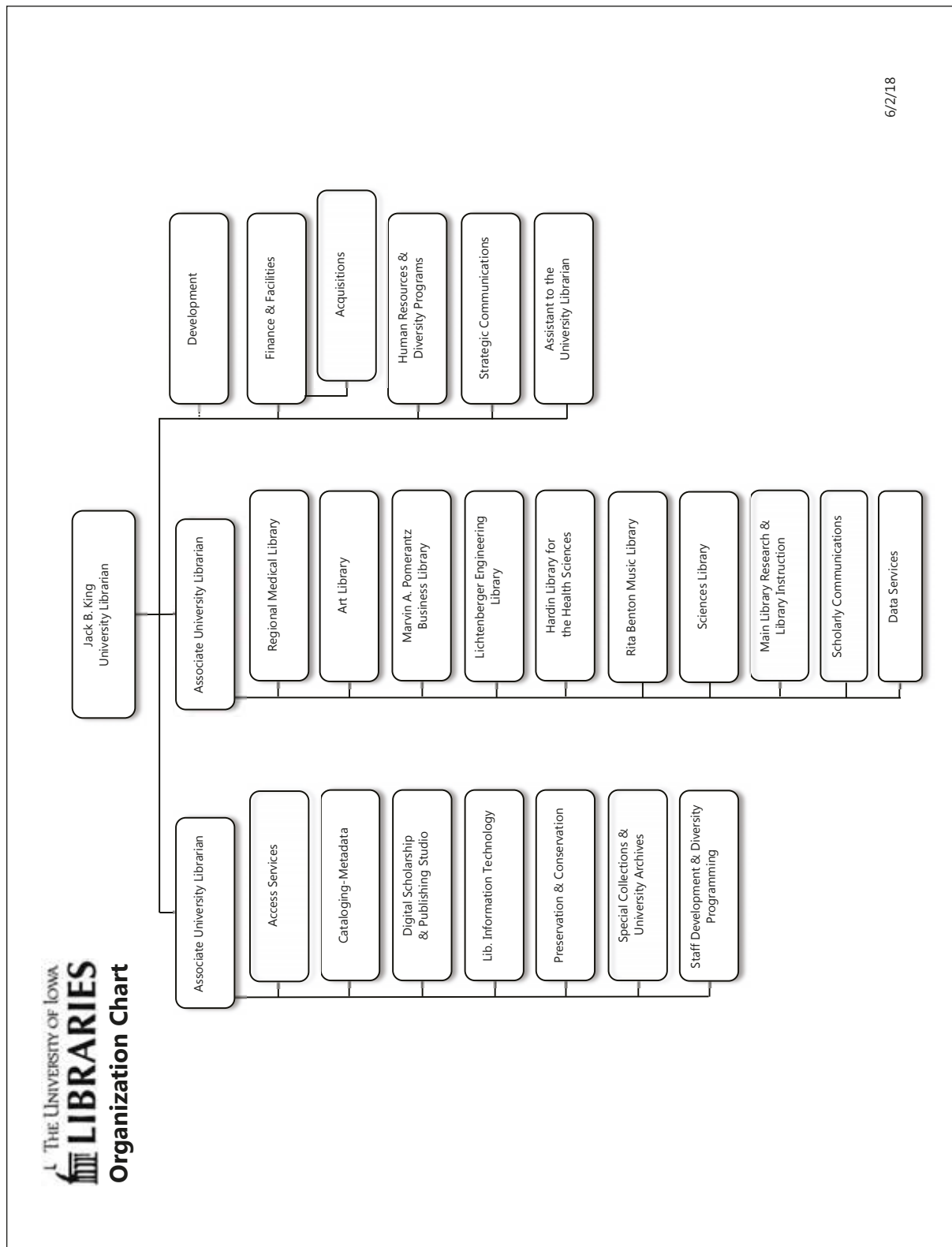
Rev 4/2/2018



UNIVERSITY OF IOWA LIBRARIES

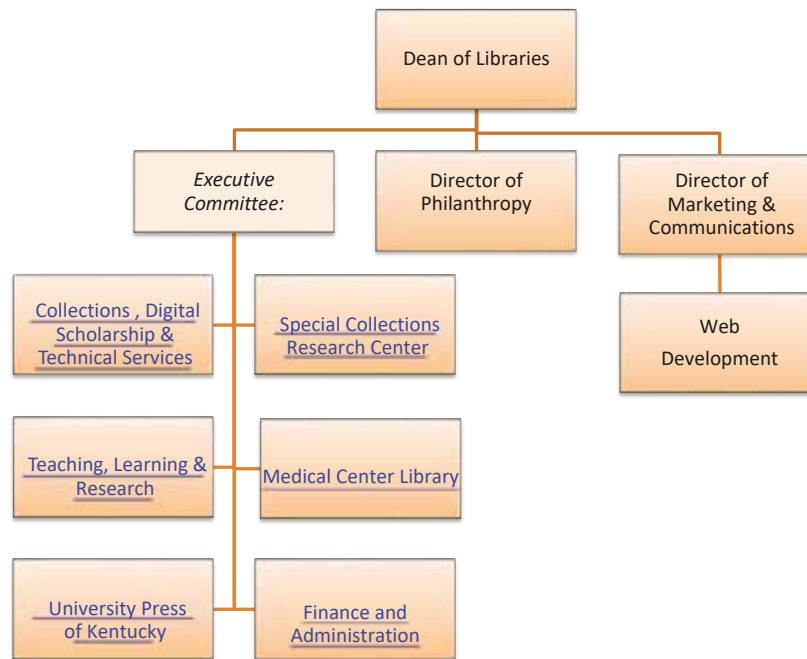
Organization Chart

<https://www.lib.uiowa.edu/people/files/2016/08/uilibraries-orgchart.pdf>





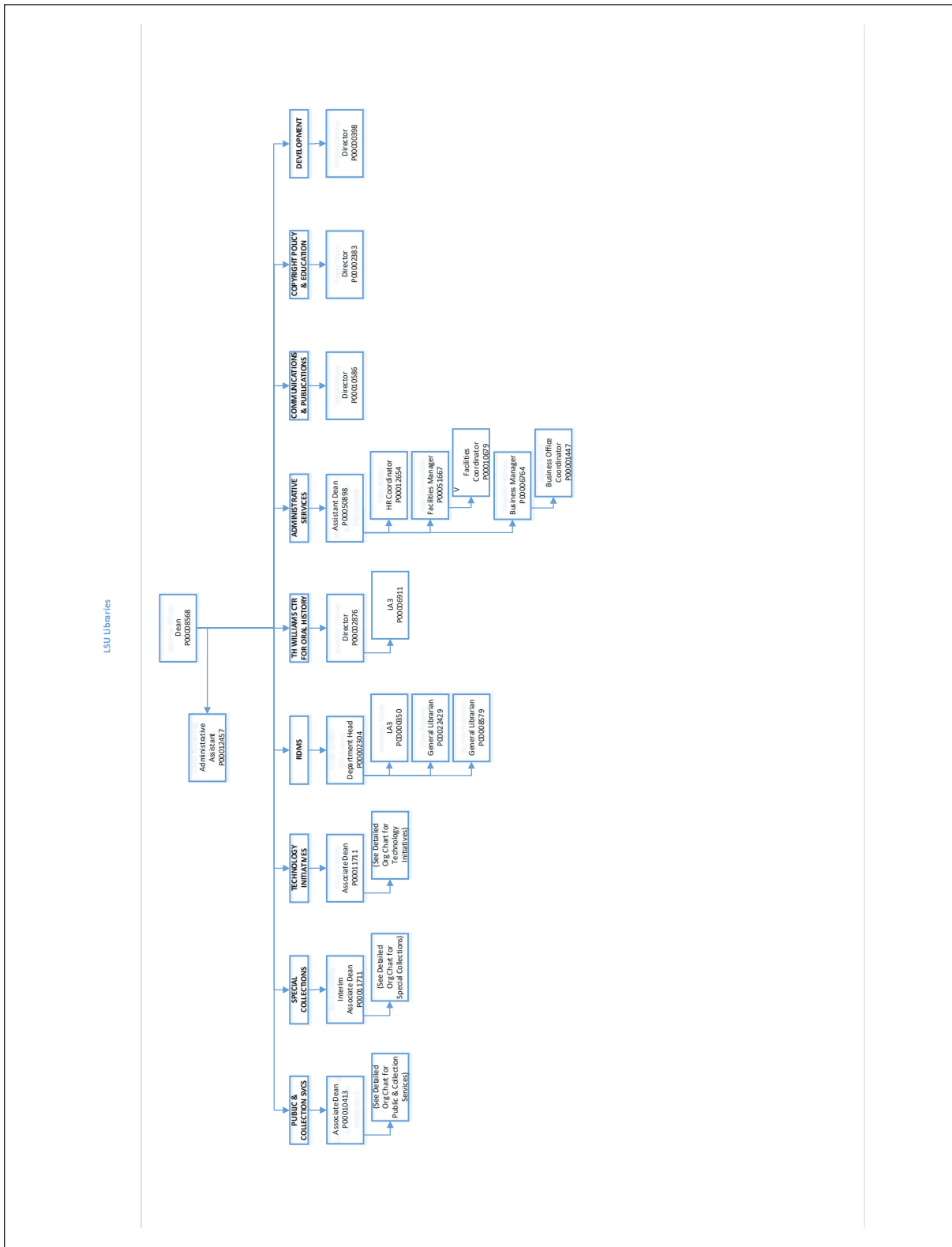
Office of the Dean

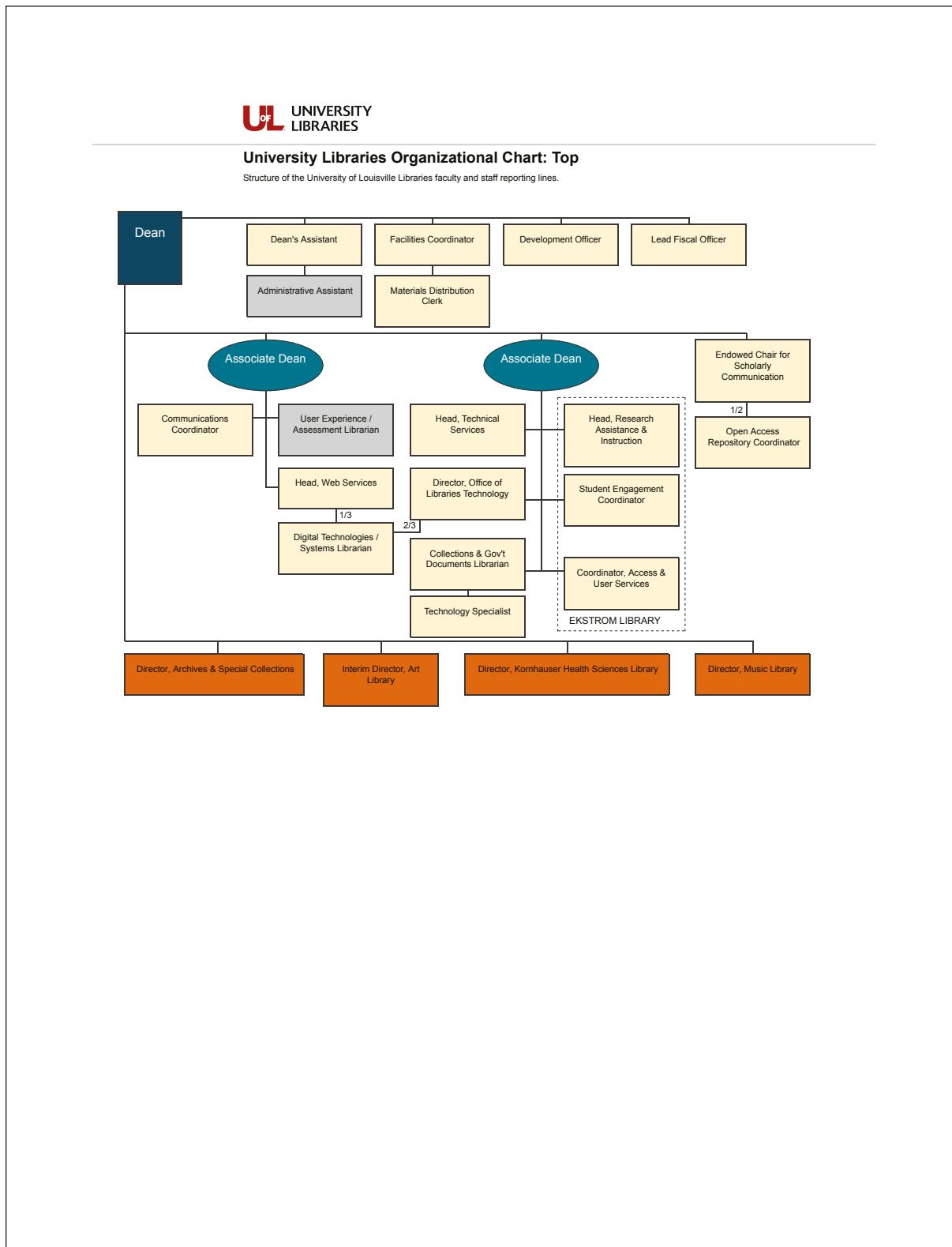


Last Update: 4/5/2018

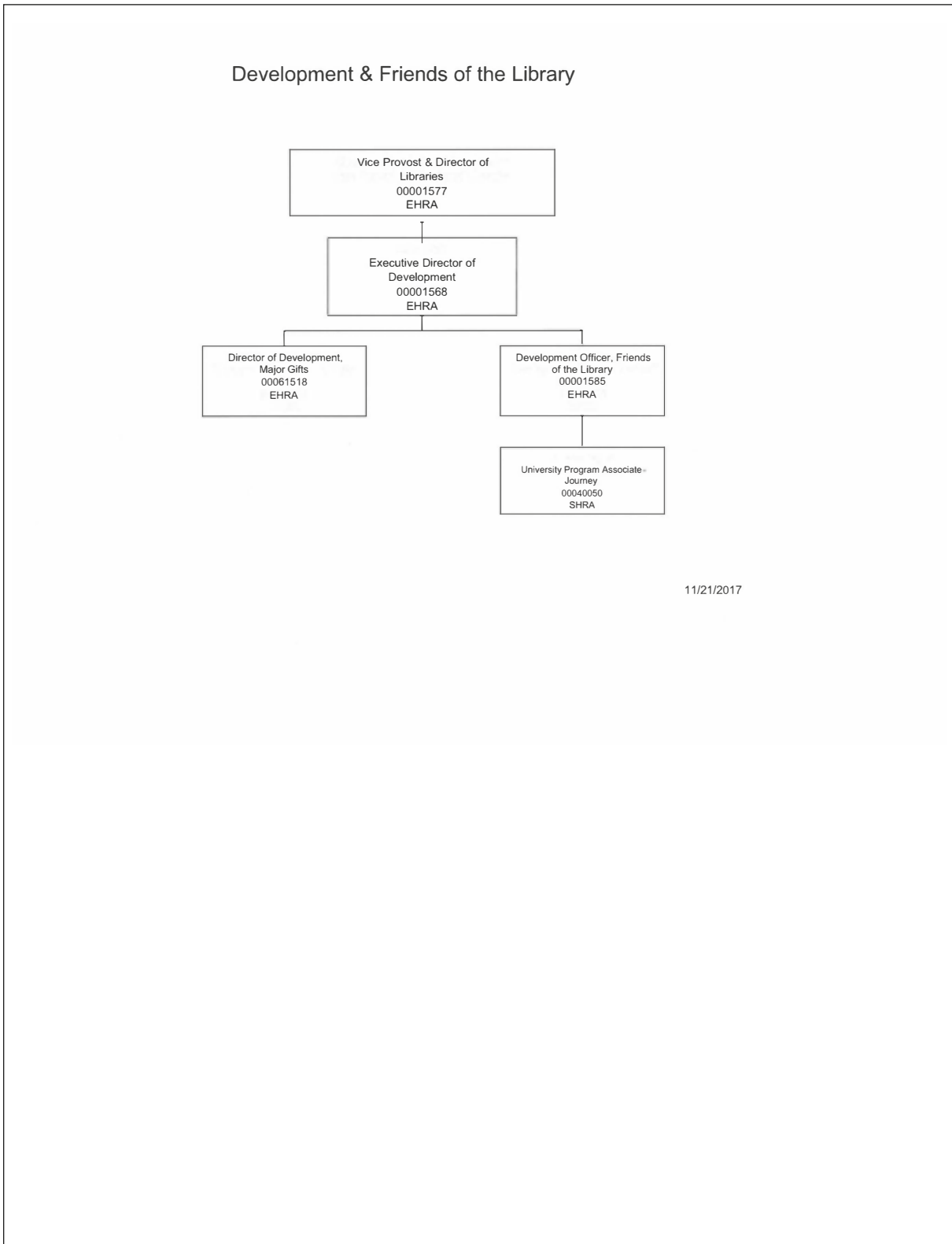
Page 1

LOUISIANA STATE UNIVERSITY LIBRARIES
 LSU Libraries org chart

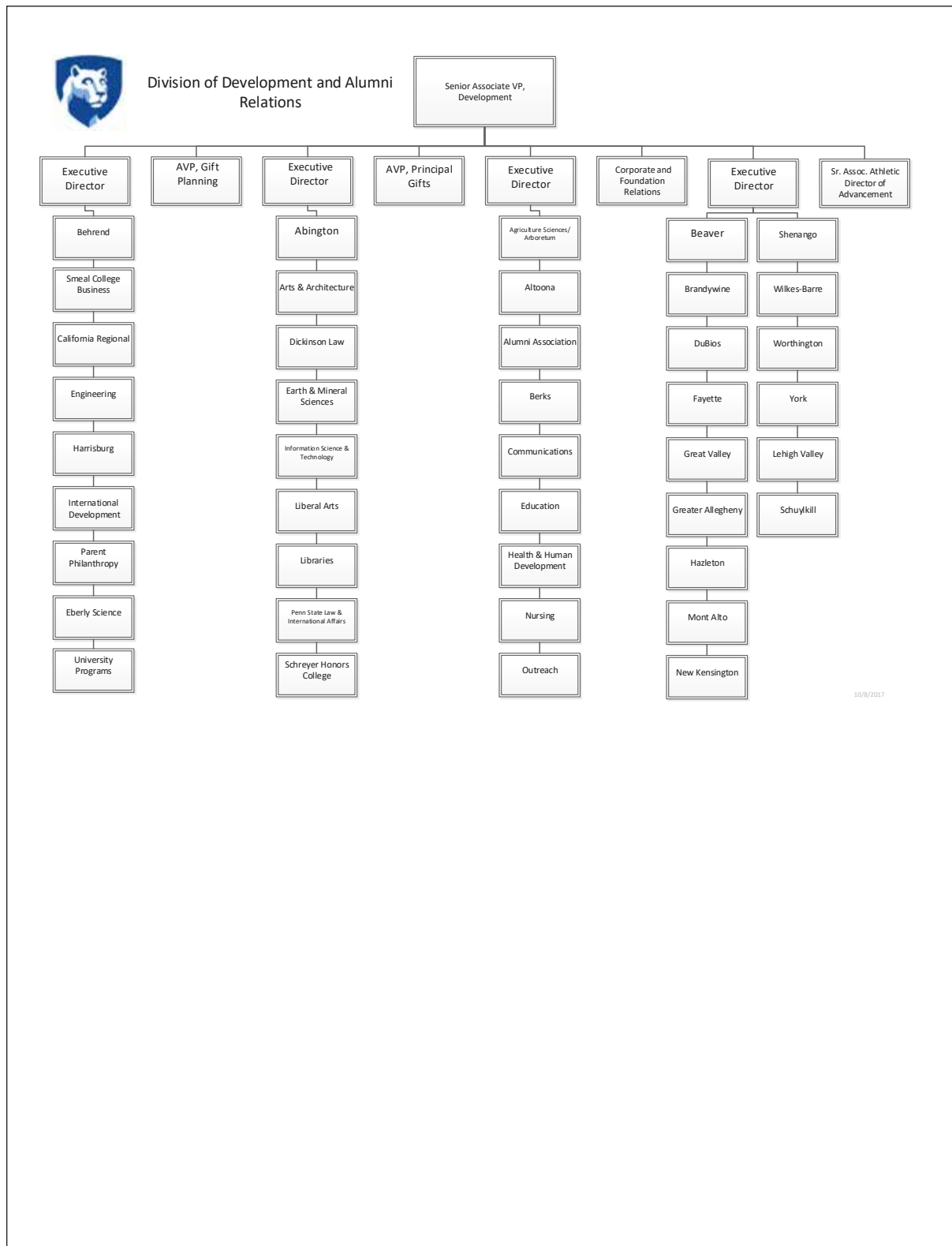




NORTH CAROLINA STATE UNIVERSITY LIBRARIES
Development & Friends of the Library



11/21/2017

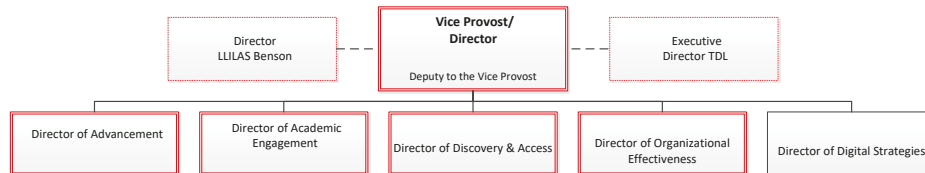


10/8/2017

UNIVERSITY OF TEXAS AT AUSTIN LIBRARIES

UT Libraries Vice Provost's Cabinet

<https://legacy.lib.utexas.edu/d7/sites/default/files/ut-libraries-org-structure.pdf>

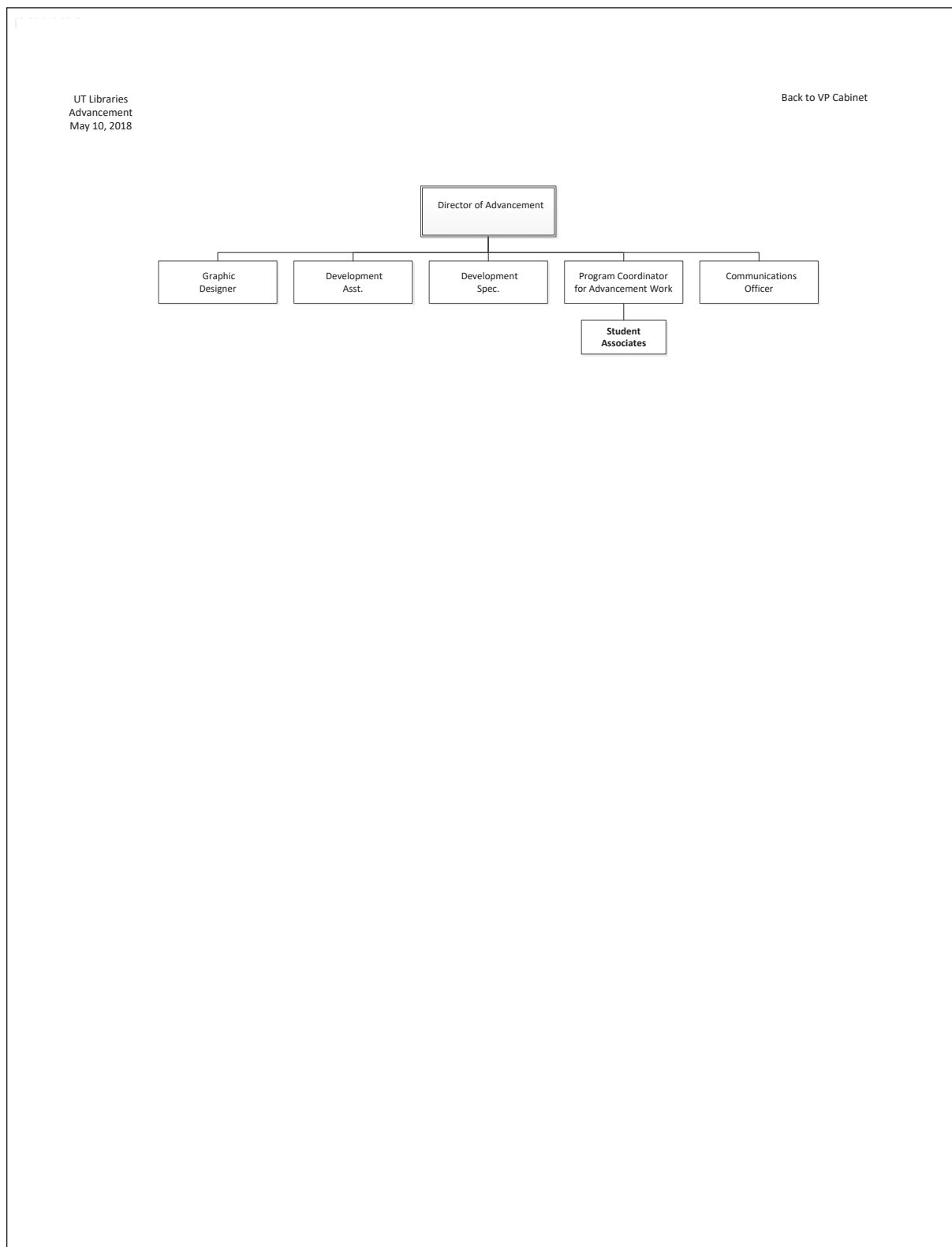


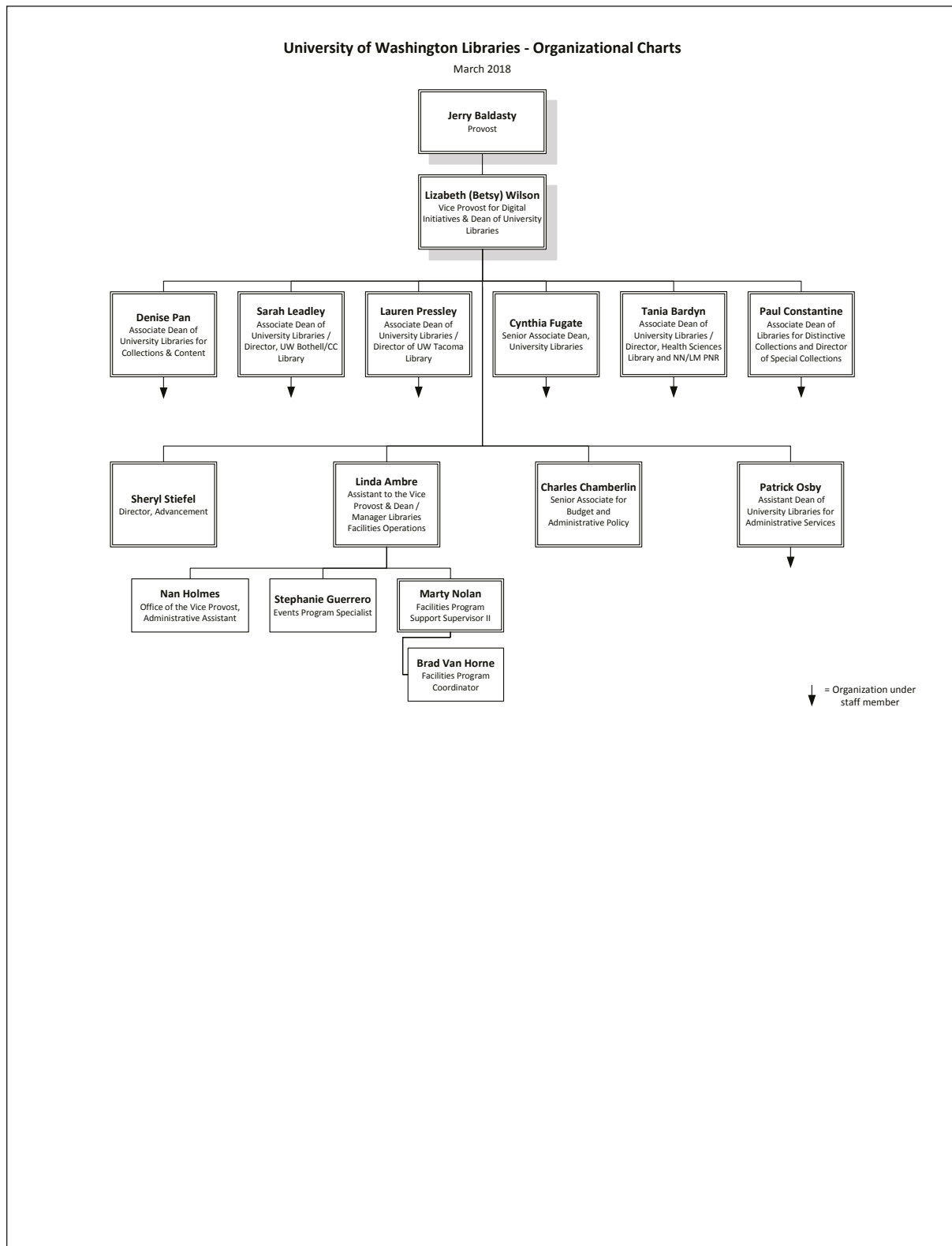
UT Libraries
Vice Provost's Cabinet
February 22, 2018

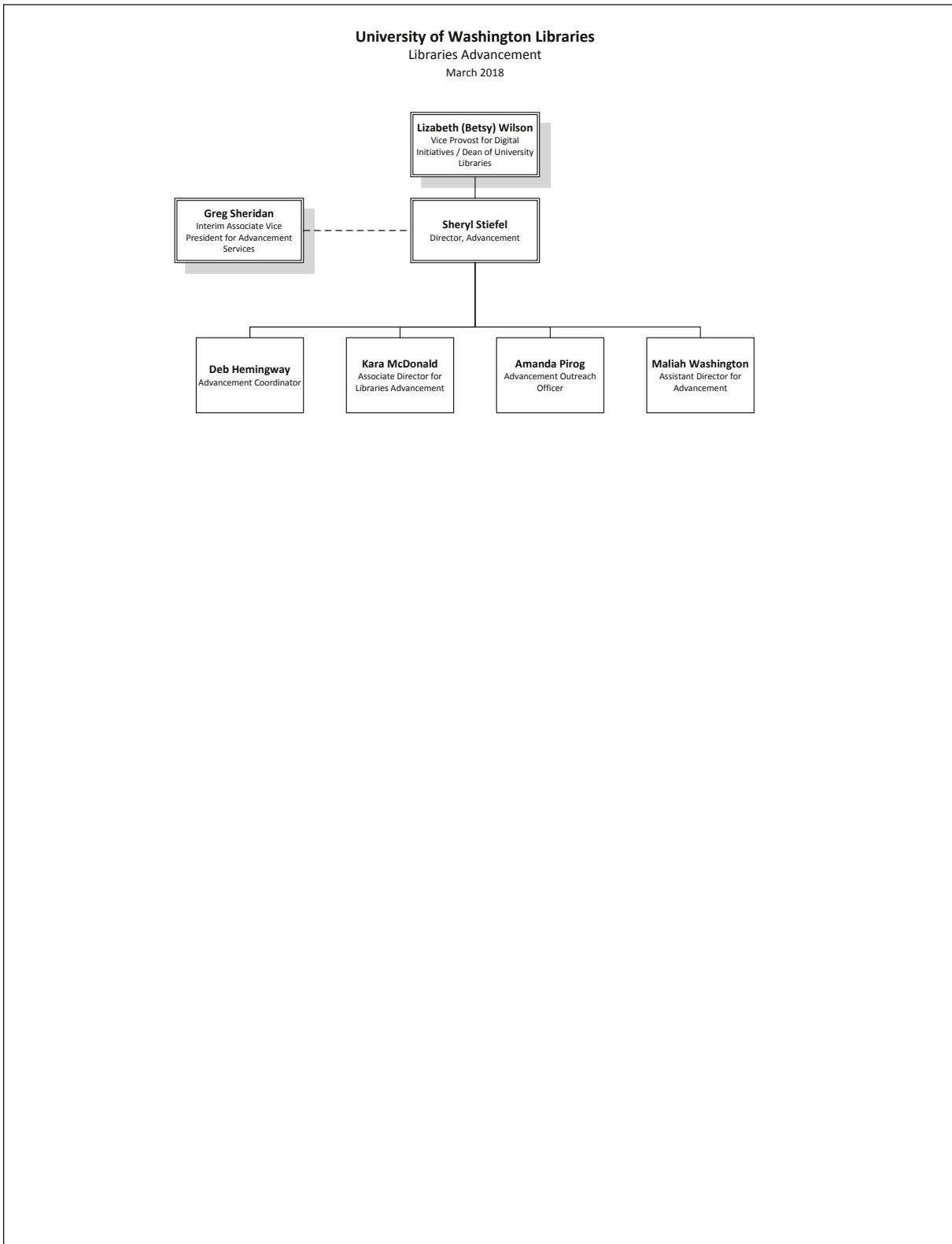
UNIVERSITY OF TEXAS AT AUSTIN LIBRARIES

UT Libraries Advancement

<https://legacy.lib.utexas.edu/d7/sites/default/files/ut-libraries-org-structure.pdf>







Position Descriptions

NORTH CAROLINA STATE UNIVERSITY LIBRARIES

Executive Director of Development

NORTH CAROLINA STATE UNIVERSITY LIBRARIES

VACANCY ANNOUNCEMENT

Executive Director of Development, NCSU Libraries

The NCSU Libraries has a well-earned reputation for creating adventurous library spaces and innovative services that delight today's students and researchers. The award-winning [James B. Hunt Jr. Library](#), opened in 2013 on NC State's [Centennial Campus](#), offers faculty and students access to advanced technologies such as large-scale visualization, simulated environments, 3D imagery, and interactive computing that are enabling revolutionary ways to see and use information. An iconic building that captures NC State's spirit of innovation in education and research, the Hunt Library is recognized as one of the world's most creative learning and collaborative spaces and a model for "the library of the future". The D. H. Hill Library combines the best of tradition and innovation, housing special collections and a beautiful gallery alongside vibrant, experiential spaces such as the Learning Commons, Technology Sandbox, Visualization Studio, and Makerspace. If you are a person who would like to provide a new generation of library users with everything they can imagine and more, consider applying for this position.

The NCSU Libraries invites applications and nominations for the position of **Executive Director of Development**. The Executive Director leads the complete range of development activities related to the NCSU Libraries, including planning, managing, and implementing an annual operating plan and budget designed to attain the development goals and objectives of the Libraries within available resources. Preparation and implementation of a comprehensive major gift program that generates individual and corporate donors and other philanthropic support on a continuing basis to achieve goals of the Libraries is an essential part of this responsibility.

The Executive Director will propose and lead strategic initiatives to identify, qualify, prioritize, cultivate, solicit, recognize, and steward donors and prospects, as well as collaborate with and support volunteers and other leaders in their related fundraising efforts. A major responsibility is to provide innovative leadership, oversight, and strategic direction to the Assistant Director of Development, who implements the major gifts program for the Libraries, to the Director of the Friends of the Library, who carries out the annual fund drive, and a half-time Fellow assigned to Foundation and Corporate fundraising.

The Executive Director reports to the Vice Provost and Director of Libraries with a dotted line reporting relationship to the Associate Vice Chancellor for University Advancement

Responsibilities also include:

- Collaborating with the Director and other library administrators to develop annual fundraising goals and plans, monitoring progress against goals, and producing reports on progress
- Directs all fundraising campaigns and initiatives
- Partnering with library and university marketing and communication staff to ensure that publications and websites inform and motivate the Libraries' constituents
- Managing fundraising efforts using best practices and with accountability and transparency
- Representing the NCSU Libraries in its membership in DORAL

Key Skills and Characteristics

The successful candidate will be a seasoned development professional with significant leadership experience in a complex university or not-for-profit environment. Successful candidates must have the following experience and/or capabilities:

- A proven record of successful fundraising from individuals, corporations, and foundations for restricted and unrestricted gifts; personal involvement in financial resource development; and capability to develop relationships that will benefit the college and the foundation

NORTH CAROLINA STATE UNIVERSITY LIBRARIES

Executive Director of Development

- Comprehensive knowledge of the fundraising profession including an understanding of the legal instruments and plans used to enhance the benefits for the donors and the institution, the fundraising process from identification to stewardship, and models to engage alumni
- The ability to work effectively with the Vice Provost, the University Development Office, the Board of the Friends of the Library, and internal and external constituencies of the Libraries
- A reputation as a collaborative team player and respectful of the mission, history, traditions, and goals of the NCSU Libraries
- A proven leader at an executive level with the ability to recruit, train, and motivate colleagues, volunteers, and staff
- A clear understanding of financial matters, systems, and processes employed by a best practices institutionally related foundation and an appreciation of the growing role of information technology in these processes
- An appropriate level of self-assuredness and good judgment with excellent communication and organizational skills and the ability to prioritize and manage in a multi-task environment
- Demonstrated leadership ability including team motivation in a fast-paced environment through mentoring, goal-setting, and strategic planning

Required qualifications:

- Bachelor's degree required, advanced degree preferred
- A minimum of 7 years of successful fundraising experience, preferably in higher education or an institutionally-related foundation
- Relevant success in a leadership role; significant managerial accomplishments with visionary and administrative components
- Expert knowledge of the principles, practices, and ethics of successful fundraising
- Demonstrated success in securing major gifts from individuals, foundations, and corporations
- Ability to take academic priorities and translate them into development opportunities
- Successful track record in promoting fundraising priorities through the development of effective working relationships with faculty, senior academic leaders, trustees, volunteers, donors, and the central development team
- Demonstrated interest in the mission and objectives of a university library
- Excellent listening, oral and written communication, interpersonal, and relationship-building skills
- Ability to multi-task and prioritize to achieve goals
- Computer literacy and competency with electronic donor information systems
- Willingness to travel and work evenings and weekends as needed

The Libraries, the University, and the Area

The NCSU Libraries has been recognized with numerous national and international awards, including the first Association of College and Research Libraries **Excellence in Academic Libraries Award**; the **Stanford Prize for Innovation in Research Libraries** and the **American Institute of Architects/American Library Association Building Award** for the Hunt Library; two **John Cotton Dana Library Public Relations Awards**; and *Library Journal's Librarian of the Year, Paraprofessional of the Year, and six Movers and Shakers* awards. The library system consists of the D. H. Hill Library, the James B. Hunt Jr. Library, and branch libraries for design, natural resources, and veterinary medicine. With a staff of almost 300 FTE, the Libraries has more than 4.6 million volumes in its collection and has a total annual budget of over \$30 million. The Libraries is the host site for NC LIVE, a multi-type library initiative making digital resources accessible to North Carolina residents.

The NCSU Libraries is a member of the Association of Research Libraries, the Digital Library Federation, the Coalition for Networked Information, the Scholarly Publishing and Academic Resources Coalition, the Council for Library and Information Resources, and the Center for Research Libraries. Duke University, the University of North Carolina at Chapel Hill, North Carolina Central University, and North Carolina State University form the Triangle Research Libraries Network (TRLN), with combined resources exceeding 17 million volumes and collections budgets totaling more than \$40 million.

North Carolina State University is dedicated to excellent teaching, the creation and application of knowledge, and engagement with public and private partners. By uniting its strength in science and technology with a commitment to

NORTH CAROLINA STATE UNIVERSITY LIBRARIES

Executive Director of Development

excellence in a comprehensive range of disciplines, NC State promotes an integrated approach to problem solving that transforms lives and provides leadership for social, economic, and technological development. NC State offers degrees through the Colleges of Agriculture and Life Sciences, Design, Education, Engineering, Humanities and Social Sciences, Management, Natural Resources, Sciences, Textiles, and Veterinary Medicine. As the largest academic institution in the state, NC State enrolls more than 34,000 students, offering bachelor's and master's degrees in more than 110 fields of study and doctoral degrees in 61 disciplines. The university is ranked third among all public universities (without medical schools) in industry-sponsored research expenditures and has more than 660 active patents. NC State's burgeoning [Centennial Campus](#) aims to be the premier destination for innovative collaboration between business, research, and education.

North Carolina's Research Triangle of Raleigh, Durham, and Chapel Hill lies between the mountains of the Blue Ridge and the shores of the Outer Banks. One of the nation's premier concentrations of academic, corporate, and public research, the area combines moderate year-round temperatures, rolling hills, championship college athletics, and a rich diversity of cultural events. The Triangle consistently ranks high on lists of desirable American communities. *BusinessWeek* rated Raleigh as "the best American city" in 2011, and recent rankings by *Forbes* name the Triangle as the number-one place for business and careers and as the number-two spot for young professionals.

Salary and Benefits

The Libraries offers a highly competitive salary in recognition of applicable education and experience for this position. Librarians have non-tenure track faculty status (without levels of rank). Benefits include: 24 days vacation, 12 days sick leave; State of NC preferred provider medical insurance, and state, TIAA/CREF, or other retirement options. Additional and optional dental, life, disability, deferred compensation, and legal plans are offered. Tuition waiver program for all campuses of The University of North Carolina is available. More benefits information is available at http://www.ncsu.edu/human_resources/benefits/

Application process and schedule

Applications will be reviewed upon receipt; applications will be accepted until finalist candidates are selected. Candidates are encouraged to apply as soon as possible to receive full consideration. The nomination committee may invite candidates for confidential, pre-interview screenings. Appointment requires successful completion of background check. This position is available immediately; start date is negotiable.

Applicants must apply through the NC State University online employment website at <http://jobs.ncsu.edu/postings/41702>. Complete application, attach cover letter and résumé, and provide contact information for four current, professional references. For assistance with this process contact NCSU Libraries Personnel Services Office (919) 515-3522.

Affirmative Action/Equal Opportunity Employer

*NC State welcomes all persons without regard to sexual orientation or genetic information
Persons with disabilities requiring accommodations in the application and interview process please call (919) 515-3148.*

9/14

NORTH CAROLINA STATE UNIVERSITY LIBRARIES

**VACANCY ANNOUNCEMENT
DIRECTOR OF DEVELOPMENT, MAJOR GIFTS**

The NCSU Libraries has a well-earned reputation for creating adventurous library spaces and innovative services that delight today's students and researchers. The award-winning [James B. Hunt Jr. Library](#), opened in 2013 on NC State's [Centennial Campus](#), offers faculty and students access to advanced technologies such as large-scale visualization, simulated environments, 3D imagery, and interactive computing that are enabling revolutionary ways to see and use information. An iconic building that captures NC State's spirit of innovation in education and research, the Hunt Library is recognized as one of the world's most creative learning and collaborative spaces and a model for "the library of the future". The D. H. Hill Library, serving the main campus, combines the best of tradition and innovation, housing special collections and a beautiful gallery alongside vibrant, experiential spaces such as the Learning Commons, Technology Sandbox, Visualization Studio, and Makerspace. If you would like to work with a dynamic staff to provide a new generation of library users with everything they can imagine and more, please consider applying for this position.

The NCSU Libraries invites applications and nominations for the position of **Director of Development, Major Gifts**. The Libraries' development staff works to build relationships with individuals, foundations, and corporations in order to build private support for the mission and strategic priorities of the NCSU Libraries.

Responsibilities

Reporting to the Executive Director of Development, the Director of Development, Major Gifts will work to establish and develop a broad fundraising program aimed at securing private support for the NCSU Libraries. The individual in this position will serve as a frontline fundraiser, building relationships with individuals including alumni, faculty, and friends. The Director of Development will manage both major gift and discovery portfolios, and will develop and execute long- and short-term strategies to cultivate, solicit, close, and steward major gifts (\$25,000+) in support of the Libraries' mission and strategic priorities.

The Director of Development will work closely with other development staff in the Libraries and across the University and will provide direction for the Libraries' comprehensive fundraising programs in support of a University-wide capital campaign. All functions will require enthusiasm for the Libraries' mission and close collaboration with Libraries' and University personnel.

Required qualifications:

Bachelor's degree. Relevant professional experience in fundraising or a closely related field. Knowledge and understanding of the nature and purpose of public higher education. Understanding of the mission of a research university and ability to articulate the role of the academic library to an external audience. Strong interpersonal skills; ability to communicate with a wide range of people; exceptional written and oral communication skills. Evidence of independent initiative and sound judgment. A valid driver license; an ability to travel (locally and nationally); ability to work evenings and weekends on occasion.

Preferred qualifications:

Master's degree. Knowledge of and experience with all aspects of major gift solicitation, including various planned giving opportunities; demonstrated success in professional fundraising and development. Knowledge of North Carolina and the UNC system; demonstrated understanding of the mission and role of an academic research library. Experience working in a University-wide campaign.

NORTH CAROLINA STATE UNIVERSITY LIBRARIES

Director of Development, Major Gifts

The Libraries, the University, and the Area

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Application process and schedule

Applications will be reviewed upon receipt; applications will be accepted until finalist candidates are selected. Candidates are encouraged to apply as soon as possible to receive full consideration. The nomination committee may invite candidates for confidential, pre-interview screenings. Appointment requires successful completion of background check. This position is available immediately; start date is negotiable.

Applicants must apply through the NC State University online employment website at <https://jobs.ncsu.edu/>. Search in the keyword box by position number 00061518. Complete application, attach cover letter and résumé, and provide contact information for four current, professional references. For assistance with this process, contact NCSU Libraries Personnel Services Office (919) 515-3522.

*Affirmative Action/Equal Opportunity Employer
NC State welcomes all persons without regard to sexual orientation or genetic information
Persons with disabilities requiring accommodations in the application and interview process please call (919) 515-3148.*

04/2015

NORTH CAROLINA STATE UNIVERSITY LIBRARIES
VACANCY ANNOUNCEMENT
DEVELOPMENT OFFICER, FRIENDS OF THE LIBRARY

The NCSU Libraries has a well-earned reputation for creating adventurous library spaces and innovative services that delight today's students and researchers. The award-winning [James B. Hunt Jr. Library](#), opened in 2013 on NC State's [Centennial Campus](#), offers faculty and students access to advanced technologies such as large-scale visualization, simulated environments, 3D imagery, and interactive computing that are enabling revolutionary ways to see and use information. An iconic building that captures NC State's spirit of innovation in education and research, the Hunt Library is recognized as one of the world's most creative learning and collaborative spaces and a model for "the library of the future". The D. H. Hill Library, serving the main campus, combines the best of tradition and innovation, housing special collections and a beautiful gallery alongside vibrant, experiential spaces such as the Learning Commons, Technology Sandbox, Visualization Studio, and Makerspace. If you would like to work with a dynamic staff to provide a new generation of library users with everything they can imagine and more, please consider applying for this position.

The NCSU Libraries invites applications and nominations for the position of Development Officer to serve as **Development Officer, Friends of the Library (FOL)**. The Libraries' development staff works to build relationships with individuals, foundations, and corporations in order to build private support for the mission and strategic priorities of the NCSU Libraries. With over 1600 members, and led by a board of directors, FOL advocates and raises funds for the improvement of the NCSU Libraries.

Responsibilities

Reporting to the Executive Director of Development, the Development Officer will work to build the Friends of the Library (FOL) constituency and extend the Libraries' outreach and promotional activities. The Development Officer will work as part of the Libraries' development team, with primary responsibilities for administering FOL membership programs, planning fundraising events, and managing annual giving efforts, including membership drives and end-of-year mailings. The Development Officer will work to strengthen outreach to young alumni and new prospects in order to build the Libraries' major gift pipeline for the NC State University's capital campaign. The Development Officer will also, under the guidance of the Executive Director, staff and manage meetings and activities for the FOL Board of Directors.

The Development Officer will manage the day-to-day operations of the FOL office and supervise a University Program Associate, overseeing gift processing, donor relations, and stewardship. The Development Officer will work closely with the Director of Program Planning and Outreach to leverage public programming opportunities in order to build FOL membership and the donor pipeline. The Development Officer will also work closely with the Libraries' communications team to design and update membership and events brochures, coordinate e-communications to members and donors, and promote FOL and development activities in *Focus*, the Libraries' quarterly magazine.

Required qualifications:

Bachelors degree. Relevant professional experience in fundraising, annual giving, donor relations, membership management and/or event management. Knowledge and understanding of the nature and purpose of public higher education. Understanding of the mission of a research university and ability to articulate the role of the academic library to an external audience. Strong interpersonal skills; ability to communicate with a wide range of people; exceptional written and oral communication skills. A valid driver license; ability to travel; ability to work evenings and weekends on occasion.

Preferred qualifications:

Master's degree. Demonstrated success in development, particularly in annual giving and program building; experience in planning and coordinating constituent-focused events; experience with relevant technologies for donor and gift management, web editing, e-communications, etc. Knowledge of North Carolina and the UNC system; demonstrated understanding of the mission and role of an academic research library. Experience working in a University-wide campaign. Experience directing staff and other resources.

NORTH CAROLINA STATE UNIVERSITY LIBRARIES

Development Officer, Friends of the Library

The Libraries, the University, and the Area

The NCSU Libraries and its staff have won numerous awards, including the first Association of College and Research Libraries' **Excellence in Academic Libraries Award**, *Library Journal's* **Librarian of the Year**, **Paraprofessional of the Year**, and eight **Movers and Shakers** awards. The library system currently consists of the D. H. Hill Library and branch libraries for design, natural resources, textiles, and veterinary medicine, with the James B. Hunt Jr. Library opening soon. With a staff of 260+ FTE, the Libraries has more than 4.4 million volumes in its collection, acquires more than 62,000 print and electronic serials, and has a total annual budget of over \$25 million, with approximately \$9.5 million allocated to collections. The Libraries is the host site for NC LIVE, a multi-type library initiative making digital resources accessible to North Carolina residents.

The NCSU Libraries is a member of the Association of Research Libraries, the Digital Library Federation, the Coalition for Networked Information, the Scholarly Publishing and Academic Resources Coalition, the Council for Library and Information Resources, and the Center for Research Libraries. Duke University, the University of North Carolina at Chapel Hill, North Carolina Central University, and North Carolina State University form the Triangle Research Libraries Network (TRLN), with combined resources exceeding 17 million volumes and collections budgets totaling more than \$30 million.

Recognized as one of the nation's leading universities in science and technology, with strong programs in the humanities and social sciences, NC State offers degrees through the Colleges of Agriculture and Life Sciences, Design, Education, Engineering, Humanities and Social Sciences, Management, Natural Resources, Physical and Mathematical Sciences, Textiles, and Veterinary Medicine. As the largest academic institution in the state, NC State enrolls more than 34,000 students and offers doctoral degrees in 61 fields of study. The university is ranked third among all public universities (without medical schools) in industry-sponsored research expenditures and has more than 660 active patents. NC State is a national leader in networking technologies and a charter member of the North Carolina Networking Initiative (NCNI), an Internet2 initiative with the most advanced operational networking system infrastructure in the nation.

North Carolina's Research Triangle of Raleigh, Durham, and Chapel Hill lies between the mountains of the Blue Ridge and the shores of the Outer Banks lies. One of the nation's premier concentrations of academic, corporate, and public research, the area combines moderate year-round temperatures, rolling hills, championship college athletics, and a rich diversity of cultural events. The Triangle consistently ranks high on lists of desirable American communities. *Businessweek* rated Raleigh as "the best American city" in 2011, recent rankings by *Forbes* name the Triangle as the number-one place for business and careers and as the number-two spot for young professionals.

Salary and Benefits

The Libraries offers a highly competitive salary in recognition of applicable education and experience for this position. Benefits include: 24 days vacation, 12 days sick leave; State of NC preferred provider medical insurance, and state, TIAA/CREF, or other retirement options. Additional and optional dental, life, disability, deferred compensation, and legal plans are offered. Tuition waiver program for all campuses of The University of North Carolina is available. More benefits information is available at <http://www7.acs.ncsu.edu/hr/benefits/>

Application process and schedule

Applications will be reviewed upon receipt; applications will be accepted until finalist candidates are selected. Candidates are encouraged to apply as soon as possible to receive full consideration. The nomination committee may invite candidates for confidential, pre-interview screenings. Appointment requires successful completion of background check. This position is available immediately; start date is negotiable.

Applicants must apply through the NC State University online employment website at <https://jobs.ncsu.edu/>. Search in the keyword box by position number 00001585. Complete application, attach cover letter and résumé, and provide contact information for four current, professional references. For assistance with this process, contact NCSU Libraries Personnel Services Office (919) 515-3522.

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04/2015

NORTHWESTERN UNIVERSITY LIBRARY

Director of Development, Libraries, Press, and University Archives



NORTHWESTERN
UNIVERSITY

Alumni Relations and Development

Position Title: [Director of Development, Libraries, Press, and University Archives](#)

Salary Grade: EXS-12

Posted: May 7, 2015

Job ID: 25534

Reports To: Executive Director, Schools and Programs

[APPLY NOW!](#)

[Alumni Relations and Development](#) at Northwestern University is dedicated to advancing the mission of Northwestern University as a premier research and teaching institution. Guided by the University's strategic priorities, we nurture lifelong, mutually beneficial relationships with alumni, parents, friends, and organizations that result in volunteer engagement and philanthropic support. We seek to employ a diverse range of people who understand the importance of our mission and vision. When you consider a career at Northwestern University, you know that you are joining an institution with a deep history of academic, professional and personal excellence.

Job Summary:

The Director of Development is a senior fundraising position with management responsibilities. The Director designs and implements innovative programs to identify prospective major and/or principal gift donors. This position devises and executes plans for a specific region to qualify, cultivate, steward and solicit donors. This role oversees the tracking and management of staff to ensure an emerging prospect pool. The Director builds and adapts programs to a point of sustainability. This individual collaborates with various teams (e.g. NULC, Reunions, Schools/Units) as well as deans and/or faculty and interfaces with campus leadership to develop philanthropic and fundraising strategies and prepares for prospect meetings and solicitations.

The Director of Development (DoD) will manage the overall fundraising efforts for Northwestern's Libraries, Press, and University Archives. Of critical importance, the DoD will need to partner with the dean to develop philanthropic and fundraising strategies and preparing them for prospect meetings and solicitation.

Frequent travel is required.

Specific Responsibilities:

- Strategic Planning
 - Creates and leads a coordinated program of fundraising activities designed to increase the number and level of major and/or principal gifts donors.
 - Develops and executes strategies to involve campus leaders, alumni, friends, and volunteers to identify and cultivate new individual, corporate, institutional and/or foundation prospects.
 - Fully comprehends the unit's overall academic programs and strategies to ensure effective strategy
- Collaboration
 - Reviews and proposes strategic alliances, joint ventures and key collaborations with department and other University partners to identify opportunities to integrate University strategic plan goals.
 - Oversees and coaches team members regarding department collaborations.
- Prospects and Gifts
 - Manages staff, provides leadership, determines and evaluates individual goals, develops and implements training and mentoring, and assigns and monitors coverage of primary areas of focus ensuring that goals and objectives are attained.

NORTHWESTERN UNIVERSITY LIBRARY

Director of Development, Libraries, Press, and University Archives

- Identifies and personally solicits high-profile, and/or extremely complex major gifts of \$100,000+ prospects annually.
 - Oversees continuous research, development and up-to-date knowledge on prospects and works with other areas to coordinate contacts.
 - Requires travel throughout the region or country.
- Annual Giving
 - Oversees the annual giving process for the Libraries, Press, and University Archives
 - Supervises direct appeals process
 - Develops and executes strategies for all annual giving communication; including setting goals, crafting messages, determining scope, etc.
- Volunteer Management
 - Collaborates with the Library's donor board and campaign committee
 - Plans and executes board/committee meetings, maintains up-to-date information regarding membership, advisory board mission and terms
 - Ensures effective stewardship of volunteer and committee members
- Events
 - Oversees development and management of events and programs designed to expand constituent and participation.
 - Reviews and approves event plans and summaries ensuring that overall goals and objectives are attained.
 - Works directly with high-level volunteers and donors to ensure that event objectives are met.
- Administration
 - Oversees administration of school development operations.
 - Ensures compliance with prospect management guidelines for tracking and maintenance of contact and progress reporting.
 - Coordinates appointments and prepares materials used by senior management, Board and volunteers for meetings, visits, events or phone calls made to high-profile prospects.
 - Oversees administrative support management to ensure effective team success and daily operations.
- Budget
 - Strategically manages a department budget ensuring to minimize expenses while maximizing return.
- Supervisory
 - Supervises 2 or more staff.
 - Provides training to staff within or outside of immediate dept or division in regard to function.
 - Leads, coaches and evaluates performance of direct reports.
- Performs other duties as assigned.

Minimum Qualifications:

- Successful completion of a full 4-year course of study in an accredited college or university leading to a bachelor's or higher degree; OR appropriate combination of education and experience.
- 8 years development, marketing, sales or the equivalent experience is required.
- Team leadership; analytical thinking, complex problem solving and planning; global/organizational perspective; ability to work in fast-paced environment; comfortable with change and associated ambiguity.

Working at Northwestern University:

Northwestern offers many benefit options to employees including: competitive compensation; excellent retirement plans; comprehensive medical, dental and vision coverage; dependent care match; vacation, sick and holiday pay; professional development opportunities and tuition reimbursement.

Northwestern University is an Equal Opportunity, Affirmative Action Employer of all protected classes including veterans and individuals with disabilities.

As per Northwestern University policy, this position requires a criminal background check. Successful applicants will need to submit to a criminal background check prior to employment.

PENNSYLVANIA STATE UNIVERSITY LIBRARIES

Major Gifts Officer

<https://hr.psu.edu/recruitment-and-compensation/job-profiles/development-alumni-relations/major-gifts-officer>

MAJOR GIFTS OFFICER

SUMMARY

THIS IS A RESTRICTED USE PROFILE. CONTACT CLASSIFICATION PRIOR TO USE.

Job Category:

Development and Alumni Relations

Job Title:

Major Gifts Officer

Job Category Definition:

This specialty is a support unit working in institutional advancement to support Penn State's goals and mission. The unit consists of various offices working synergistically in two major functional areas, the Office of University Development and the Penn State Alumni Association. In concert with the colleges, campuses, and other units of the University, the Division of Development and Alumni Relations has responsibility for advancing the University's overall mission of teaching, research, and outreach to alumni, parents, friends, corporations and foundations. This is done by informing alumni and other constituents about Penn State and involving them in the life of the University through effective communications, quality programs and services. In doing so, we strive to gain their support and encourage them to join in shaping Penn State's future through fundraising campaigns, enhancing honors education, enriching the student experience, fostering discovery and creativity, sustaining a tradition of quality, and building faculty strength and capacity. The division's mandate is to generate among key constituencies the attitudinal, financial, and behavioral support needed to realize the University's goals and objectives.

Job Title Definition:

The Major Gifts Officer manages the fundraising efforts for donors and prospects in their assigned college or unit including annual receipt and commitment goals, provides professional guidance and leadership in identifying and executing strategies that are most likely to be achieved through private philanthropy, develops annual goal setting and fundraising plans and direct related activities in support of these goals and objectives; manages a portfolio of major gift prospects and lead the staff to identify, cultivate and solicit donors and prospects in support of the College or Unit fundraising goals; works collaboratively with the head of the academic unit, development, trained committee volunteers and central University Development staff to maximize fundraising success for the University; works to engage department heads, faculty, and staff in the fundraising enterprise. *Duties are performed at various levels within the defined title.*

Working Conditions:

Specific physical requirements and effort are outlined in Job Responsibilities Worksheet (list of essential job duties and responsibilities specific to a particular job at the unit level) in accordance with the Americans with Disabilities Act of 1990 (ADA).

Other Requirements:

LEVELS

- Level 1
- Level 2
- Level 3
- Level 4
- Level 5

ALUMNI RELATIONS AND STEWARDSHIP OFFICER

SUMMARY

Job Category:

Development and Alumni Relations

Job Title:

Alumni Relations and Stewardship Officer

Job Category Definition:

This specialty is a support unit working in institutional advancement to support Penn State's goals and mission. The unit consists of various offices working synergistically in two major functional areas, the Office of University Development and the Penn State Alumni Association. In concert with the colleges, campuses, and other units of the University, the Division of Development and Alumni Relations has responsibility for advancing the University's overall mission of teaching, research, and outreach to alumni, parents, friends, corporations and foundations. This is done by informing alumni and other constituents about Penn State and involving them in the life of the University through effective communications, quality programs and services. In doing so, we strive to gain their support and encourage them to join in shaping Penn State's future through fundraising campaigns, enhancing honors education, enriching the student experience, fostering discovery and creativity, sustaining a tradition of quality, and building faculty strength and capacity. The division's mandate is to generate among key constituencies the attitudinal, financial, and behavioral support needed to realize the University's goals and objectives.

Job Title Definition:

The Alumni Relations and Stewardship Officer works closely with the Development Office within an assigned college or campus and is responsible for the oversight and management of the alumni relations and/or stewardship program for that assigned college or unit; provides oversight and management for marketing and communications efforts and special events and programming related to alumni relations and/or stewardship program; identifies, recruits and manages alumni volunteers to serve on Boards and Committees; provides professional guidance and leadership to volunteers and other advancement staff in order to develop and execute strategies and programs to deliver high quality alumni relations programming; works collaboratively with the head of the academic unit, development, trained committee volunteers, the Alumni Association and/or central University Development staff to maximize stewardship and alumni relations success for the University; works to engage department heads, faculty, staff, and volunteers in alumni relations and stewardship activities. *Duties are performed at the various levels within the defined category.*

Working Conditions:

Specific physical requirements and effort are outlined in Job Responsibilities Worksheet (list of essential job duties and responsibilities specific to a particular job at the unit level) in accordance with the Americans with Disabilities Act of 1990 (ADA).

Other Requirements:

LEVELS

- Level 1
- Level 2
- Level 3
- Level 4
- Level 5

**HUMAN RESOURCES
 SIMON FRASER UNIVERSITY
 ADMINISTRATIVE & PROFESSIONAL
 JOB DESCRIPTION**

A. IDENTIFICATION

Position Number: 109413

Position Title: Director, Advancement, Library, grade 13
 Department: University Advancement
 Position Reports To (Title): Executive Director, Advancement
 Date: September 22, 2014

B. POSITION SUMMARY

Briefly describe the primary function and purpose of the position in one or two sentences.

The incumbent leads a Faculty or departmental team comprised of professional and academic staff in the development and implementation of strategies that facilitate and generate maximum support for a Faculty and/or the University. The incumbent is responsible for managing relationships with donor prospects determined to have the ability to make major gifts at the \$100K or higher level and also manages a portfolio of major individual, corporate and foundation donors by developing and implementing strategies for securing financial support from existing and new donor prospects including identifying, qualifying, cultivating, soliciting, and stewarding these relationships.

C. DUTIES AND RESPONSIBILITIES

Starting with those you consider the most important, list and describe the main duties and responsibilities of the position. For each item start with an action verb and briefly describe WHAT is done, HOW it is done and WHY it is done.

Indicate in the right hand column the percentage of time spent on each particular task.

Description	% of Time
Provides leadership to a Faculty or departmental team comprised of professional and academic staff in the development and implementation of strategies that facilitate and generate maximum support for a Faculty and/or the University.	
Manages relationships and devises appropriate strategies in consultation with the supervisor and Dean to bring current and prospective donors to solicitation and closure that are determined to have the ability to make major gifts at the \$100K or higher level to the Faculty and/or the University.	
Develops, manages and nurtures a pool of approximately 100 - 150 active individual gift prospects including alumni and community leaders, foundations, and corporations capable of donating annual gifts of \$10K or greater and major gifts of \$100K or greater through the donor cycle of qualifying, cultivating, soliciting, and stewarding gifts for the University.	
Manages major corporate sponsorship relationships and devises appropriate strategies in consultation with the supervisor to bring these relationships to solicitation and closure that are determined to have the ability to sponsor the University at the \$20K plus level annually.	
Manages fundraising goals of new and upgraded commitments (approximately \$1.5M - \$2M annually) with a range of prospects.	
Tracks and monitors the progress of solicitations and prepares reports.	
Attends and contributes to strategy and development meetings, staff meetings and target meetings.	

Administrative/Professional Position #109413

Page 2

D. DECISION MAKING

i) Give some typical examples of the most important decisions the incumbent is expected to make in carrying out the duties and responsibilities of the position. To what extent can the incumbent rely on established policies or advice from others in making these decisions?

Develops and recommends strategic and management plans, including priorities and budget requirements. Determines staff and volunteer requirements for Faculty or departmental level fundraising events and activities and hires, directs, trains, and evaluates staff and volunteer performance.

ii) Give some examples of the types of decisions the incumbent would refer to his/her supervisor.

Final approval for fundraising strategies, budgets, goals, policies, and recommendations for new programs. Serious staff performance issues and recommendations for termination of employment.

E. SUPERVISION EXERCISED

Indicate the number of continuing employees for whom the position is responsible.

Number of continuing employees reporting directly to the position: 1 or more
Total number of continuing employees for whom the position has direct responsibility: 1 or more

Note: Normally hires, trains and supervises continuing and temporary support and administrative staff and volunteers.

F. SUPERVISION RECEIVED

Describe the extent to which the supervisor determines the day to day work load of the position and assists in the completion of duties. Explain the nature of guidance received and how often work is checked or reviewed.

Works under broad administrative supervision.

G. UNUSUAL WORKING CONDITIONS

Requires some early morning, evening and week-end work.

H. ENTRANCE QUALIFICATIONS

What combination of experience, training and/or formal education do you believe is the minimum required to perform the duties of this position?

Undergraduate degree in a relevant discipline and six years of related fundraising experience or an equivalent combination of education, training and experience.

Excellent interpersonal, communication (oral and written), and relationship management skills.
Proficient in the use of word, database, spreadsheet, and presentation applications and prospect management systems.

Excellent supervisory skills.

Excellent research, solicitation, and cultivation skills.

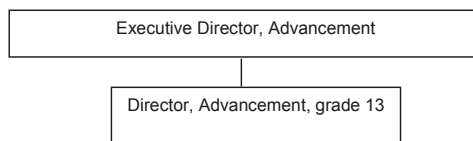
Excellent organizational, problem-solving, and analytical reasoning skills.

Excellent human resource management and teamwork skills.

Excellent strategic planning skill.

I. ORGANIZATIONAL RELATIONSHIPS

Indicate in the appropriate blocks the title of the position to which this position reports and the titles of positions reporting directly to it. If more detail is required, add additional blocks.



VCU Libraries

V i r g i n i a C o m m o n w e a l t h U n i v e r s i t y

Director of Development and Major Giving
VIRGINIA COMMONWEALTH UNIVERSITY

The Virginia Commonwealth University Libraries invites applications and nominations for the position of Director of Development and Major Giving. The Director provides leadership and professional management for the fund-raising program of the VCU Libraries, directs a staff of 1.5 FTE for donor stewardship and annual giving, and is responsible for major and capital giving from individuals, corporations, and foundations. The successful candidate will join a culturally and academically diverse faculty of the highest caliber.

Located in culturally diverse, historic, and dynamic Richmond, Virginia, convenient to the beauty of the Blue Ridge Mountains and the recreation destinations of the Atlantic Ocean and the Chesapeake Bay, Virginia Commonwealth University is one of Virginia's largest universities and among the nation's leading research institutions. The VCU Libraries, one of Virginia's outstanding research library systems, advances the University's teaching, research, service, and patient care mission with innovative services that complement nationally prominent collections in the health and biological sciences, social work, the arts, the history of medicine, and comic and book arts.

Responsibilities

The Director for Development and Major Giving reports to the University Librarian, with assessment and evaluation managed jointly by the University Librarian and the Vice President for Development and Alumni Relations or her/his designee. The Director designs, oversees, coordinates, and implements all aspects of the administrative and operational functions for fund-raising within the VCU Libraries. The Director supervises 1.5 FTE staff assigned primarily to management of two volunteer boards; donor stewardship for annual giving; program engagement with annual donors; and support for major giving. The Director holds major and capital gift responsibility targeting individuals, organizations, and foundations for gifts at \$25,000 or above; manages a portfolio of 125 to 150 top prospects; stewards top prospects and major giving opportunities; discovers and cultivates new prospects with significant giving capacity; and initiates and maintains contact with major and capital giving prospects, including travel as required. The Director must be focused on pipeline development and moves management of donors in coordination with development operations across the university. Immediate priorities include:

- Design and carry out successful actions in a capital campaign for a new library building now under construction, including proposals to corporate and foundation sources and major gift prospects as well as cultivation of capital and major gift prospects;

VIRGINIA COMMONWEALTH UNIVERSITY LIBRARIES

Director of Development and Major Giving

Virginia Commonwealth
University

Director of Development and Major Giving

- Work closely with the University Librarian to develop and extend the University Librarian's role in fund-raising, including an increase in cultivation activities and visits;
- Develop relationships with volunteer boards;
- Create and implement plans to increase annual giving.

Annual operating plans and evaluation metrics are developed in partnership with the Office of the Vice President for Development and Alumni Relations and the University Librarian, who are jointly responsible for evaluation. The Director works closely with the Director of Communications and Public Relations for promotional and stewardship communications to donors and donor prospects, including communications designed for prospect discovery. The Director is expected to be active professionally and to contribute to developments in the field.

Qualifications

Required: Graduate degree in an appropriate discipline or training and work experience at a level equivalent to an advanced degree. Progressively responsible experience, as well as demonstrated success, in non-profit fundraising. Ability to travel extensively. Demonstrated experience working in and fostering a diverse faculty, staff, and student environment or commitment to do so as a faculty member at VCU. **Preferred:** Experience with fund-raising in a non-profit higher education environment, including demonstrated ability to plan for, cultivate, and close significant major and capital gifts. Proven track record in developing strong relationships and collaborations with a diverse range of donors, foundations, corporations, and other contributors, as well as with other staff. Broad awareness of contemporary best practice in non-profit fundraising, and alertness to beneficial emerging practice elsewhere. Excellent interpersonal, verbal, and written communication skills.

Virginia Commonwealth University and the VCU Libraries

Virginia Commonwealth University is Virginia's largest research university, enrolling nearly 32,000 students. Located in Richmond, Virginia (<http://www.vcu.edu/richmond/>), VCU offers 41 doctoral, 74 masters, 3 professional, and 64 baccalaureate degree programs. Thirty-two of VCU's graduate, professional programs are ranked by U.S. News & World Report as among the best in the nation, with 19 programs ranking in the top 25 and two programs — sculpture and nurse anesthesia — ranked number one. Over 3,200 faculty comprise the University's teaching force. Research strengths at the University include health and life sciences, education, engineering, social work, behavioral sciences, public affairs, advertising and design, and the fine arts. Sponsored research funding totals over \$260 million, placing VCU among the top 100 research institutions in the United States. VCU's strategic plan embraces an acceleration in the growth of VCU's library system and includes a new Master Site Plan that envisions additions to both library facilities operated by the VCU Libraries. Construction has begun on a new library building connecting to the existing James Branch Cabell Library, along with major renovations of Cabell Library. The new and renovated spaces will open in late 2015.

VCU Libraries Development Coordinator

Responsibilities

VCU Libraries Development Coordinator will provide board support to the Friends of VCU Libraries and Cabell Associates by assembling meeting materials, scheduling meeting spaces, taking minutes and providing other support as needed. This position will coordinate library development special events (working collaboratively with the Library Special Events Coordinator), perform basic administrative support to the development office and assist the Library Budget Office in tracking the development office budget. The Development Coordinator provides basic research as requested, creates and administers Thank You letters to all donors, customizing letters where needed, manages the Library Book Donation program and is heavily involved in the annual Friends of the Library Book Sale. This position performs Records Management by uploading TY Letters to the development database, imports attendance at events, etc., and assists Director of Annual Giving and Director of Development and Major Gifts as needed.

Qualifications

Candidates for this position should demonstrate outstanding organizational and time management skills in addition to excellent writing and communications skills. Good interpersonal skills are important as is the ability to interact with executive level administrators at all levels of internal and external constituencies. The successful candidate will have a proven record of team work and collaboration, including the ability to establish strong networks within a complex organization. Applicants must have strong project management skills, mastery of Microsoft Office, and database applications. The ability to work occasional evenings and weekends is required.

VIRGINIA COMMONWEALTH UNIVERSITY LIBRARIES

Director of Annual Giving and Donor Relations



The Director of Annual Giving and Donor Relations for VCU Libraries holds chief responsibility for and provides oversight to annual giving efforts. It also extends and amplifies general annual giving efforts by cultivating relationships with strong prospects and consistent donors and building regular base support for the VCU Libraries through their efforts. The Director applies knowledge of the Libraries to the annual giving process, equipping units in VCU Development and Alumni Relations to more broadly ask for gifts to the Libraries and create a pipeline of prospects for future leadership annual giving. As part of annual giving and donor stewardship efforts, the Director holds chief responsibility for both Friends of the Library Board and Cabell Associates management and staffing needs.

Leadership-level annual giving is an indispensable and immensely important aspect in developing an overall major gifts program for VCU Libraries. Annual giving for the Libraries is an important factor in having the resources necessary to provide all students with high-quality learning/living experiences to aid in inquiry, discovery and innovation in a global environment. It helps to support research, scholarship, creative expression and clinical practice to advance knowledge and enhance the quality of life, and will aid VCU in achieving national recognition as a fully-integrated research university with a commitment to human health. A strong, supported Library will help VCU become a national model for community engagement and regional impact.

Position Description information:

Position Responsibilities: Reporting to the Director of Development and Major Gifts for VCU Libraries, the Director of Annual Giving and Donor Relations focuses on cultivating, acquiring, and retaining annual donors in support of the VCU Libraries. The Director of Annual Giving and Donor Relations will assist the Office of Annual Giving in the university's Development and Alumni Relations division to develop annual giving efforts, including face-to-face solicitations, as well as serve as the point person for direct mail and telefund provided by DAR. The Director will manage a portfolio of approximately 50-100 leadership annual fund prospects and solicit membership in the Friends of the Library via gifts at the leadership annual fund level through personal appointments, calls and correspondence in order to obtain and/or increase donor contributions for VCU Libraries. The Director of Annual Giving and Donor Relations will oversee Libraries donor recognition events and societies in coordination with the University's Office of Donor Relations. The Director provides staffing and administrative support for the work of the Friends of the Library Board and the Cabell Associates, both of which are key sources for annual giving revenue. The position will conduct research to identify individual donors in order to increase donor response and develop; track metrics for accountability and evaluation; and participate in the University's Annual Giving and VCU Alumni strategic leadership teams. The Director of Annual Giving and Donor Relations is expected to be active professionally and to contribute to developments in the field. Faculty with the VCU Libraries are evaluated, and promoted, on the basis of job performance, scholarship, and professional development and service.

Required Qualifications: Bachelor's degree in Library Science, Public Administration, Mass Communications, Public Relations, Art, Business, Education, English or related field or equivalent work experience preferred. Minimum of 5 years professional experience in fundraising, public relations, marketing or a related field.

Preferred: Graduate degree in relevant discipline. Experience in higher education or library development preferred. Demonstrated experience in facilitating leadership annual fund, working knowledge of tax laws affecting charitable giving. Must be willing to travel via automobile as part of duties. Demonstrated experience working in and fostering a diverse faculty, staff, and student environment or commitment to do so as a faculty member at VCU.

"Virginia Commonwealth University is an equal opportunity, affirmative action university providing access to education and employment without regard to age, race, color, national origin, gender, religion, sexual orientation, veteran's status, political affiliation or disability."

Goal Setting

From the Dean



It is impossible to imagine a great university without a great library to support it.

I am proud to present *The Next LSU Libraries: Strategic Plan, 2017 to 2022*, our collective vision as to what a great research library should be and do. You are sure to find that this vision describes a decidedly different Libraries: the repository of days gone by now replaced by a dynamic, catalytic organization that leverages expert staff and technologies to expand its impact on teaching and research in ways that simply weren't possible before.

We have grouped this vision into six strategic goals: collections, learning, diversity, facilities, service excellence, and philanthropy. Each goal is accompanied by a list of strategies that we will pursue, together with the expected outcomes for each.

These goals and their attendant strategies are ambitious, even aspirational, but given the commitment of our staff and the support of our campus, every one is attainable. It is impossible to overstate

the sense of urgency we bring to these tasks: nearly every page of *LSU's Strategic Plan 2025* contains initiatives that require exceptional library collections, services, and facilities, and we are aware that some of these currently exist only in embryonic form. Make no mistake though: the thought of meeting such challenges is energizing, not daunting: there has never been a better time to do the work of a 21st century research library.

A great library is always the result of a culture of shared stewardship: smart, hard working people throughout the university and beyond, passing their love for the library on to the next generation. We hope that in reading *The Next LSU Libraries*, you'll come to see yourself in the brilliant future it describes. Our philanthropic goals, outlined in some detail at the end of this document, are only one point of entry. At LSU, the sanctity of the scholarly record and our collective responsibility to learn and contribute to it will require all of our best efforts.

Sincerely,

Stanley Wilder

Strategic Goal 6: Philanthropy

The LSU Libraries has a proud history of support from those who have benefited from its services and wished to pass that experience forward to future generations. It is due to decades of such support that LSU Libraries Special Collections now ranks among the world's most important repositories of natural history, Southern historical, and cultural material. Key to these efforts has been the Friends of the LSU Libraries group, which has contributed more than \$2.5 million over the 40 years of their existence. These important accomplishments happened in the absence of staffing or systematic organizational support for fundraising. All that has now changed decisively, resulting in strong prospects for unprecedented donor support.



PHILANTHROPY: STRATEGIES

- Pursue major gifts in support of 3 main giving tracks at the Libraries: 1. Digital Scholarship Initiative 2. Libraries facilities and 3. Libraries programming;
- Launch annual giving campaign to support Libraries Excellence Fund;
- Continue to engage Dean’s Advisory Council and nurture its culture of philanthropy;
- Host annual fundraiser in celebration of Libraries collections and programming;
- Continue positive momentum created by revitalization of Friends of the Libraries by hosting FOLL board meetings, quarterly socials, annual Lecture Series and other opportunities for engagement;
- Pursue grants from national foundations and federal funding agencies in support of educational programming and the digital scholarship initiative;
- Launch major gifts campaign in support of the Global Information Commons.

PHILANTHROPY: EXPECTED OUTCOMES BY 2022

- Successfully connect LSU donors with at least 10 inspiring naming opportunities in the Global Information Commons on the major gifts level;
- Double number of donors to Libraries Excellence Fund;
- Increase Libraries philanthropy by 25%;
- Increase Friends of the Libraries membership by 25%;
- With grant support and partnership with Department of History, host Summer Seminar for school teachers in Special Collections in 2019, 2020 and 2021;
- Increase grant application submission rate by 10%;
- Grow Libraries development portfolio to include at least 25-50 qualified major gift prospects.

2025: LSU will be a global leader in the creation, cultivation, and promotion of the arts, humanities, and of Louisiana’s extraordinary cultural heritage.

VIRGINIA COMMONWEALTH UNIVERSITY LIBRARIES

Director of Development and Major Gifts goals

Talent at VCU

Director of Development and Major Gifts VCUL

Set up donor plans, visit donors, solicit gifts

Due Date: 6/30/2018

Weight: 50%

Description: Accomplish donor solicitation metrics as outlined in annual operating plan.

Start Date: 12/1/2017

Alignment:

Quest Theme II: Attain distinction as a fully integrated urban,...

Advance research and educational enterprise at VCU...

Set up donor plans, visit donors, solicit gifts

Tasks

Description: Set up plans for 10 major gifts for FY18.

Progress: 100

Weight: 25 %

Due Date:

6/30/2018

Description: Make 100 significant contacts with prospects and donors.

Progress: 79

Weight: 25 %

Due Date:

6/30/2018

Fund key projects in VCU Libraries

Due Date: 6/30/2018

Weight: 20%

Description: Raise \$800,000 in a combination of gifts to meet the needs of VCU Libraries

Start Date: 12/1/2017

Alignment: Quest Theme II: Attain distinction as a fully integrated urban,...

Advance research and educational enterprise at VCU...

Fund key projects in VCU Libraries

Tasks

Description: Solicitation of appraised in-kind materials as fits with the needs of VCU Libraries

Collections.

Progress: 0

Weight: 25 %

Due Date:

6/30/2018

Description: Secure funds for construction of interfaith meditation space.

Grow alumni and community support of VCU Libraries

Due Date: 6/30/2018

Weight: 20%

Description: Increase participation and giving at major gifts levels from alumni and friends of VCU.

Start Date: 12/1/2017

VIRGINIA COMMONWEALTH UNIVERSITY LIBRARIES

Director of Development and Major Gifts goals

Alignment:

Quest Theme II: Attain distinction as a fully integrated urban,...
Advance research and educational enterprise at VCU...

Grow alumni and community support of VCU Libraries

Tasks

Description: Identify and engage potential donors to VCU Libraries.

Progress: 65

Weight: 50%

Due Date:

6/30/2018

Description: Move potential donors through the cultivation, solicitation and stewardship cycle.

Progress: 65

Weight: 50 %

Due Date: 6/30/2018

Annual Faculty Planning and Assessment Report

Name:
 Plan Date: Proposed FY 2018
 Self-Assessment Date:

A) Statement of Responsibilities

Annual giving and donor relations

B) Annual Work Plan, Report and Assessment

Job Responsibilities: 95% of time

Plan/Goal 1:

- Increase the number of personal visits, with 25 significant contacts and 12 face to face contacts. Out of these contacts, make 10 solicitations, closing 7 gifts. Raise \$50,000, including proceeds from the Friends of the Library Booksale. Increase participation rates for faculty/staff/retiree campaign, develop staff FOL levels. Hold fac/staff thank you event. Continue cultivation of RPI/MCV reunion groups. Increase phonathon participation, continue CLUAC thankathon. Develop Inside the Library mini-lecture series. Send out birthday cards to significant donors once a month. Take the lead on stewardship initiatives and donor recognition projects.

Report:

Self-Assessment:

Plan/Goal 2:

- Continue raising Board participation while working on strategies to minimize staff time spent on Board activities. FOL Board: 4 meetings a year, with committee meetings as needed. Cabell Associates: 1 meeting a year. Schedule and prepare volunteers for donor calls with key staff members as appropriate. Supports the volunteer recruitment process for board recruitment, special events and other initiatives of the VCU Libraries. Institute FOL Board thankathon. Achieve 100% FOL Board giving. Hold FOL Board retreat. Encourage more participation from Cabell Associates, in both events attendance and giving.

Report:

VIRGINIA COMMONWEALTH UNIVERSITY LIBRARIES
Director of Development Annual Faculty Planning and Assessment Report

<i>Report and Self-Assessment of Additional Accomplishments:</i>
Service & Professional Development: 5% of time
Plan/Goal 1: <ul style="list-style-type: none">▪ Serve on Central DAR and VCUL committees as appropriate
<i>Report:</i>
<i>Self-Assessment:</i>
Plan/Goal 2: <ul style="list-style-type: none">▪ Attend ALADN or other annual giving conference
<i>Report:</i>
<i>Self-Assessment:</i>
Plan/Goal 3: <ul style="list-style-type: none">▪ Attend central DAR training and workshops as appropriate
<i>Report:</i>
<i>Self-Assessment:</i>
Plan/Goal 4: <ul style="list-style-type: none">▪
<i>Report:</i>
<i>Self-Assessment:</i>
Plan/Goal 5: <ul style="list-style-type: none">▪

Development Boards & “Friends”

**UNIVERSITY OF KENTUCKY LIBRARIES
NATIONAL ADVISORY BOARD
CONSTITUTION**

ARTICLE I

Name

The name of this organization is the University of Kentucky Libraries National Advisory Board.

ARTICLE II

Purpose

The University of Kentucky Libraries National Advisory Board serves as an external advisory body to the Dean of Libraries. Members of the Advisory Board have attained prominence in their respective careers and are chosen for their value in providing sound counsel to the Dean. Membership includes alumni. The Advisory Board also welcomes non-alumni members, with an active interest in the University of Kentucky Libraries (UK Libraries).

The purpose of the Advisory Board is to: (a) promote the best interest and welfare of UK Libraries; (b) acquaint fully all alumni and friends with the progress and needs of UK Libraries; (c) develop closer bonds of fellowship among alumni and friends; (d) provide opportunities for alumni and friends of UK Libraries to network; and (e) exchange information about academic activities and interests.

The primary responsibilities of members of the University of Kentucky Libraries National Advisory Board are as follows:

- A. Recognize distinguished friends of UK Libraries for their contribution to the community, to the Commonwealth of Kentucky, to the nation, and to the world, including the selection of the Library Award for Intellectual Achievement.
- B. Increase private philanthropic support by assisting in major gift fundraising efforts by identifying potential major gift donors and assisting with the recognition of major donors to UK Libraries.
- C. Assist UK Libraries in its mission by making philanthropic gifts commensurate with their capability.
- D. Increase awareness of UK Libraries throughout the commonwealth, the nation, and the world.
- E. Advise UK Libraries on matters relating to fundraising, service to the community, and external relations.

ARTICLE III

Governing Body

A. Advisory Board

The Dean of Libraries shall identify eligible individuals to serve as members of the Advisory Board to plan, direct, and carry out the purposes of the organization.

B. Standards for Selection

1. Board membership should: (a) represent a broad selection of alumni and friends; (b) include professions which play a role in the economy of Kentucky and the nation; and (c) include wide representation of academic disciplines and interests. Membership should also represent cultural, ethnic, gender, and age diversity.
2. Candidates should bring to the Advisory Board a combination of commitment and personal influence, special skills, contacts, and the willingness to work for the promotion of UK Libraries.

ARTICLE IV

Amendments

The Constitution and the Bylaws can be amended at any semi-annual meeting of the organization or electronically by email between those meetings with a simple majority of the members voting in favor of the amendments with these provisions:

The notice of the amendment must be circulated at least fifteen days prior to the meeting or the email vote.

Proposed amendments circulated prior to semi-annual meetings will be voted on only by those members present at the meeting with no votes by email.

UNIVERSITY OF KENTUCKY LIBRARIES
NATIONAL ADVISORY BOARD
BYLAWS

ARTICLE I

Members

A. Advisory Board Members

Candidates for membership must be interested in the University of Kentucky Libraries (UK Libraries). Candidates need not be an alumnus of the University. Every effort will be made to ensure representation of all segments of society. Each Advisory Board member shall have full and equal voting rights.

B. Number and Term

The number of members of the Advisory Board shall be set by the Advisory Board and the Dean, achieving and maintaining a membership of at least 30 members. Individuals serving on the Advisory Board shall normally serve a term of four years at the end of which time their service may be extended for an additional four-year term. Individuals serving on the Advisory Board at the time of the adoption of these amended and restated Bylaws shall be considered in their first term, with an option to renew their service for an additional term.

C. Emeriti Members

Following completion of two full terms in service on the UK Libraries National Advisory Board, members deemed by the Advisory Board and the Dean of Libraries as having made a significant impact during their tenure may qualify for emeriti status. These members will be encouraged to attend future meetings of the Advisory Board and will receive all mailings and materials sent to other Board members. They will not be voting members.

ARTICLE II

Officers and Their Election

A. The officers of the Advisory Board shall be a President, a Vice President, and an Executive Secretary. The Director of Philanthropy for UK Libraries shall serve as Executive Secretary.

B. The term of office of the President and Vice President shall be for two years. Terms for any other offices including committee chairs shall be for one year and will be chosen by the officers of the Advisory Board. Terms shall begin on the date of election and shall continue until a successor is selected.

- C. The Advisory Board shall elect from among its membership by a simple majority vote a President and Vice President. The Vice President succeeds the President when the President's term ends.
- D. In the event of the death, resignation, or removal of the President or Vice President, the Advisory Board shall elect another person to fill the unexpired term.
- E. The duties of officers shall be those customary to each office.

ARTICLE III

Meetings

There shall be two meetings per year of the Advisory Board. The times and places for said meetings shall be set by the Advisory Board and/or the Dean of Libraries.

ARTICLE IV

Attendance

- A. Advisory Board members are expected to attend at least one regular Advisory Board meeting per year. Any member not complying with this provision of the Bylaws or by not attending two consecutive Advisory Board meetings will be interviewed by the Dean and/or President to determine the member's continued interest and ability to serve.
- B. In the event the President and Vice President of the Advisory Board cannot attend a regularly scheduled Board meeting, the person designated as his or her substitute by the President and the Dean shall preside at the meeting with full voting rights.

ARTICLE V

Fiscal Year and Support

- A. The fiscal year of the organization shall be the academic fiscal year of the University of Kentucky, July 1 to June 30.
- B. UK Libraries will provide financial support to cover correspondence, reports, and other materials, conference meeting rooms, refreshments, and programming during Board meetings.

ARTICLE VI


Committees

Each member is encouraged to select and commit to no less than one of the following committees for involvement:

- A. Nominating and Membership Committee: Recruits, nominates, and advises new members. The Nominating and Membership Committee shall be responsible for the Advisory Board achieving and maintaining a membership of at least 30 members. The committee shall consist of the President, Vice President, Dean, and two at-large members selected by the President and the Dean. The Director of Development shall serve as a non-voting member of the committee.
- B. Development Committee: Assists the Dean of Libraries and Director of Development in the formulation of major gift fundraising efforts by facilitating, increasing, and securing private support for UK Libraries through annual giving and planned gifts in order to assist UK Libraries and the University of Kentucky to fulfill their mission of teaching, research, service, and healthcare. The committee shall consist of the President, Director of Development, and at least three at-large members to be determined by the President and Dean with advice from the entire Board.
- C. Stewardship Committee: Ensures the recognition of donors to UK Libraries and assists UK Libraries' advancement staff with stewardship initiatives. The committee shall consist of the President, Director of Development, and at least three at-large members to be determined by the President and Dean with advice from the entire Board.
- D. Executive Committee: Maintains communication between full Board meetings with each other and as needed with all members of the Board and conducts such business as is necessary. Its members shall be the President, Vice President, the Dean, the Executive Secretary, and two at-large members to be chosen by the Advisory Board.

Drafted 3.30.10
Revised 4.20.10
Revised 7.24.2014
Revised 7.28.2014
Revised 8.1.2014

FRIENDS OF THE OSU LIBRARY



COBB SERIES NEEDS ABOUT CONTACT

About the Friends

For more than twenty years, the Friends have encouraged and provided support for the OSU Library and its mission to serve as the "intellectual commons" of the University. Your help is vital to the Library in achieving and maintaining its reputation for quality resources, services and gateways to information to meet the needs of OSU's diverse instructional, research and outreach program. Your generosity will help us achieve our goals into the next decade and beyond.

More about the organization

- [Board of Directors](#)
- [Named Endowments, Collections and Chairs](#)
- [Join](#)

Selected accomplishments

- **2011:** Friends launched Pre-Finals and Finals Week give-aways for students.
- **2010:** Continued to build the Golden Circle of Friends Endowment with an allocation of \$50,000.
- **2008:** Supported the necessary travel expenses of the OCHRP to secure additional interviews for the Library's collections.
- **2008:** Designated \$30,000 toward the purchase of 25 laptops.
- **2004:** "That Was Then, This Is Now, 50 Years of Building Pride," a Friends-supported anniversary campaign, won the prestigious John Cotton Dana Award for the best public relations program at a college or university library.
- **2002-present:** Provided necessary funds to allow the Edmon Low Library to offer 24-hour building access during finals week.
- **2001:** With Stillwater National Bank, purchased another year's subscription to the Dow Jones News Retrieval Service, an on-line database heavily used by students and faculty. OSU is the only university or college in the state to provide free Internet access to this important database to its students and faculty.
- **1999 to 2002:** Supported the Library's involvement in "Celebrate Students," a campus wide student appreciation program.
- **1999:** Partnered with the OSU President's Office and the Student Government Association Speakers Board to underwrite the cost of the campus-wide celebration marking the acquisition of the Library's two millionth volume. Special guests at the event were Pulitzer prize-winning novelist N. Scott Momaday and Cherokee actor Wes Studi.
- **1999:** Spear-headed the Library's "Two Million and Counting" campaign, a special bookplate program to commemorate the acquisition of the Library's two millionth volume.
- **1997:** "Plug into the World," a Friends-supported computer-training program, won the prestigious John Cotton Dana Award for the best public relations program at a college or university library.
- **1997:** Led by the Friends Executive Board members Peggy Helmerich and the late Ed Cobb, the Library was the first of the six campaign priority areas in OSU's enormously successful "Bringing Dreams to Life" comprehensive campaign to reach its fund-raising goal.
- **1995 to 2007:** Provided anniversary gifts for 100 full-time Library employees.
- **1993:** The Friends helped the Library secure and then successfully meet a \$500,000 challenge grant from the Kerr Foundation of Oklahoma City.
- **1992 to 2007:** Funded the Outstanding Library Employee Award.
- **1992 to 2008:** Sponsored or co-sponsored special **events**, including lectures, poetry readings and concerts, all of which are open to the public.
- **1991-present:** **The H. Louise and H.E. "Ed" Cobb Speaker Series** brings nationally-known writers to campus including S.E. Hinton, Oliver Sacks, Doris Kearns Goodwin, Judith Viorst, William Buckley, Kurt Vonnegut, Jr., Tony Hillerman.
- Have continued funding the purchase of USA Today, Stillwater NewsPress and the Daily Oklahoman.
- Successfully met a 1:1 challenge grant for the Women's Archives at the OSU Library.
- **The Edmon Low Library Endowment**, an unrestricted endowment for library materials, has grown from an extremely modest fund to one with a balance of almost \$1.1 million thanks to many gifts from the Friends organization and individual members of the Friends.

Libraries Development Board – Commitment to Penn State's World Class Library

At the center of a great university, there must stand a great library. The Penn State University Libraries mission is to inspire intellectual discovery and learning, offer robust information resources and academic collaborations in teaching and research, and connect the Penn State community and residents of Pennsylvania to the world of knowledge and new ideas. Nurturing a great library takes the efforts of committed and capable volunteers. Penn State is no exception, and has established the Libraries Development Board for volunteer members to help support Penn State's Libraries. Libraries Development Board membership brings with it the commitment to be actively involved, including attending board meetings, leveraging member skills and interests to support development and recruitment activities, and making a meaningful personal financial commitment.

Commitment of Libraries Development Board Members

Development support can take many forms, and no single list of activities captures how every board member will assist the Libraries. In consultation with the dean, board chair, and development director, board members will provide needed support that complements their individual skills and interests, such as:

- Assisting development officers as they cultivate and solicit major-gift prospects;
- Sharing their experience and expertise to support the fundraising mission of the Libraries (in marketing, communications, financial planning, stewardships, etc.);
- Encouraging alumni to become more deeply involved with the Libraries;
- Serving as ambassadors for the University Libraries during functions and in dealings with alumni and friends;
- Participating in board activities beyond the annual meetings, such as task forces and member-sponsored events;
- Hosting events, planned in concert with Libraries development staff, to further the "friendraising" and fundraising missions of the Libraries;
- Mentoring new board members as they begin their involvement with the Libraries.

The dean and board chair understand that Library Development Board membership is voluntary and that most members have other full-time responsibilities away from the Libraries; thus, most members will not participate in all of these activities, but will be asked to find ways to help that are consistent with the Libraries' needs and their own individual interests and availability.

PENNSYLVANIA STATE UNIVERSITY LIBRARIES

Libraries Development Board - Commitment to Penn State's World Class Library

University Libraries
Libraries Development Board Mission and Vision Statement

In each case and collectively, the board will work in concert with the dean and development director to propel the University Libraries to higher levels. By acting in concert with the libraries' staff and by appropriately employing the skills of each member, great things can, and will, be accomplished.

Membership

Board members will be friends-at-large and/or Penn State alumni who have a commitment to and a potential for supporting the Libraries, understanding that a great university cannot exist without a great library and that private giving is an important component in funding Library programs and collections. Members typically commit to pledging \$100,000 or more towards a major gift to the Libraries during their initial term and may make additional commitments in subsequent years.

Members of the board will be appointed by the Dean of University Libraries and Scholarly Communications, in consultation with the Director of Development and the Board Executive Committee (see below). On behalf of the dean, Library Development Board meetings and activities will be coordinated and staffed by the director of development.

Term of Appointment

The term of appointment is normally three years. A board member may be asked to serve additional terms, with the mutual agreement of the member, Executive Committee, director of development, and dean.

Roles and Responsibilities

The Executive Committee is a standing committee to provide leadership for the board. It will be compiled of the board chair, vice chair, the dean, the director of development, libraries faculty liaison, the past chair, and one at-large member. The volunteer leadership will be appointed by the dean, in consultation with the director of development and Executive Committee. This committee will meet at least quarterly.

Chair and Vice Chair will serve as chief volunteer spokesperson for the goals, themes, objectives of the libraries, assist with cultivation and solicitation of prospective donors. The chair will represent the libraries through attendance and participation at semiannual campaign executive committee meetings. The vice chair will assume the responsibilities of the chair, should the chair be unavailable.

The Pennsylvania State University | April 2016

PENNSYLVANIA STATE UNIVERSITY LIBRARIES

Libraries Development Board - Commitment to Penn State's World Class Library

University Libraries
Libraries Development Board Mission and Vision Statement

Emeritus Board Members who have served for six years or more but are no longer active board members and who are considered allies and friends of the University Libraries may be designated as Emeritus status by the board's Executive Committee. As friends and allies of the Libraries, emeriti function as advocates for Library programs without the responsibilities required of active board members.

Committees and Task Forces

The Executive Committee is the primary standing committee of the board. Additional committees, such as Stewardship, Events, and Membership may also be created at the discretion of the dean, and participation is expected by existing board members but other supporters, depending on their interest, may also be asked to join. These committee members will select a committee chair, and members may be asked to meet outside of regular board meetings as necessary. Committees will be asked to provide progress updates at Library Development Board meetings. Ad hoc task forces with specific short-term tasks may be created by the dean, in consultation with appropriate committee chair(s), and may include participation by staff members, board members and/or outside resources.

Meetings

Typically, there will be two meetings a year, in the fall and spring, supplemented by conference calls and email updates. There may be special events scheduled as part of the program activities of the board, such as the annual donor reception.

The Pennsylvania State University | April 2016

Syracuse University
Libraries

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Library Associates

Library Associates help to strengthen the SU Libraries by going above and beyond their annual library gifts to raise funds for the Libraries' special collections, rare books, and manuscripts. Alumni, faculty, staff, and friends of the SU Libraries have joined together for nearly 60 years to promote the libraries and our Special Collections.

Become a Library Associate

A minimum \$50 annual gift to the SU Libraries' Gift Fund or the Dean's Discretionary Fund automatically confirms you as a Library Associate for one year.


- [Give online](#) and become a Library Associate by directing your gift to the SU Libraries.
- Give \$100 or more annually to access borrowing privileges at SU Libraries.
- You may also fill out and mail our [donation form \[PDF\]](#)  with your gift payment to:

Syracuse University Libraries
222 Waverly Avenue
Syracuse NY 13244

Contact us at libassoc@syr.edu or 315.413.9600 with any questions.

Learn More

- View our [full calendar](#) of upcoming SU Libraries events, including exclusive Library Associates events.
- Be in the know! [Join our email list](#) to receive periodic updates from the SU Libraries.



Library Associates Activities

- [Mary Hatch Marshall Award](#)
- [Lecture Series Archive](#)



Friends of VCU Libraries Board Bylaws

ARTICLE I – PURPOSE

- Section 1. The purpose of this Board shall be to plan, develop, initiate, promote, sponsor and coordinate activities by the Friends of the VCU Libraries to support and enhance the collections and services of the VCU Libraries for instruction and research.

ARTICLE II – MEMBERSHIP

- Section 1. The Board shall comprise between 11 to 21 voting members, with diverse backgrounds and skills highly desirable.
- Section 2. The university librarian and the director of development shall be ex-officio members of the Board, and the director of development also shall serve as secretary to the Board.
- Section 3. Nominations to fill the Board vacancies may be made by the Governance Committee or by any Board member or ex-officio Board member, and any nominee must receive two-thirds consent of the full Board and be approved by the university librarian to be elected.
- Section 4. Upon election, a Board member shall serve a three-year term and subsequently may be re-elected for no more than one consecutive three-year term.
- Section 5. A Board member who resigns prior to completing a three-year term shall be considered as having served the full term as far as eligibility for re-election is concerned.
- Section 6. Board terms shall begin on July 1st. If a Board member begins to serve on the Board prior to July, the three-year term of that Board member officially will begin on July 1st.
- Section 7. Friends of the Library Board members shall on an annual basis throughout their service on the Board join and maintain membership in the Friends of the Library. Additional gifts of support are encouraged.

ARTICE III – GOVERNMENT

- Section 1. A majority of the full Board shall constitute a quorum, which shall be required for the purpose of voting. Voting may be conducted electronically as needed.
- Section 2. The Board normally shall meet quarterly, with one quarterly meeting being in May and at other times as necessary.
- Section 3. The officers of the Board shall be a president and president elect, each elected by a majority vote of the Board. The president and president elect shall serve for a period up to two years.
- Section 4. At the May meeting, the Governance Committee shall bring nominations for president and president elect to the Board for action at that meeting. Additional nominations may be made from the floor, with the consent of the person(s) being nominated. The newly-elected officers shall take office July 1.
- Section 5. Should a vacancy occur in the office of the president, the president elect shall immediately assume that position. Should a vacancy occur in the office of the president elect, the Board, by a majority vote, shall elect a Board member to assume that position.
- Section 6. The immediate past president shall remain on the Board until replaced by the next succeeding immediate past president or until his or her prescribed number and length of Board terms have been completed, whichever occurs last.

ARTICLE IV – COMMITTEES

- Section 1. Standing committees of the Board shall be the Executive, Governance, Fundraising, Book Sale, Collections, and Programming Committees. Other ad hoc committees may be convened as needed by the president or the Board. With the exception of the Executive Committee, (See Section 2, below), Standing Committee membership is drawn voluntarily from among the Board and the chairs of these standing committees are chosen by their respective members.
- Section 2. The Executive Committee shall (1) provide administrative support and leadership for the Board; (2) plan Board meetings and other events; (3) develop goals, objectives and long-range plans for the Board; and (4) meet quarterly and at other times as designated by the president. The Executive Committee shall consist of the president,

VIRGINIA COMMONWEALTH UNIVERSITY LIBRARIES

Friends of the VCU Libraries Board Bylaws

president elect, immediate past president, committee chairs, university librarian and director of development.

- Section 3.** In cooperation with the university librarian and director of development, the Fundraising Committee shall (1) seek and cultivate private sources of support for the VCU Libraries through monetary and in-kind donations and endowments and (2) plan and implement events and projects which raise money for the VCU Libraries.
- Section 4.** In cooperation with the Fundraising Committee, university librarian and director of development, all Board members shall encourage support for the VCU Libraries and the Friends of the Library.
- Section 5.** In cooperation with the university librarian and director of development, the Programming Committee shall develop and bring to the Board recommendations for Friends of the Library events and activities, including, but not limited to, lectures, exhibits and receptions. Upon approval by the Board, this Committee shall provide support in planning, organizing and implementing such events and activities.
- Section 6.** In cooperation with the university librarian and director of development, the Governance Committee shall review the organizational structure and bylaws of the Board, facilitate the nomination process, welcome new Board members into the organization and support Board performance. The Committee works with the full Board to (1) develop and maintain a list of viable candidates for Board membership; (2) submit to the Board nominations to fill Board vacancies; (3) develop and conduct an orientation program for new Board members, which includes membership expectations; and (4) develop and maintain a process by which the Board annually can assess its own performance.
- Section 7.** The president or the Board shall appoint other ad hoc committees as may be necessary to carry out the purpose of the Board and the activities of the Friends of the Library. Committee membership should be extended to Friends who are not Board members to the extent practical.
- Section 8.** The president shall be an ex-officio member of all Board committees.
- Section 9.** In cooperation with the university librarian, director of development and the heads of Special Collections and Archives, the Collections Committee shall assist in community outreach by encouraging the use of Special Collections holdings by the VCU community, diverse individuals and other groups and organizations. The committee will support staff in stewarding existing library donors and suggesting the names of

individuals and groups that would be interested in making collection donations or financial and other contributions.

Section 10 In cooperation with the university librarian and the director of development, the Book Sale Committee shall support the annual book sale by assisting library staff in soliciting material donations, sorting donated materials, organizing and stocking the book sale room, promoting the event and providing volunteer support to the sale.

ARTICLE V – AMENDMENTS

Section 1. These operating procedures may be amended at any time by affirmative vote of two-thirds of the full Board, provided, however, that written notice of the proposed amendment(s) is given to all Board members at least 30 days prior to the meeting at which action thereon is to be taken. Voting may be conducted electronically as needed.

Adopted: March 17, 1992

Revised: September 19, 1995

Revised Names and Position Titles: August 16, 2001, February 13, 2007

Revised: April 23, 2007

Revised: November 13, 2008

Revised: January 22, 2009

Suggested Revisions: March 26, 2014

Revised by Majority Board Vote: May 8, 2014

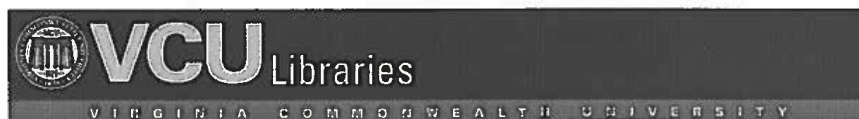
Revised by Majority Board Vote: September 9, 2014

Suggested Revisions: November 11, 2015 (added Article II, Section 7)

Revised by Majority Board Vote: February 11, 2016

Suggested revisions: Article IV, Section 6

Revised by Majority Board Vote: December 6, 2016



**Friends of VCU Libraries Board Standing Committees
2017–2018**

Book Sale Committee:

The Book Sale Committee supports the annual book sale by assisting library staff in soliciting material donations, sorting donated materials, organizing and stocking the book sale room, event promotion and providing volunteer support during the annual book sale.

The Committee meets several times a month to process materials as they are received by the library. All Board members may attend as many work sessions as they like. Members usually volunteer for one or more two-hour shifts during the annual sale in October.

Co-Chairs: Nick Cooke, Scott Tilley

Executive Committee:

The Executive Committee provides administrative support and leadership for the Board; plans Board meetings and other events, and develops goals, objectives and long-range plans for the Board. The Committee consists of the president, president elect, immediate past president, committee chairs, university librarian and the director of development.

The Committee meets quarterly and at other times as designated by the president of the Board.

Chair: Stephanie Holt

Fundraising Committee:

The Fundraising Committee serves as a team of ambassadors for the Friends of the Library annual giving program. Monies raised through the Friends support the lectures, exhibits, collections and outreach of VCU Libraries. In cooperation with the Fundraising Committee, the university librarian and the director of development, all Board members shall encourage support for VCU Libraries and the Friends of the Library.

The Committee assists VCU Libraries in identifying and cultivating private sources of support through monetary and in-kind donations and supports projects which raise money for and awareness of the VCU Libraries.

The committee meets quarterly with the director of development.

Chair: Tehra James



Governance Committee:

The Governance Committee reviews the organizational structure and bylaws of the Board, facilitates the nomination process, and supports Board efficiencies. The Committee works with the full Board to solicit nominees for board membership, develops and maintains a list of viable candidates, and submits to the Board nominations to fill Board vacancies for elected officers of the Board. Additionally, the Committee develops and maintains a process by which the Board can assess its performance.

The Committee meets as necessary to meet the goals and objectives of the Board.

Chair: Julie Seward

Programming Committee:

The Programming Committee, in coordination with library staff, assists with the development and promotion of Friends of the Library sponsored events and exhibits. Committee members may suggest topics, help facilitate contacts with speakers, serve as board hosts at events and assist with the promotion of events.

The Friends sponsor both large and small events, including the annual VCU Cabell First Novelist event, the Black History Month Lecture and the Brown-Lyons Lecture. Additional events that showcase authors, exhibits or the collections of VCU Libraries are scheduled throughout the year. Attendance at Friends-sponsored programs continues to grow and attracts a diverse audience. Many events are planned a year in advance to accommodate event space rental and promotional needs. Additional events may be added if the schedule permits.

The Committee meets two to four times a year depending on programming schedule.

Co-Chairs: Thomas Beatty, Cynthia Messmer

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 - I Love UW Libraries Student Video Contest

Friends of the Libraries

Established in 1991, the Friends of the Libraries provide support by

- Promoting awareness of the Libraries within the community
- Stimulating financial support
- Encouraging and advocating for lifelong learning
- Serving as advisors and spokespeople for the Libraries campaign

Friends of the Libraries Fund supports

- Library Research Awards for Undergraduates
- Student Employee Scholarships
- Events, such as Literary Voices
- Friends of the Libraries Awards

Your annual gift of \$100 or more qualifies you for **borrowing privileges**.

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2018

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Gifts and Donations Policies

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Home > About > Policies > Gifts Policy

Gifts Policy

The University of Colorado Libraries may accept non-monetary gifts-in-kind that significantly contribute to advancing the instructional, learning and research mission of the University. Such gifts-in-kind are often unique, rare or special collections and may include books, maps, media, archives/personal papers, artifacts, digital content and other scholarly material. Potential donations must comply with [University requirements and guidelines](#). Materials that duplicate current holdings in the general collections are generally not accepted. Once materials are accepted and received, they become the property of the University of Colorado Boulder. Subject to any agreements, the Libraries reserve the right to make all decisions as to their retention, location, cataloging treatment and other considerations regarding their use and disposition. Exceptions may apply if terms are mutually agreed upon in writing by both the donor and the University Libraries.(Approved 5/17/12, rev 8/24/16)

Process

The University Libraries are mindful of the significant resources required for handling, processing, accessioning, cataloging, preserving, storing and making donated materials available to users. Gifts-in-kind materials should meet the Libraries selection criteria and collection policies. Potential donors should supply a list of titles to be donated, which will be reviewed by appropriate subject libraries or Collection Development.

Factors to be considered for evaluating collections:

1. Do the materials support teaching and research programs on campus?
2. Does the donation include items that need special storage and handling?
3. What are the space requirements and where will the material be housed?
4. Does the library have the resources available to process the collection? This includes acquisitions processing, preservation review and cataloging.
5. Are there special technology requirements and support for hosting the collection? For delivering content? For providing access?
6. Are there other reasons to accept a donation, i.e. famous scholar on campus, potential relationship building for future monetary donations, etc.?
7. Are there special requirements for collection, i.e. named gifts, limits on use, etc.?
8. Is the donation attached to a written contract or agreement?

Materials not generally accepted:

- Titles the Library already owns (unless in high use or an otherwise special edition)
- Textbooks
- Popular trade paperbacks
- Popular magazines
- Back issues or single issues of periodicals
- Serials subscriptions
- Materials in poor condition

Mission, Values & Strategic Plan

Facts & Statistics

History

Librarian & Staff Directory

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Policies

- Circulation Policies
- Collection Development Policies
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- Security Policy
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Friends of the Libraries

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Faculty & Staff Intranet

Student Libraries Advisory Board

UNIVERSITY OF COLORADO BOULDER LIBRARIES

Gifts Policy

<https://www.colorado.edu/libraries/about/policies/gifts-policy>

Exceptional Gifts-in-Kind

Donations of collections that are exceptional in nature and outside of routine gifts-in-kind must undergo a wider review process. This includes content that may require special handling, non-routine technology support, added costs to acquire or catalog or other additional resources. Such donations must be evaluated in consultation with members from departments or units that will be affected by the potential acquisition, such as Libraries IT, Metadata Services, etc., and will require additional approval by the Libraries management. Some factors for consideration are listed below.

Exceptional gifts-in-kind may include:

- print collections of more than 1,000 volumes
- collections of mixed media, multi-formats or digital content
- content with specific technical requirements and hosting needs
- items or collections that have significant dollar value, over \$5,000
- collections of a foreign language outside of in-house expertise

After all parties have reviewed the potential donation, the subject specialist or department director must write a proposal to be forwarded to the Executive Committee. Final acceptance of an exceptional gift-in-kind must be approved by the Executive Committee.

Documentation

- Once an agreement has been reached with a donor to accept a gift, the Donation Review form must be completed and forwarded to Acquisitions. This form provides the information needed for receiving and processing and is needed for the donor thank you letter.
- A **University Gift in Kind (GIK) Acceptance form** **must** be filled out for gifts if the following apply.
Note: It is the responsibility of the donor to obtain an appraisal as applicable.
 - The gift is valued at \$5,000 or greater OR
 - The donor wishes to take a tax deduction for gifts under \$5,000 OR
 - The gift is an addition to an existing collection OR
 - The gift has a written contract or agreement attached
- The subject specialist or library official should fill out the form with information from the donor, then send it to the Director of Scholarly Resources Development and the Libraries Budget Officer, who will be responsible for getting the Dean's and Controller's signatures. A copy of the signed GIK form will be scanned into a central database and original documents kept on file in Scholarly Resources Development and/or the Dean's Office files. **The University Gift in Kind Acceptance form must be signed by the Controller BEFORE the gift is received on campus.**
- Scholarly Resource Development staff will prepare the thank you letter to the donor to be sent out from the Dean's Office. Subject Specialists may also want to send a less formal thank you.

Shipping

The faculty member or subject specialist works with Acquisitions and the donor to coordinate shipping and insurance. Donors are generally responsible for the cost of shipping and for providing an estimate of the value of the donation. In some cases Collection Development identifies funds to pay for these costs. Local shipping can often be coordinated with the University Distribution Center.

Preservation

Preservation reviews the condition of physical materials briefly upon receipt, especially if the material will be stored at the warehouse. A fuller review of individual items will be performed as the materials are processed by Acquisitions.

Cataloging

Faculty members sponsoring a donation must communicate with Metadata Services to coordinate cataloging, metadata needs or any assistance to be offered by students or staff outside of Metadata Services. Potential timelines for adding the collection to Chinook may require broader discussion.

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University Library

Search

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Donating Materials

Iowa State University Library Gift-in-Kind Acceptance Policy

Revised October 2017

This policy statement establishes uniformity in Library gift practices and criteria.

Thank you for thinking of the Iowa State University Library as a potential recipient for your books, journal issues, or other print materials.

The Library evaluates potential gifts-in-kind and then accepts and acknowledges them in compliance with University policies relating to such matters.

Several main policies govern collections gifts at Iowa State University Library including the [Collections and Services Statement](#), [Collection Development Policy](#), the [Special Collections Mission and Collections Policy](#) and the [Map Room Collections Policy](#).

Procedure for suggesting a donation to the general collection:

1. Contact the [liaison librarian](#) with a list of the items you propose to donate.
2. Fill out the [Library Gift Materials Form](#).
3. If the liaison librarian believes that the items may be of possible interest based on the current learning and research needs of the University, he or she will make arrangements for reviewing the condition of the items and accepting your gift.
4. Arrange delivery of those specific items to the liaison librarian.

To inquire about donating to the University Library's Special Collections and University Archives, please consult [Petrina Jackson](#) or call 515-294-8270.

Criteria for Acceptance and Retention of donations to the general collection:

University Policy states that only items that support the current teaching and research areas of the University will be accepted. Please note: the Iowa State University Library does not accept gifts of books and journals already held in the collection.

Conditions:

No conditions as to location, circulation, use, disposal, or marking may be attached to the donation. If you feel that exceptions apply to your donation, please discuss these with the liaison librarian.

Value of the Gifts:

You must establish the value of the gift for tax purposes. Any appraisals are your responsibility; the fee may be tax deductible. When claiming a tax deduction for donations valued at \$5000 or more, the donor must obtain a qualified, independent appraisal. For more information, please consult the website of the Internal Revenue service (www.irs.gov) or your attorney or tax expert.

Acknowledgement

The University Library will make an appropriate acknowledgement of all gifts. Additionally, as part of the receipt or acknowledgement, the library will provide a brief written description of the donation. However, the library does not provide listings of donated materials nor are library staff able to provide a precise reconstruction of the contents of a gift for tax purposes at a later date.

Contact Information

Additional questions on collections gifts should be directed to [Ed Goodeken](#), Collections Coordinator, 202 Parks Library, Iowa State University, Ames, IA 50011; telephone 515-294-3311; and for Special Collections and University Archives gifts, contact [Petrina Jackson](#), Head, Special Collections and University Archives, 403 Parks Library, Iowa State University, Ames, IA 50011; telephone 515-294-8270.

For information on making a monetary gift to the Iowa State University Library, please contact the ISU Foundation

[click to chat](#)

UNIVERSITY OF KENTUCKY LIBRARIES

Deed of Gift-in-Kind

UNIVERSITY OF KENTUCKY
Office of Development
Sturgill Development Building
Lexington, Kentucky 40506-0015
Phone: (859) 257-3911
Fax: (859)323-1015

DEED OF GIFT IN-KIND

UK Federal Tax ID # 61-6001218W

Date Received: _____ Donor's Name: _____

Company Name: _____

Address: _____

Received by: _____ UK Libraries SCRC
Name College/Department/Program

The University of Kentucky must maintain records of all in-kind donations. Please place a value on your donation and return this form to the University. If your gift is valued at \$5,000.00 or above, this form must be accompanied by an appraisal of the described item. Please be sure to retain a copy for your own purposes.

The University of Kentucky did not provide any goods or services to you in consideration for your contribution.

DESCRIPTION OF DONATED GIFT

Books, journals, and other materials.

I place a dollar value on this gift of \$ 0.01

I hereby donate to the University of Kentucky, as an outright, unconditional, unrestricted and irrevocable gift, all of my right, title and interest including but not limited to copyright, trademark and associated rights, in and to the items described above, which items I presently own and have clear title to. In doing so, I understand and agree that the University of Kentucky shall hereafter have full power and authority to manage, display, conserve, dispose of, and otherwise deal with such items in whatever manner it shall, in its sole and absolute discretion, see fit.

Signature of Donor: _____ Date: _____

The screenshot shows the SFU Library website. At the top, there is a search bar and navigation links for 'A-Z DIRECTORY', 'SIGN IN', 'This site', and 'SFU.ca'. Below the search bar is a navigation menu with 'FIND', 'HELP', 'BORROW', 'FACILITIES', and 'ABOUT'. The main content area is titled 'Library Search' and 'Gift policy and guidelines'. On the left, there is a 'Collections' sidebar with links for 'Home', 'Budgets', 'Course assessments', 'New books', 'Policies', and 'Serials'. Below the sidebar is a red 'donate NOW' button. The main content area has a breadcrumb trail: 'Home / About / Overview / Collections management'. The title 'Gift policy and guidelines' is prominently displayed. Below the title, there are three main sections: 'Gifts of money', 'Gifts-in-kind policy', and a list of organizations for book donations. The 'Gifts of money' section states that financial support is always welcome and refers to the 'Give to the Library page'. The 'Gifts-in-kind policy' section states that the SFU Library is committed to enhancing its special collections and lists criteria for donations. The list of organizations for book donations includes SFU United Way Book Sale, Salvation Army Thrift Stores, Big Brothers, Developmental Disabilities Association, and a note that many public libraries take book donations.

Library Search

Collections

- Home
- Budgets
- Course assessments
- New books
- Policies
- Serials

donate NOW

Gift policy and guidelines

[Home](#) / [About](#) / [Overview](#) / [Collections management](#)

Gifts of money

Financial support is always welcome. Please refer to the [Give to the Library page](#) for further information on monetary gifts.

Gifts-in-kind policy

The SFU Library is committed to enhancing its special collections in a manner which supports the teaching, learning and research needs of the University. Donations of rare or unique materials suitable for the Library's Special Collections and Rare Books Division form an important addition to the Library's collections and contribute greatly to its richness and individuality. The Library welcomes inquiries from prospective donors wishing to donate materials that meet the following criteria.

Materials may include:

- Rare and unique items including manuscripts, photographs, moving images, sound recordings
- Rare books [and other less rare books supporting the collecting areas listed below]
- Personal and organizational archives or collections

Areas of special interest:

- Collections with British Columbia emphasis in the areas of history, literature, publishing, book arts, LGBTQ studies, politics, multiculturalism, environment, and social issues
- Editorial cartoons
- Twentieth century modern, post-modern and avant-garde writing [Contemporary Literature Collection]
- William Wordsworth and the Lake District

If you have books which you want to donate and which do not meet the criteria above, you may want to consider checking the organizations below for their current book acceptance policies:

- [SFU United Way Book Sale](#)
- [Salvation Army Thrift Stores](#)
- [Big Brothers](#)
- [Developmental Disabilities Association](#)
- Many public libraries take book donations

Acceptance guidelines

Gifts of materials for the Special Collections and Rare Books Division are considered by the [Head of Special Collections](#) in consultation with appropriate Librarians or Faculty members as needed. The Library reserves the right to accept or decline prospective donations. Among the criteria used to determine acceptability are:

- whether the prospective donations fall within the scope of the Library's collections
- whether the prospective donations support the current or emerging teaching, learning and research needs of the University
- their physical condition
- the processing and maintenance costs
- restrictions, if any, which prospective donors wish to place on the disposition and use of the material offered

Donation procedures

- A description of the material being offered for consideration is required. For example a list of rare books, moving images, etc., or, a descriptive narrative of an archival collection. Only the material wanted for the collection will be accepted.
- In some instances, a visit will be made to view the collection.
- If the material is accepted for consideration, arrangements will be made with the donor to physically transfer the material to the library.
- Upon receipt of the material, a deposit form will be completed.
- Terms and conditions of the donation will be negotiated and formalized in a Collection Terms and Conditions agreement. Monetary donations to help defray the costs associated with processing and preserving donated materials are gratefully accepted.
- All donations become the sole and exclusive property of the Library. As owner, the Library has the right to determine: how any gift is to be used, where it is to be located, if it is catalogued, whether it will be retained by the Library and how it will be treated if not retained, how long it will be kept in the collection, and any other matter related to the gift's use or disposition.

Tax receipts

Many donations to the Libraries are considered charitable donations and may be eligible for tax receipts subject to Canada Revenue Agency guidelines (CRA gifting and receipting). If a tax receipt is requested, the details (such as eligibility, appraisal, and additional documentation) will be discussed at the time of donation.

Donor recognition

The Library is pleased to consider requests for names to be added to electronic catalogue records and/or for bookplates to be inserted in donated books. These may bear the donor's name and/or the names of those in whose honour or memory the gift is made.

Donors of archival materials may consent to be recognized in various ways. For example, in the naming of the collection, in the finding aid, in exhibits, in promotional material, or in the description of a digitized collection.

Contact information

Melissa Salrin
Head, Special Collections and Rare Books
msalrin@sfu.ca

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Gifts Program

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GIFTS PROGRAM

- Tax Information & Appraisals
- Mailing Addresses for Gifts
- Gift Delivery Options

Gifts Program



When the University of Washington was founded in 1861,

its cornerstone was a gift of land from pioneers who valued the role that education plays in building a better world. Today, their optimism and belief in unlimited possibilities is manifested in a world-class public university with a world-class library. You can carry forward their bold vision by making a gift of materials to the UW Libraries.

For information on how to make a non-cash gift that will support our students and faculty, contact:

Carolyn H. Aamot
Head, Gifts Program / Content Manager

- 206-543-1859 voicemail
- Monday-Thursday, 9:00 a.m. - 5:00 p.m. PST by appointment.

Conditions, Use, Acknowledgment

Upon receipt, all gift materials become the property of the University of Washington Libraries. The Libraries reserves the right to determine retention, location, cataloging treatment, preservation, and other considerations relating to the use and disposition of gifts. Materials not selected for addition to our collection may be donated to other institutions, sold, recycled, discarded or otherwise disposed. Proceeds from the sale of unwanted materials are used to benefit the University Libraries.*

We endeavor to accept only those materials that are in good condition and that will enrich or refresh our collections in support of the needs of our academic and research community. Items may be added to our holdings as first, additional, or replacement copies. Be assured that your gift will be handled responsibly and with care. Each item will be evaluated for addition to our holdings by highly trained staff and subject specialist librarians. We regret that we are not able to notify donors of the final disposition of their gifts or return items not added to our collection.


The University Libraries is committed to providing socially and environmentally responsible disposition of gift materials not needed for our collection. Whenever possible, we share or trade useful surplus gift materials with other libraries. We also recycle materials that we are not able to redistribute. Although we are not able to accept gifts for the sole purpose of redistributing them, the Gifts Program staff will gladly suggest alternative opportunities for giving.

Each gift to the University Libraries is acknowledged. Acknowledgment letters typically include the date of receipt and a brief description of the gift. We recommend that our donors prepare a detailed inventory and include a copy with their donations to support their charitable tax deductions.

*The UW Libraries no longer holds book sales.

[Help support processing costs](#)

Capital Campaigns



University Library

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IOWA STATE UNIVERSITY
FOUNDATION



TRULY VITAL

The Iowa State University Library is a happening place, in both its physical and virtual spaces. With approximately 2,500 seats in Parks Library, students come to study, do research, collaborate or relax. It's no wonder Parks recently recorded its highest use in one day: more than 16,000 visitors!

The University Library holds more than 2.9 million print titles, a collection that's growing every year. Yet the University Library is more than its physical space. The library also provides 24/7 access to information online – e-books and journals for our students and faculty, as well as worldwide access to the research and publications of Iowa State faculty through the Digital Repository.

Throughout Iowa State University's history, the University Library has always been central to the institution's land-grant mission of creating, sharing and applying knowledge to make Iowa and the world a better place for all.

Today, the University Library continues to serve Iowa State in carrying out this mission. As one of the nation's top research libraries, the University Library fulfills a vital role of providing access to extensive research collections, both physical and virtual. We honor a rich tradition of furnishing students and faculty with a beautiful place on central campus to study and conduct research.

Most importantly, the University Library provides students with the formal information literacy and interactions that equip them with the skills essential to becoming critical thinkers in their careers and lives, and the information-literate citizens needed in our increasingly complex society and world.

As such, the University Library is key to Iowa State achieving the ambitious aspirations it has set for itself during *Forever True, For Iowa State*, the university's historic \$1.1 billion fundraising campaign. Your support during the campaign will enable the University Library to revitalize Parks Library to better fulfill the needs of students, faculty and library staff, now and for the future. We will be able to make the prioritized collection decisions – from our physical and digital collections, to Special Collections and University Archives – needed to serve our users here on campus and around the world. We will expand the library's reach across campus, working with academic departments more seamlessly and effectively to support students' education, as well as faculty scholarship and research needs. In addition, we will better serve and be a valuable partner for citizens and libraries across the state.

Among the Iowa State University Library's greatest strengths is that students, faculty, alumni and Iowans believe in us as a trusted resource always able to meet their needs. We have never been more dedicated to this mission than we are today – and never more confident that we will continue to serve our users wherever they are, with your support through *Forever True, For Iowa State*.



– **Beth McNeil**
Dean of Library Services





UNIVERSITY LIBRARY POINTS OF PRIDE

- Our collections in the physical and biological sciences are nationally recognized. We continue to grow the collections because our institutional strengths in these areas benefit students, researchers and scholars at all levels.
- Our nationally recognized instruction program in information literacy is the longest-running in the nation – 125 years of teaching students a variety of relevant information literacy concepts and skills to facilitate their coursework during their time at Iowa State and throughout their lives and careers.
- Our Special Collections and University Archives department is “young” but growing in specialization, especially Iowa State’s history, agriculture and rural life, and science and technology.
- The University Library has spaces for nearly every student need: for studying, collaborating on course projects, networking and connecting to technology.
- The University Library also supports and assists Iowa State’s outreach mission by serving as a valuable partner for citizens and libraries across the state, especially with our collections related to Iowa history.



Iowa State University is strong today precisely because, generation after generation, we have revitalized our mission and rededicated ourselves to applying it to the challenges faced by our society and world. To ensure Iowa State is prepared to fulfill its indispensable role in meeting these challenges, the *Forever True, For Iowa State* campaign seeks to further these three strategic aspirations:

Aspiration 1:
Ensure access to an exceptional education offering practical, global and leadership experiences that shape the well-rounded citizens and informed critical thinkers needed in the 21st century

Aspiration 2:
Advance Iowa State as a world leader in addressing global challenges affecting our food, water, energy, health, security and environment

Aspiration 3:
Accelerate Iowa State’s contributions to the social good by extending its expertise, knowledge and values to improve quality of life within our state and the world.



During *Forever True, For Iowa State*, we have an enormous opportunity – and great responsibility – to ensure the University Library is equipped to serve students, faculty, staff and lowans both now and well into the future. We have developed strategies to revitalize its spaces, increase opportunities for group collaboration and individual research, expand its prestigious collections and broaden the capabilities of the library faculty and staff.

UNIVERSITY LIBRARY CAMPAIGN PRIORITIES

Transforming University Library study, research and collection spaces

\$2 million

Generation after generation, Parks Library has been Iowa State students' "third space" on campus. Beyond home and classroom, Parks Library is where students at all levels and of all majors gather – to study and do research, collaborate on class projects, meet with tutors, get together in extracurricular groups and seek assistance with technology and with scholarly resources. As one of the only buildings on campus serving all 36,000-plus students – with an average 11,000 users per day – Parks has never been busier.

Faculty, as well, benefit from having spaces for scholarship in the library. As academic research becomes more interdisciplinary, the library is the perfect place to bring burgeoning conversations across fields and expertise.

Such collaboration and teamwork is becoming ever more central to education and research, and it is essential for the library to provide an invigorating environment that fully addresses these developments. For Parks Library to continue to be the place students gather to meet their curricular and information needs, we must revitalize the building to accommodate the new ways it will be used, and to be flexible within these spaces as needs evolve.

As users increasingly access publications such as books, magazines and journals digitally instead of in print, the University Library must plan now to reconfigure space for Special Collections and University Archives, where we anticipate the primary growth in print collections, to house unique collections and archives that are important historically and for scholarship.

Plans for Parks Library include:

- transforming spaces for study, research, learning and collaboration
- creating flexible user-defined and high-tech spaces throughout Parks
- creating visible value-added customer services, along with consolidated points of service, throughout the library
- providing additional space for Special Collections and University Archives

Other facilities projects involve renovating the Veterinary Medicine Library in conjunction with the College of Veterinary Medicine renovation, and re-envisioning the Design Reading Room along with the College of Design renovation.



UNIVERSITY LIBRARY CAMPAIGN PRIORITIES

Expanding University Library collections and resources

\$500,000

With its extensive collections, resources and services – both physical and virtual – the University Library is central to Iowa State’s standing as a premier public research university. A vibrant, leading-edge library can be an especially powerful tool in attracting faculty and graduate students to Iowa State, and in elevating the university’s reputation far beyond campus borders.



Much of the library’s work is related to scholarly communication, the means by which faculty and scholars make their work available and study the works of other scholars to advance their own research, often through journal literature. Many of the materials now obtained by the library are in electronic form, such as e-books and e-journals. The fact that journal costs continue to rise, whether paper or electronic, is part of the crisis in scholarly communication that libraries will continue to grapple with for the foreseeable future.

Through *Forever True, For Iowa State*, we seek to establish an endowment to grow our research collections and resources – including documenting and preserving Iowa State’s unique collections available electronically. By expanding our digital collections, more Iowa State University history can be shared with the world.

UNIVERSITY LIBRARY CAMPAIGN PRIORITIES

Extending University Library expertise

\$700,000

As many as 15,000 users visit Parks Library each day and rely upon the assistance of library employees, who have the expertise and skills necessary to facilitate learning, teaching, research and outreach. Library faculty and staff are a tremendous resource that, together with our physical facilities and collections, truly comprise Iowa State's scholarly commons. Accordingly, we must ensure that we have highly skilled professionals at all levels of the University Library so we are best prepared to support students, faculty and other users in their endeavors.

Critical to the library is its workforce of more than 120 student employees – Iowa State students from every major on campus – without whom the library could not open its doors. Students interact with and learn from librarians and staff, and are immersed in stimulating positions that support the enhancement of educational experiences at Iowa State. As one of the largest student employers on campus, the library not only facilitates improved knowledge

among student assistants, it also provides critical financial support for their educational expenses.

During *Forever True, For Iowa State*, we seek support for faculty, staff and student enrichment through:

- Endowed library faculty positions, including the dean, and the heads of Special Collections and University Archives, Preservation and Instructional Programs.
- Student assistant scholarships, and internships in departments such as preservation, special collections and university archives, for students who seek a challenging experience in an information-centered environment.
- Support for post-doctoral researchers, such as the Council on Library and Information Resources' Digital Preservation Research Fellows to provide expertise and coordinate efforts to develop a digital preservation program at Iowa State.



"When I first started at Iowa State, I thought the library was used only for research and studying. Then I began working at Parks Library, and I realized that the many services that the library provides can be crucial to the success of students like me."

- *Michaela Tintje*, senior, accounting,
Library Storage Building and Stacks Management



UNIVERSITY LIBRARY CAMPAIGN PRIORITIES

Enhancing University Library services

\$2 million

A fitting byword for describing the 21st century library is “ever-changing.” It is because the world in which we live – and in which the students educated at Iowa State will participate – is itself changing by leaps and bounds. Indeed, students’ ability to access information technology in its ever-expanding forms is especially important to their ability to contribute to society. On the faculty and graduate student side, new resources and tools in the research environment are also shifting the markers for leading-edge scholarship and breakthroughs.

The library is poised to support the ever-changing scholarly communication needs of our students and faculty. Through the *Forever True* campaign, the University Library envisions expanding several of our services to best anticipate these needs:

- Provide a technology “sandbox” where students can experiment with new software and hardware in a non-discipline-specific setting, led by other student experts
- Implement open access initiatives and assist faculty with their data storage needs
- Further faculty success in digital scholarship, an area of growing importance to the academy and to Iowa State faculty and scholars
- Re-envision the liaison librarian program, increasing librarians’ ability to devote more time to user engagement, such as:
 - Help students develop research skills over the course of their academic careers
 - Work with faculty and graduate students on information management such as citation management, productivity tools, managing alerts and feeds, and personal archiving
 - Collaborate with academic departments to integrate information literacy into courses

Advancing Discovery and Creativity Enriching the Student Experience Solving Global Problems Join Us Give

**TOGETHER
THERE'S MORE WE CAN DO
JOIN US**

**RISING
TO THE CHALLENGE**

THE CAMPAIGN FOR JOHNS HOPKINS

HOME / RISING: THE SHERIDAN LIBRARIES AND UNIVERSITY MUSEUMS

Rising: The Sheridan Libraries and University Museums

Dean Winston Tabb on Rising to the Challenge

**RISING
TO THE CHALLENGE**

THE CAMPAIGN FOR JOHNS HOPKINS

Making Discovery Possible: Connecting Collections and People

The Johns Hopkins Sheridan Libraries and University Museums are vital to the scholarly pursuits of faculty and students. We seek to raise \$55 million so that the libraries and museums can have an even greater impact on the teaching and research inherent in rising to the challenges of our day.

Rise With Us
STRENGTHEN OUR ROLE

as a unique part of the university's mission of teaching and research

SUPPORT THE LIBRARIES

Create Opportunities
FOR SCHOLARSHIP AND STUDY










Help us to cherish historic preservation, build unique exhibition programs, and bring technological advances.

SUPPORT THE MUSEUMS

Making
DISCOVERIES POSSIBLE

READ MORE

How the Sheridan Libraries and University

<p>Reimagining Libraries in the Information Age</p> <p>Help us reimagine the role of the libraries in this new and ever-evolving information age by supporting revitalization of infrastructure and leveraging of technology.</p>		<p>Museums are Solving Global Problems</p> <p>21st Century Cities Initiative Science of Learning Institute</p> <p>Related Links</p> <p>History's Printed Treasures</p>
<p>Center for Education Resources Directorship</p> <p>An endowed directorship will ensure the Center's continued impact on pedagogical excellence, instructional technology, and student outcomes assessment. Additional program support will fund student-faculty partnerships to develop digital resources.</p>		
<p>Milton S. Eisenhower Library Revitalization</p> <p>The Library's role and usage has changed since it opening in 1964. Help us to meet our user expectations and needs with a holistic approach to changes within the building.</p>		
<p>Our Cathedral of Books: The George Peabody Library</p> <p>The 300,000-volume collection offers a window into the scholarly interest of the 19th century. We seek to restore it to the active research library its founder and namesake imagined.</p>		
<p>Annual Giving: Friends of the Libraries</p> <p>Annual gifts are essential to our efforts to build and strengthen the Libraries' collections, both print and digital, while making technological enhancements that foster the research and teaching aims of the university.</p>		
<p>Advancing Book and Paper Conservation</p> <p>With more than a third of our Libraries' paper-based collections at risk, your support for active materials science research, education, and innovation is vital.</p>		
<p>Enhancing Digital Scholarship</p> <p>Your support will help faculty and students to discover and explore the past using digital technology.</p>		
<p>Strengthening Homewood Museum</p> <p>Help preserve the historic building and its collections through support for special preservation projects and public outreach programs.</p>		
<p>Preserving Evergreen</p> <p>To ensure the museum's long-term stability, your help is needed to support preservation initiatives, public programming, and general operations.</p>		
<p>TAKE THE NEXT STEP</p> <p>We welcome your interest in, and support for, our important work. Read our case statement or contact us to learn more:</p>		

The screenshot shows the top of a website with a dark header. On the left, the text reads "THE UNIVERSITY OF NEW MEXICO FOUNDATION, INC.". On the right, there are navigation links: "WAYS TO GIVE", "ABOUT", and "BROWSE FUNDS" with a dropdown arrow. Below the header is a red banner with the text "Changing Worlds 2020: The Campaign for UNM". The main content area is white and contains several paragraphs of text. The first paragraph states that the campaign will provide unprecedented support for students, faculty, and programs. The second paragraph explains the focus on students and those who prepare them. The third paragraph lists four themes: student success and opportunity, faculty support and research, campus programs, and capital projects and facilities. Below this is a bulleted list of goals. The final paragraph is a call to action. At the bottom of the page, there is a graphic with the text "CHANGING WORLDS 2020 the CAMPAIGN for UNM".

THE UNIVERSITY OF
NEW MEXICO
FOUNDATION, INC.

WAYS TO GIVE | ABOUT BROWSE FUNDS

Changing Worlds 2020: The Campaign for UNM

Changing Worlds 2020: The Campaign for UNM will provide unprecedented support for the students, faculty and programs of UNM. Each school, college and program has important funding opportunities, and this campaign includes all gifts, pledges and qualified estate plans made to any area of the university over the period of the campaign.


The focus of *The Campaign for UNM* is on our students and those who prepare our students to change their worlds. Addressing the challenges faced by students, faculty and patients is our concern, and private philanthropy can meet these challenges in profound ways. Through this campaign, it will be possible to assist both current philanthropists and new donors to link their passions with UNM's many gift opportunities.

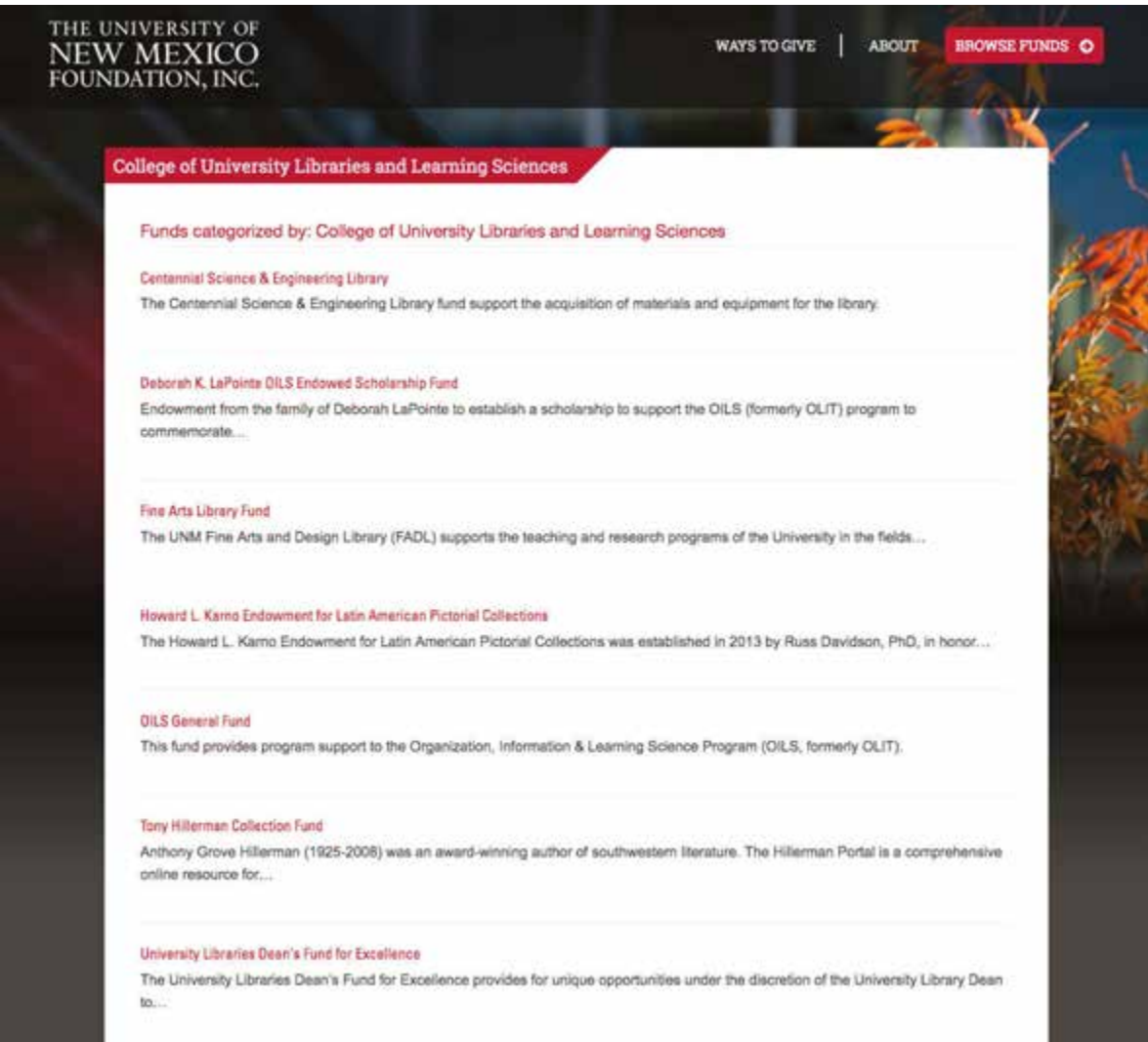
The campaign, which is aligned with the [UNM 2020 goals](#), focuses on four themes: student success and opportunity, faculty support and research, campus programs, and capital projects and facilities. Each of these resource areas provides the critical means to support and elevate the UNM community. Funds are needed to:

- Provide tuition and support for talented and financially struggling students;
- Engage students in the full life of the university and increase student retention;
- Offer essential programs for students and faculty to conduct their research and provide professional service in communities around the state;
- Improve the physical common space in our buildings and throughout our unique campus grounds; and to
- Support the accomplishment of the UNM 2020 goals.

We are calling on all our alumni, friends, supporters and volunteers to join in and help answer the fundamental question of *Changing Worlds 2020: The Campaign for UNM* –

[Whose World Will You Change?](#)


CHANGING WORLDS
2020
the CAMPAIGN for UNM



The screenshot shows the website for the University of New Mexico Foundation, Inc. The header includes the university's name and navigation links for "WAYS TO GIVE", "ABOUT", and "BROWSE FUNDS". The main content area is titled "College of University Libraries and Learning Sciences" and lists several funds categorized by this college. Each fund entry includes a title and a brief description of its purpose.

Funds categorized by: College of University Libraries and Learning Sciences

- Centennial Science & Engineering Library**
The Centennial Science & Engineering Library fund support the acquisition of materials and equipment for the library.
- Deborah K. LaPointe OILS Endowed Scholarship Fund**
Endowment from the family of Deborah LaPointe to establish a scholarship to support the OILS (formerly OLIT) program to commemorate....
- Fine Arts Library Fund**
The UNM Fine Arts and Design Library (FADL) supports the teaching and research programs of the University in the fields...
- Howard L. Karno Endowment for Latin American Pictorial Collections**
The Howard L. Karno Endowment for Latin American Pictorial Collections was established in 2013 by Russ Davidson, PhD, in honor...
- OILS General Fund**
This fund provides program support to the Organization, Information & Learning Science Program (OILS, formerly OLIT).
- Tony Hillerman Collection Fund**
Anthony Grove Hillerman (1925-2008) was an award-winning author of southwestern literature. The Hillerman Portal is a comprehensive online resource for...
- University Libraries Dean's Fund for Excellence**
The University Libraries Dean's Fund for Excellence provides for unique opportunities under the discretion of the University Library Dean to...

University Libraries: Center for SW Research & Special Collections
The University Libraries Center for Southwest Research and Special Collections is a repository for diverse collections of original materials relating...


University Libraries: Improving Library Spaces Fund
The Improving Library Spaces Fund provides flexible facility adjustments to the four libraries at UNM: Fine Arts, Zimmerman, Parish Memorial...




University Libraries: Indigenous Nations Library Program
University Libraries Indigenous Nations Library Program provides funds to improve services to all UNM students within a culturally sensitive environment...

William J. Parish Memorial Library Endowment
The William J. Parish Memorial Library Endowment funds the acquisition of academic materials, and equipment for Parish Memorial Library.
The William...

Zimmerman Library Historic Preservation Fund
In celebrating the 75th anniversary of Zimmerman Library this fund will provide support to ensure that this iconic architectural treasure...

QUICK DONATE | **WAYS TO GIVE** | **ABOUT**



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Contact
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700 Lomas NE, Ste 108
Albuquerque, NM 87102
505-313-7600
Fax: (505) 843-9035
Contact us: marcom@unmfund.org

NC STATE UNIVERSITY RESOURCES Search Campaign

THINK AND DO THE EXTRAORDINARY
The Campaign for NC State

About the Campaign Why Give Where to Give How to Give Connect **GIVE NOW →**

PLAY VIDEO

NCSU Libraries

Your support provides NC State students and faculty with a decisive competitive advantage.

"The library is at the pinnacle of success, and now our challenge is to continue that success — to continue to get better and meet the needs of faculty and students," says Vice Provost and Director of Libraries Susan K. Nutter.

Overview

The Libraries is more than just a place to study and find resources critical for learning and research; it is also a hub of innovation and collaboration. At any time of day or night, you can walk through our buildings and find students and faculty from every college immersed in our collections, working in our learning spaces, and discovering and developing new ideas.

Students have access to leading-edge technologies here and work with our staff to apply those technologies to explore new ways of experiencing and creating information, preparing themselves for their future careers. Faculty members partner with our staff to enhance their research and solve society's grand challenges; to create data visualizations that engage the public and to develop curriculum that responds to the evolving needs of their students.

SUPPORT THE LIBRARIES
A gift to the NCSU Libraries is a gift to every single student and faculty member at NC State.

GIVE NOW →

About the Campaign Why Give Where to Give How to Give Connect GIVE NOW →

Our Priorities

Extraordinary Opportunity

Every semester, the Libraries reaches over 7,000 students through its instructional workshops as we introduce them to the tools that will make them more successful while at NC State, in applying to graduate school and on the job market.

The new Makerspace in D.H. Hill Library promotes and teaches making technologies like 3-D printing, 3-D scanning and laser cutting to students across campus. Since its opening in 2015, more than 1,000 students have benefited from this unique opportunity.

While the Makerspace is an example of the kind of opportunities we provide our users, the same can be said for our immersive visualization spaces, music rooms, digital media rooms and presentation practice rooms.

Extraordinary Purpose

Faculty use our immersive visualization spaces and digital media and maker technologies to promote broad understanding of their research and create new research and learning environments and materials for their students.

Our subject specialists and research librarians are essential partners for faculty. The Libraries' Alt-Textbook program is just one example of such a partnership. By helping faculty create customized, often digital materials instead of using traditional, overpriced textbooks, the Libraries has saved students over \$200,000 and developed innovative approaches to teaching.

Extraordinary Places

The Hunt Library has become a worldwide architectural icon, and — along with recent renovations in D.H. Hill, such as the opening of its new Makerspace and Faculty Research Commons — has transformed the NCSU Libraries into the face of NC State in the 21st century.

The Libraries' buildings are open at all hours and serve as an intellectual and social hub for students and faculty to gather and study, create and collaborate.

Extraordinary Experience

Our slate of diverse public programs — dozens and dozens each semester — celebrates the best of NC State and exposes students, faculty and the surrounding community to breakthroughs in fields ranging from science and engineering to the humanities.

About the Campaign

Why Give

Where to Give

How to Give

Connect

GIVE NOW →

Extraordinary Leadership

Under the bold leadership of Susan K. Nutter, NCSU Libraries has become a role model for academic libraries worldwide. Other institutions now look to us when imagining their libraries of the future.

The NCSU Libraries has never been more successful. The Hunt Library has won almost every award imaginable for its iconic architecture on the outside and its technologies and collaborative spaces on the inside.

Susan K. Nutter, vice provost and director of libraries, was named 2016 Academic Librarian of the Year by the Association of College and Research Libraries, and our librarians are recognized as some of the most forward-thinking librarians in the nation, with nine members of our staff named as "Movers and Shakers" in their field in the past 11 years — more than any other academic library.

In June 2016, the Libraries went to the White House to receive the 2016 IMLS National Medal for Museum and Library Service — the highest honor a library can earn — from first lady Michelle Obama.



PENNSYLVANIA STATE UNIVERSITY DEVELOPMENT
Greater Penn State for 21st Century Excellence



A Penn State education prepares students to be future leaders and problem solvers in an increasingly complex world—and the Penn State Libraries is proud to serve at the heart of that mission. Our thirty-seven libraries offer nearly five million resources—print volumes, periodicals, online services, films, maps, and archival materials—in support of the University’s academic excellence, cutting-edge research, and superior public service. As students’ needs have evolved, both in their current studies and future goals, we have evolved as well, integrating cutting-edge technology alongside our traditional collections. Through the Greater Penn State campaign, alumni and friends can partner with us in preserving our materials, encouraging our students, advancing our capacities, and ensuring Penn State remains a premier educational destination for generations to come.



OUR CAMPAIGN PRIORITIES

IMPACTING THE WORLD AT THE PENN STATE LIBRARIES

Early Career Librarianships: Early Career Librarianships offer promising junior faculty librarians the capacity to advance a program, invest in new equipment, and engage in travel that elevates our libraries. From now until June 30, 2021, new Early Career Librarianships (established at the \$400,000 level) will receive a University match of \$100,000, enhancing the impact on the lives of our librarians and academic community.

Dean's and Endowed Chairs: To attract and sustain top librarians who will take our institution to the next level, we must compete with other prestigious research libraries across the country and internationally. Endowed chairs for our accomplished faculty and deans help the Penn State Libraries stand out among our peers and provide our librarians with the resources to innovate their research, expand our library services, and engage in new collaborations across the globe.

CREATING TRANSFORMATIVE EXPERIENCES AT THE PENN STATE LIBRARIES

Collaboration Commons: As a final, unifying phase of Pattee Library's architectural transformation, the Collaboration Commons will create cohesion across the building and transform previously under-utilized space into beneficial areas for study, collaboration, and research. Philanthropic support is needed to finalize this new commons, and naming opportunities are still available.



Maker Commons: The Maker Commons allows Penn State students the opportunity to take their dreams from vision to reality. With access to 3-D printers and rapid prototyping devices, students at all campuses and in every discipline can pursue their own research, discoveries, and entrepreneurial accomplishments. Through private support, we will maintain and advance these revolutionary tools and respond to students' use and demand.

Digitization and Conservation: In the preservation and digitization processes, we harness traditional and innovative technologies to protect historical and educational resources. Gifts to this mission will help us counter the effects of age and use, increase accessibility through expanded digitization, and ensure our libraries' extensive collections are enjoyed by current and future learners.



PENNSYLVANIA STATE UNIVERSITY DEVELOPMENT
Greater Penn State for 21st Century Excellence

Eberly Family Special Collections Library: Home to more than 200,000 printed volumes and 25 million archival records and manuscripts, the Eberly Family Special Collections Library inspires novel avenues of study, contributes to new knowledge, and highlights the rich history of our University, Commonwealth, and international community. With the support of alumni and friends, we will continue to expand and cultivate our inventory, offering resources as unique and invaluable as the individuals we serve.

**OPENING DOORS AT THE
PENN STATE LIBRARIES**

Textbook and Educational Resources Endowment: The cost of textbooks has risen more than 1000 percent in the past four decades, and about one-third of students have reconsidered a course due to the cost of materials. Addressing this inequity, the Penn State Libraries has established the Textbook and Educational Resources Endowment to loan textbooks and course materials and provide free electronic resources. Support for the Textbook and Educational Resources Endowment will not only

provide access to vital academic resources, but also lessen significant financial burdens for students already struggling to afford costs associated with tuition.

Endowed Graduate Scholarships:

Graduate students contribute to the strength of the Penn State Libraries in countless ways—as role models for undergraduates, as partners for our faculty, and as ambassadors for the University. But as we compete with other elite schools for the best graduate student candidates, scholarships are critical in alleviating financial stress, encouraging



original research, and enriching the quality of our library services.

First-Time Endowed Scholarship Donor

Matching Program: Providing the gift of education is a life-changing experience for students and philanthropists. To encourage our supporters to establish their first scholarship—directed to students with financial need who benefit from services offered at the Penn State Libraries—the University is offering a permanent 1:1 match to the principal of the endowed funds until June 30, 2021, doubling the impact on students' lives for generations to come.

YOUR SUPPORT, OUR FUTURE

Through the *Greater Penn State* campaign, donors can partner with the Penn State Libraries in achieving our most ambitious goals. We will provide financial resources to encourage our aspiring stu-

dents and support our esteemed librarians throughout their careers. We will conserve our collections for life-long scholarly learning and enjoyment, while also expanding our Maker Commons and Collaboration Commons to provide students with cutting-edge resources and technology. We will develop our Textbook and Educational Resources Endowment, empowering students to meet their full potential during their years on campus and throughout their careers. **Together, we can create the resources and support to transform the Penn State Libraries and our students' lives.**

FOR MORE INFORMATION

Bob Darrah
Director of Development and Alumni Relations
University Libraries
814-863-5474
rjd18@psu.edu



1/18



PennState
University Development

The screenshot shows the Temple University Libraries website. At the top left is the Temple University logo. To the right, there are links for "See hours for all locations" and "Today's Hours", with a list of hours for Samuel L. Paley Library and Ambler Campus Library. Below this is a navigation bar with links for Home, Find, Services, About, Collections, and Ask / Help. A left sidebar contains a menu with links: HOME, DEAN'S WELCOME, ABOUT, SPACE DIVISIONS, GIVING, DDALS, FLOOR PLANS, GALLERY, and CONSTRUCTION SITE LIVESTREAM. The main content area features a large image of a modern library interior with a prominent staircase and the text "VIEW GALLERY" overlaid. Below this is a "Dean's Welcome" section with a photo of Joe Lucia, a letter of welcome, and a closing signature. At the bottom, a large banner reads "THE 21ST-CENTURY PUBLIC SQUARE THE NEW CHARLES LIBRARY".

TEMPLE UNIVERSITY
University Libraries

See hours for all locations | Today's Hours
Samuel L. Paley Library 8:00 am - 10:00 pm
Ambler Campus Library 7:30 am - 8:00 pm


Home Find Services About Collections Ask / Help

Home > New Library

HOME
DEAN'S WELCOME
ABOUT
SPACE DIVISIONS
GIVING
DDALS
FLOOR PLANS
GALLERY
CONSTRUCTION SITE LIVESTREAM

VIEW GALLERY

Dean's Welcome



Dear Friends,

It is my great pleasure to provide an in-depth look inside Temple University's Charles Library, a stunning and original structure designed by Grishetta, a world-renowned architectural firm, in collaboration with Stantec, a local leader in design and construction. The potential of this building—in support and engendering innovation, making, and scholarship at Temple—is as exciting as the architecture that guides it. Charles Library also serves as a center for community engagement, public programs, and a variety of activities that welcome in our neighbors, colleagues, and friends.

Through this building, we have an opportunity to transform conversations on libraries as they move from passive storehouses to active sites for discovery, knowledge creation, and creative engagement with ideas and culture. This library sets a new standard for how the 21st century research library looks, feels, operates, and serves its constituencies.

Please look through our image galleries, and see for yourself how design meets function at Temple's Charles Library. If you'd like to join me in a commitment to the boundless future of the Libraries by making a transformative gift, please call 215-204-9505 or email dean@temple.edu. With warm regards,

Joe Lucia
Dean of University Libraries

THE 21ST-CENTURY PUBLIC SQUARE
THE NEW CHARLES LIBRARY

TEMPLE UNIVERSITY

University Libraries

Home Find Services About Collections Ask / Help

Home - New Library -

HOME
DEAN'S WELCOME
ABOUT
SPACE DIVISIONS
GIVING
GOALS
FLOOR PLANS
GALLERY
CONSTRUCTION SITE
LIVESTREAM

VIEW GALLERY

Giving

This project provides a unique opportunity to exponentially grow the Library Endowment and provide dedicated, permanent funding for both this world-class building and the services, collections, staff, and programs it houses. Gifts made to name specific spaces will be applied, unless otherwise specified or requested, to the Library Endowment, which supports regularly scheduled operational needs and opportunities as they arise. A gift toward an endowment is truly an investment in the present and future of Charles Library, as it provides ongoing support that benefits current and future generations of students, scholars, faculty, staff, and community members. What is more, your named gift will be linked to this extraordinary building in perpetuity.

Endowment Spending and Investment

The monies in this endowment are invested for long-term stability and growth and are spent at a rate of 4.5% per year. This allows the Libraries to steadily maintain and enhance facilities, continue purchasing and preserving materials and collections, attract and retain high-quality faculty and staff, and support evolving technology and innovation. By naming a space or fund, your gift provides long-term value as a steady and growing source of income for the Libraries.

Planned Giving

You can secure your legacy and commitment to this project with cash gifts—made in a single contribution or over a period of up to five years—or through an array of planned giving vehicles. Wills, trusts, estate plans, annuities, retirement funds, and beneficiary designations are just a few of the ways to make a long-term, planned gift. Additionally, many planned giving options are income-bearing, benefiting you, your family, and the future of Temple University Libraries.

[Click here to view a full list of naming opportunities. \[PDF\]](#)

Additional Giving Opportunities

Endowment Giving

Technology Endowment, \$1,000,000

Though flexibility and futurecasting guide the building's technology planning, the extensive equipment, interfaces, and tools throughout require continued assessment, monitoring, and maintenance. The Technology Endowment supports upgrades and routine work on both transformative, large-scale, operational technologies, like the BookBot and Digital Display Wall, and the multitude of smaller-scale, user-facing materials such as work stations, graduate and faculty studios, and makerspaces.

Digital Preservation Endowment, \$500,000

Digital preservation greatly increases the discovery and use-value of the Libraries' unique special collections by making them available via the web. It also extends the life of physical and material resources by reducing the frequency with which they are handled. The Digital Preservation Endowment ensures the promise of Charles Library's onsite, state-of-the-art conservation and digitization labs, and enables the Libraries to continue to scan materials and catalog and mount digital objects to both the Libraries' website and the Digital Public Library of America.

Exhibition Endowment, \$500,000

This fund ensures the promise of both the special programs gallery and the dedicated Special Collections Research Center display area through the purchase of high-quality exhibition cases, mounts, and other specialized furnishings and equipment. This gift will help to build an in-house stock of materials to stage and prepare exhibitions of varying forms, formats, and mediums, and to schedule traveling exhibitions and expand the Libraries' interpretive program as the opportunity arises.

Library Innovation Endowment, \$500,000

This building is forward-looking and designed to foster innovation over the long term through highly flexible spaces and a technologically rich environment. It is not possible, however, to foresee every potential transformation in scholarly and creative output. This fund ensures that the Libraries can take advantage of exciting projects and new opportunities as they arise.

Public Program Endowment, \$500,000

Charles Library's event and gallery spaces are the first dedicated programming areas at the university's central library. The Public Program Endowment will supplement operational budget allocations, hence ensuring lively, timely, and high-quality events, exhibitions, lectures, workshops, screenings, and performances at the library.

One Time Gifts

Class Gifts, \$100,000

Reunion and class gifts of \$100,000 and over may be applied to any naming or funding opportunity available for Charles Library. Classes may make either endowed or one-time gifts. Visit alumni.temple.edu or giving.temple.edu for more information on how to organize a class gift.

Exhibition Cases, \$50,000 each

Furnishings, supplies, and specialized equipment are purchased during preparation and building phases of the library project. A variety of high quality, permanent exhibition cases are needed to outfit both the Special Collections Research Center and the First Floor Exhibition Space. A one-time, non-endowed, cash gift of \$50,000 will purchase and name an exhibition case. Donors may purchase and name more than one case.

THE 21ST-CENTURY PUBLIC SQUARE
THE NEW CHARLES LIBRARY

TEMPLE UNIVERSITY

University Libraries

Home Find Services About Collections Ask / Help

HOME
DEAN'S WELCOME
ABOUT
SPACE DIVISIONS
GIVING
GOALS
FLOOR PLANS
GALLERY
CONSTRUCTION SITE
LIVESTREAM

VIEW GALLERY

Goals

Sparking Scholarship and Research

TEMPLE'S NEW CHARLES LIBRARY will offer a series of forward-thinking, technologically sophisticated spaces—many that support scholarship and research and the like of which are entirely new to campus. Through embedded technologies like interactive screens and displays, 3-D printing, and novel ways to manipulate data, users will connect with the building and, more importantly, with one another.

- **Scholars' Center**
- **Immersive Visualization Studio**
- **Interactive Display Wall**

Doubling the Capacity for Study and Learning

THE NEW CHARLES LIBRARY will welcome students into a variety of spaces for quiet study and active learning. With seating for over 2,000 people—more than double the capacity of Paley Library—the new structure will feature five grand reading rooms, flexible classrooms and collaboration zones that, together, facilitate individual and group work.

- **24/7 Study Area**
- **Oculus Reading Area**
- **Quiet Reading Room**
- **Classroom**
- **North Reading Area**
- **Third Floor Reading Area**

Advancing Student Success

IN DIRECT SUPPORT OF TEMPLE'S VISION to provide students with the tools they need to graduate in four years and forge successful careers and lives, the new library will unite multiple services in a single hub where students can access comprehensive guidance on projects, from initial concept and research to polished writing and presentation. Charles Library will also provide space for tutoring and academic coaching across subjects.

- One Stop Desk
- Center for Learning and Student Success
- The Writing Center

Sharing the Collections

AT THE HEART OF CHARLES LIBRARY is a 3.5 million-item circulating collection as well as robust special and reference collections. Connecting our university community to these documents and artifacts—as well as developing ways to store and preserve them—is a critical part of the central library's mission to present the intellectual and cultural record in all of its forms.

- Special Collections Research Center
- BookBot Automated Storage and Retrieval System
- Open Stacks

Encouraging Conversation and Engagement

THE IDEA OF A LIBRARY AS SOCIAL SPACE—an incubator for conversation and ideas across diverse populations—dates back to ancient Greece. A first for Temple, Charles Library will host lectures, cultural events, exhibitions and other interactive programs in specialized spaces designed to promote discussion, engaging the entire Temple community and our neighbors.

- Multipurpose Auditorium
- Exhibit Space
- Innovation and Creativity Zone
- Graduate Scholars' Studio

Taking Learning Outdoors

OUTDOOR PLAZAS. Small groves. Balcony seating on a beautiful terrace. Landscaped plazas that step up to library entrances. Charles Library will put exterior spaces to work as classrooms, informal gathering places and event stages. Situated at the western edge of a proposed central quad, the library will anchor Temple academics at the core of campus and front a field of green open space. LEED Gold-certified with a green roof, the library will reinforce Temple's commitment to sustainability.

- Terrace
- Grand Entry Plaza
- The Grove
- Green Roof

THE 21ST-CENTURY PUBLIC SQUARE
THE NEW CHARLES LIBRARY

The screenshot shows the VCU Libraries website. At the top, there is a navigation bar with the VCU logo, the text "VIRGINIA COMMONWEALTH UNIVERSITY", and a yellow banner that says "Make it real. CAMPAIGN FOR VCU". Below this is a dark blue header with "VCU Libraries" on the left and "Today: Cabell: 7:30 a.m. to 10 p.m. Tompkins-McCaw: 7:00 a.m. to 10 p.m." and an "Hours" button on the right. A secondary navigation bar contains links for "Research", "Services", "About Us", "Giving", "Reserve a room", "Ask Us", "My Account", and "Chat".

The main content area has a breadcrumb trail: "Home > About > Giving > New Library Building". The title is "Help build the new library on the Monroe Park Campus". The text explains the need for the new library and lists three endowment funds: "New Library Fund", "Library of the Future Fund", and "Special Collections and Archives Fund". A note states that checks should be made payable to "VCU Foundation" with the specific fund name on the memo line.

A contact box on the right contains the following information:
To find out how to make a donation, please contact Kelly J. Gotschalk:
Kelly J. Gotschalk
Director of Development and Major Gifts
kgotschak@vcu.edu
(804) 627-1163

Below the text is a navigation menu with buttons for "Exterior", "Lower Level", "First Floor", "Second Floor", "Third Floor", "Fourth Floor", and "List All". The "Exterior" button is highlighted in yellow. Below the menu is a large architectural rendering of the new library building, shown in a semi-transparent red wireframe style.


VCU VIRGINIA COMMONWEALTH UNIVERSITY Make it real. CAMPAIGN FOR VCU

VCU Libraries Today: Cabell: 7:30 a.m. to 10 p.m. Tompkins-McCaw: 7:30 a.m. to 10 p.m. **Hours**

Research ▾ Services ▾ About Us ▾ Giving Reserve a room Ask Us My Account Chat

Home > About > Giving > New Library Building > New Building Fund

New Building Fund



The New Library Fund will support the needs of researchers and innovation in scholarship while also providing enhanced space for study and collaboration. [Named spaces](#) are available at every giving level. We gratefully accept unrestricted gifts and pledges in any amount and also invite you to consider our [Seat-a-Student option](#).

GIVE NOW

See [more about the need for a new library building](#) and see [details on new spaces and floor maps](#).

- The \$4-million investment in the New Library Fund supports areas of need that exceed the public funding for the building:
- \$2.25 million for enhanced-technology in areas such as The Workshop, which houses innovative media, the Lecture Hall, and the Vitrine display wall
- \$1.75 million for furnishings and finishes that provide harmony between the new space and existing portions of the building

Libraries

- Strategic framework, mission, values

News

- Events
- Staff

Giving

- How to support VCU Libraries
- New Library Building**
 - New Building Fund**
 - Seat-a-Student Fund
 - Library of the Future Fund
 - Named Spaces
- Friends of VCU Libraries
- VCU Libraries e-newsletter
- Alumni opportunities
- Endowment for Special Collections and Archives
- Donate books

VIRGINIA COMMONWEALTH UNIVERSITY LIBRARIES

New Building Fund

<https://www.library.vcu.edu/about/giving/new-library-building/new-building-fund/>

Enhanced Technology and Furnishings

- The glass-fronted, towering entrance faces Shafer Court. A dramatic and unique feature will be a large-scale (19 feet by 23 feet wide) display wall (Vitrine). VCU's vitrine is inspired by the common definition of the word: a glass display case or cabinet for works of art and curios. This vitrine will be seen clearly day or night from as far away as Broad Street and Monroe Park as people approach campus center via Shafer-Linden-Cathedral walkways.
- The 300-seat media-rich Lecture Hall serves the some 8,000 plus Central Virginians who attend events every year.
- The Workshop, home to the Innovative Media department, is now the university's center for the creative communication of ideas and experimentation in the digital environment. The Workshop supports media-enabled storytelling, scholarship, exploration and visualization of data and learning for all disciplines and at all levels across the VCU community. The space offers creation suites, expert instruction and services designed for making multimedia magic.
- Of the 155,000 new or redesigned square feet, 90 percent is dedicated to space for students and faculty.

To learn more about these giving opportunities, please contact:

Kelly J. Gotschalk
Director of Development and Major Gifts
kjgotschalk@vcu.edu (804) 827-1163

Please note: All checks should be made payable to "VCU Foundation" with the particular fund (ex. "Campaign for VCU Libraries," "Friends of VCU Libraries," etc.) written on the memo line.

Boards

Contact the Development Office

Jobs

Advisory committees

Guidelines

Welcome from the University Librarian

Year In Review

VCU Libraries

Ask Us

Statements on Intellectual Freedom, Inclusion and Diversity

The screenshot displays the University of Florida Libraries website. At the top, there is a navigation bar with links for 'Hours', 'Ask A Librarian', and 'Off-Campus Access'. Below this is the 'UF George A. Smathers Libraries' logo and a search bar labeled 'OneSearch'. A 'GIVE TO THE LIBRARIES' button and an 'Ask Us!' button are also visible. A secondary navigation bar contains links for 'Using the Libraries', 'Finding Help', 'My Accounts', 'Libraries & Collections', and 'About the Libraries'. The main content area is titled 'Inclusion and Intellectual Freedom' and contains two statements: 'Inclusion Statement' and 'Intellectual Freedom Statement'. The footer features the University of Florida logo, the FDLP logo, and a list of links including 'Staff web', 'Departments', 'Conduct in the library', 'Privacy policy', 'ADA/Accessibility', 'Employment', 'Site index', 'Contact Webmaster', and 'Staff login'. Copyright information for the Board of Trustees of the University of Florida is also present.

General Collection Guidelines and Strategies

The University Libraries attempts to build collections and provide access to information that is appropriate to the teaching, research, and outreach needs of the University community and to contribute more broadly to the shared information resources of the Commonwealth and the nation. This document describes some of the basic principles involved. Much greater detail is provided in the individual collection development statements, posted on this page, which focus on specific disciplines or programs supported by the Libraries.

Intellectual Freedom and Diversity

An important consideration in selecting or retaining materials for the Penn State University Libraries collections is the American Library Association's "Library Bill of Rights", which states that:

Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

In addition, the University Libraries is committed to its vision of providing information resources that strengthen the University's efforts to recruit and retain a diverse student and faculty population by acquiring an appropriately balanced collection of information resources. The collections reflect this commitment by supporting study that enhances knowledge of our pluralistic society. Therefore, diversity resources acquired for the Libraries' collections are those that provide a global view of human affairs. They reflect a broad and universal perspective in a subject or discipline, and reflect the various interests and needs of the University's many communities.

Electronic Formats

In general, electronic formats are preferred over paper formats because of their convenience and rapid delivery to the widespread Penn State community. However, this preference is one of many considerations including costs, permanence, rights restrictions, usability, overlap with existing resources, obligations to consortial institutions, and other factors, many of which are dictated by licensing terms. Sometimes these factors override the general preference for electronic formats.

Duplication and Retention

In recent years, digital information, improvements in document delivery, and increases in inter-institutional library cooperation have dramatically improved everyone's access to information. At the same time, prices of both electronic and paper publications have increased and space at university campuses has become an increasingly precious resource. Because of these trends the University Libraries attempts to reduce duplication wherever feasible. While a wide variety of reasons for exceptions occur, duplicate copies of paper resources or duplication of a specific resource in multiple formats (such as paper and digital) is generally avoided.

The needs of the Penn State community for library and information resources change over time. Because of this the collection also changes. As with any library, materials are sometimes removed from the collections. Care is taken when doing this to consider interdisciplinary uses, alternative modes of access, responsibilities to consortial institutions, state and national needs for research resources, and other potential future needs.

Responsibility

Even in this broadest statement of principles, it is clear that there is much to consider when assembling the library collections. In order to be responsible stewards of important University resources (particularly labor, space, and funds) the University Libraries entrusts librarians with the responsibility of determining how to balance these concerns, and other needs of the institution, when making decisions on individual collecting opportunities. There are many opportunities but only a fraction of them prove feasible. The more specific collection development statements posted by the Libraries help to describe how these decisions are made.

The screenshot displays the Penn State University Libraries website. At the top, there is a navigation bar with links for Alerts, Hours and Locations, My Account, Give now, and Renew Books, along with a search bar. The main header features the Penn State University Libraries logo and the text "PennState University Libraries". Below this is a secondary navigation bar with links for SERVICES, RESEARCH, ABOUT, and ASK, and a note about the Pattee and Paterno libraries being open from 7:45 AM to 9:00 PM.

The main content area is titled "Diversity" and includes the following sections:

- DIVERSITY**
 - Message from the Dean on Diversity
 - University Libraries Civility Statement and Guidelines
- CONTACT**
 - Human Resources**
 - 515 Paterno Library
University Park, PA 16802-1812
814-863-4949
814-863-5592 (fax)
UL-HUMAN-RESOURCES@lists.psu.edu
- Diversity**
 - Penn State University Diversity Statement**

The University Libraries are committed to diversity in all of its forms, embracing differences with acceptance and respect.

We will create an environment of respect and inclusion for faculty, staff, students, and members of the Commonwealth. We will provide collections and programs that reflect the diversity of our community and raise cultural awareness. We will ensure equitable access to our facilities, resources and services, and we will improve our workforce by attracting and developing talented faculty and staff from diverse backgrounds.
 - University Libraries Civility Statement and Guidelines**

Within the University Libraries, civility comprises a conscious demonstration of mutual respect - for people, for their roles, for their knowledge and expertise. Civility requires cooperation, tolerance, acceptance, inclusiveness, kindness, courtesy, and patience. It is expressed not only in the words we choose, but in our tone, demeanor, and actions. All members of the University Libraries community are responsible for and expected to exemplify and promote civility.

University Libraries Civility Statement and Guidelines
 - ACRL Diversity Alliance Membership**

The University Libraries is a charter member of the Association of College & Research Libraries' (ACRL) Diversity Alliance, which is committed to increasing the hiring of underrepresented racial and ethnic groups. It also supports opportunities to create multi-institutional collaborations to enhance diversity and inclusion in the field of librarianship and at each institution.

On the right side of the page, there is a photograph of a diverse group of people in a library setting. Below the photo is a blue "ASK A LIBRARIAN" button. At the bottom right, there is the ACRL Diversity Alliance logo, which includes the text "ACRL DIVERSITY ALLIANCE" and the tagline "Committed to equality".

Statement on Equity, Diversity, and Excellence

December 14, 2006

Statement on Equity, Diversity, and Excellence

The purposes of this statement are to express the University's values regarding equity and diversity, and relate these to the institution's unwavering commitment to excellence in the pursuit of our academic mission.

Equity and Human Rights

At the University of Toronto, we strive to be an equitable and inclusive community, rich with diversity, protecting the human rights of all persons, and based upon understanding and mutual respect for the dignity and worth of every person. We seek to ensure to the greatest extent possible that all students and employees enjoy the opportunity to participate as they see fit in the full range of activities that the University offers, and to achieve their full potential as members of the University community.

Our support for equity is grounded in an institution-wide commitment to achieving a working, teaching, and learning environment that is free of discrimination and harassment as defined in the *Ontario Human Rights Code*. In striving to become an equitable community, we will also work to eliminate, reduce or mitigate the adverse effects of any barriers to full participation in University life that we find, including physical, environmental, attitudinal, communication or technological.

Diversity and Inclusiveness

Our teaching, scholarship and other activities take place in the context of a highly diverse society. Reflecting this diversity in our own community is uniquely valuable to the University as it contributes to the diversification of ideas and perspectives and thereby enriches our scholarship, teaching and other activities. We will proactively seek to increase diversity among our community members, and it is our aim to have a student body and teaching and administrative staffs that mirror the diversity of the pool of potential qualified applicants for those positions.

Excellence

We believe that excellence flourishes in an environment that embraces the broadest range of people, that helps them to achieve their full potential, that facilitates the free expression of their diverse perspectives through respectful discourse, and in which high standards are maintained for students and staff alike. An equitable and inclusive working and learning environment creates the conditions for our diverse staff and student body to maximize their creativity and their contributions, thereby supporting excellence in all dimensions of the institution.

Excellence at the University of Toronto is predicated on core freedoms that are at the heart of every university's mission --- freedom of speech and expression, academic freedom and freedom of research.

Responsibility

The creation of an equitable community, one that is diverse as well as inclusive and that is respectful and protects the human rights of its members, requires the work of every member of the community, across all of our sites and campuses, including students, teaching staff, administrative staff, visitors, alumni and guests.

For its part, the University will strive to make considerations of equity a part of the processes of setting policies, developing procedures, and making decisions at all levels of the institution. While for governance purposes, responsibility for the Statement resides with the Vice-President of Human Resources and Equity, daily responsibility for ensuring that the values expressed in this Statement live and breathe throughout the University will also rest with the President, the Vice-President and Provost, the Vice-Presidents and Vice-Provosts, and each Principal, Dean, Chair and Manager, within the scope of each person's role in the University.

Statement on Freedom of Speech

May 28, 1992

Statement on Freedom of Speech

In policies approved by the Governing Council, the University community has held that the essential purpose of the University is to engage in the pursuit of truth, the advancement of learning and the dissemination of knowledge. To achieve this purpose, all members of the University must have as a prerequisite freedom of speech and expression, which means the right to examine, question, investigate, speculate, and comment on any issue without reference to prescribed doctrine, as well as the right to criticize the University and society at large. The purpose of the University also depends upon an environment of tolerance and mutual respect. Every member should be able to work, live, teach and learn in a University free from discrimination and harassment.

The existence of an institution where unorthodox ideas, alternative modes of thinking and living, and radical prescriptions for social ills can be debated contributes immensely to social and political change and the advancement of human rights both inside and outside the University. Often this debate may generate controversy and disputes among members of the University and of the wider community. In such cases, the University's primary obligation is to protect the free speech of all involved. The University must allow the fullest range of debate. It should not limit that debate by preordaining conclusions, or punishing or inhibiting the reasonable exercise of free speech.

Of necessity, there are limits to the right of free speech, for example, when members of the University use speech as a direct attack that has the effect of preventing the lawful exercise of speech by members or invited guests, or interfering with the conduct of authorized University business, the University may intervene. Similarly, although no member of the University should use language or indulge in behaviour intended to demean others on the basis of their race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, handicap, age, marital status, family status, the receipt of public assistance or record of offence, the values of mutual respect and civility may, on occasion, be superseded by the need to protect lawful freedom of speech. However, members should not weigh lightly the shock, hurt anger or even the silencing effect that may be caused by use of such speech.

The right to free speech is complemented by the right of freedom of association. The right to free speech extends to individuals cooperating in groups. All members have the freedom to communicate in any reasonable way, to hold and advertise meetings, to debate and to engage in peaceful assemblies and demonstrations, to organize groups for any lawful activities and to make reasonable use of University facilities, in accordance with its policies as they are defined from time to time and subject to the University's rights and responsibilities.

This policy statement does not exhaust University policy with respect to freedom of speech and is not intended to amend or qualify University policies on academic freedom, as currently expressed, for example, in Article 5 of the Memorandum of Agreement between the University of Toronto and the University of Toronto Faculty Association.

January 29th , 1992

The screenshot shows the Washington State University Libraries website. At the top, there is a navigation bar with links for 'A-Z Index', 'Statewide', 'myWSU', 'WSU Home', and a search box for 'Search WSU Web/People'. The main header features the 'Libraries' logo and a background image of a modern building interior. Below the header, there are links for 'Home' and 'My Library Accounts'. The main content area is titled 'Intellectual Freedom Principles for Academic Libraries' and includes a sub-header: 'The Washington State University Libraries have adopted the following Intellectual Freedom Principles that are endorsed by the Association of College and Research Libraries'. The text explains that a strong intellectual freedom perspective is critical to the development of academic library collections and services. Below this, there is a numbered list of 12 principles. The page also includes a sidebar with navigation links such as 'Hours & Locations', 'Contact Us', 'Jobs', 'Give to the Libraries', 'Research Help', and 'About the Libraries'. At the bottom, there is contact information for WSU Libraries and links for 'Contact Us', 'Website Feedback', and 'Problems Accessing Library Resources?'.

WASHINGTON STATE UNIVERSITY LIBRARIES

Libraries

Intellectual Freedom Principles for Academic Libraries

The Washington State University Libraries have adopted the following Intellectual Freedom Principles that are endorsed by the Association of College and Research Libraries

A strong intellectual freedom perspective is critical to the development of academic library collections and services that dispassionately meet the education and research needs of a college or university community. The purpose of this statement is to provide an interpretation of general intellectual freedom principles in an academic library setting and, in the process, raise consciousness of the intellectual freedom context within which academic librarians work. These principles should be reflected in all relevant library policy documents.

1. The general principles set forth in the Library Bill of Rights form an indispensable framework for building collections, services, and policies that serve the entire academic community.
2. The privacy of library users is and must be inviolable. Policies should be in place that maintain confidentiality of library borrowing records and of other information relating to personal use of library information and services.
3. The development of library collections in support of an institution's instruction and research programs should transcend the personal values of the selector. In the interests of research and learning, it is essential that collections contain materials representing a variety of perspectives on subjects that may be considered controversial.
4. Preservation and replacement efforts should ensure that balance in library materials is maintained and that controversial materials are not removed from the collections through theft, loss, mutilation, or normal wear and tear. There should be alertness to efforts by special interest groups to bias a collection through systematic theft or mutilation.
5. Licensing agreements should be consistent with the Library Bill of Rights, and should maximize access.
6. Open and unfiltered access to the Internet should be conveniently available to the academic community in a college or university library. Content filtering devices and content-based restrictions are a contradiction of the academic library mission to further research and learning through exposure to the broadest possible range of ideas and information. Such restrictions are a fundamental violation of intellectual freedom in academic libraries.
7. Freedom of information and of creative expression should be reflected in library exhibits and in all relevant library policy documents.
8. Library meeting rooms, research carrels, exhibit spaces, and other facilities should be available to the academic community regardless of research being pursued or subject being discussed. Any restrictions made necessary because of limited availability of space should be based on need, as reflected in library policy, rather than on content of research or discussion.
9. Whenever possible, library services should be available without charge in order to encourage inquiry. Where charges are necessary, a free or low-cost alternative (e.g., downloading to disc rather than printing) should be available when possible.
10. A service philosophy should be promoted that affords equal access to information for all in the academic community with no discrimination on the basis of race, values, gender, sexual orientation, cultural or ethnic background, physical or learning disability, economic status, religious beliefs, or views.
11. A procedure ensuring due process should be in place to deal with requests by those within and outside the academic community for removal or addition of library resources, exhibits, or services.
12. It is recommended that this statement of principle be endorsed by appropriate institutional governing bodies, including the faculty senate or similar instrument of faculty governance.

WSU Libraries, PO Box 645610, Washington State University, Pullman WA 99164-5610, 509.335.9671
Contact Us | Website Feedback
Problems Accessing Library Resources?

Selected Resources

Books and Journal Articles

- Barr, Andrew, and Sarah E. Turner. "Expanding Enrollments and Contracting State Budgets: The Effect of the Great Recession on Higher Education." *The Annals of the American Academy of Political and Social Science* 650, no. 1 (2013), 168–93. <https://doi.org/10.1177/0002716213500035>
- Butler, Meredith, ed. *Successful Fundraising: Case Studies of Academic Libraries*. Washington, DC: Association of Research Libraries, 2001.
- Davis, Emily. *Fundraising and the Next Generation: Tools for Engaging the Next Generation of Philanthropists*. AFP Fund Development Series. Hoboken, NJ: John Wiley & Sons, 2012.
- Dilworth, Kathryn, and Laura Sloop Henzl. *Successful Fundraising for the Academic Library: Philanthropy in Higher Education*. Cambridge, MA: Chandos Publishing, 2017.
- Fredricks, Laura. *The Ask: How to Ask Anyone for Any Amount for Any Purpose*. 1st ed. San Francisco, CA: Jossey-Bass, 2006.
- Heyman, Darian Rodriguez, and Laila Brenner. *Nonprofit Fundraising 101: A Practical Guide with Easy to Implement Ideas & Tips from Industry Experts*. Hoboken, New Jersey: Wiley, 2016.
- Huang, Samuel T. "Where There's a Will, There's a Way: Fundraising for the Academic Library." *The Bottom Line* 19, no. 3 (2006), 146–51. <https://doi.org/10.1108/08880450610682563>
- Lowman, Sarah S., and Mary D. Bixby. "Working With Friends Groups: Enhancing Participation Through Cultivation and Planning." *Journal of Library Administration* 51, no. 2 (2011), 209–20. <https://doi.org/10.1080/01930826.2011.540551>
- Masterson, Kathryn. "Colleges' Billion-Dollar Campaigns Feel the Economy's Sting." *Chronicle of Higher Education* 55, no. 30 (April 3, 2009), A1. <https://www.chronicle.com/article/Colleges-Billion-Dollar/2278>
- Munstedt, Peter. *Money for the Asking: Fundraising in Music Libraries*. MLA Basic Manual Series. Middleton, Wisconsin: A-R Editions, 2012.
- Pritchard, Sarah M. "Fundraising: Collaboration, Impact, and Assessment." *portal: Libraries and the Academy* 11, no. 2 (April 2011), 595–97. <https://doi.org/10.1353/pla.2011.0018>
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- Rich, Robert. "The Great Recession." (November 22, 2013). https://www.federalreservehistory.org/essays/great_recession_of_200709

- Rosen, Rudolph A. *Money for the Cause: A Complete Guide to Event Fundraising*. 1st ed. Conservation Leadership Series. College Station: Texas A&M University Press, 2012.
- Sargeant, Adrian, and Jen Shang. *Fundraising Principles and Practice*. 2nd ed. Hoboken: Wiley, 2017.
- Saul, Jason. *The End of Fundraising. Raise More Money by Selling Your Impact*. 1st ed. San Francisco, CA: Jossey-Bass, 2011.
- Smith, Steven Escar. "If No One Graduates from the Library, Then Who Are Its Donors?: Some Reflections from an Accidental Academic Fundraiser." *College & Research Libraries News* 73, no. 10 (November 2012), 608-09. <https://doi.org/10.5860/crln.73.10.8849>
- Steele, Victoria, and Stephen D. Elder. *Becoming a Fundraiser: The Principles and Practice of Library Development*. 2nd ed. Chicago: American Library Association, 2000.
- Thompson, Kimberly A., and Karlene Noel Jennings. *More Than a Thank You Note: Academic Library Fundraising for the Dean or Director*. Chandos Information Professional Series. Oxford: Chandos Publishing, 2009.
- Warwick, Mal. *How to Write Successful Fundraising Appeals*. 3rd ed. The Jossey-Bass Nonprofit Guidebook Series. Hoboken: Wiley, 2013.
- Weinstein, Stanley, and Pamela Barden. *The Complete Guide to Fundraising Management*. 4th ed. Hoboken: Wiley, 2017.
- Whitchurch, Jesse, and Alberta Comer. "Creating a Culture of Philanthropy." *The Bottom Line* 29, no. 2 (2016), 114-22. <https://doi.org/10.1108/BL-02-2016-0012>
- Wood, M. Sandra, and Sidney L. Berger. *Successful Library Fundraising: Best Practices*. Best Practices in Library Services. Lanham, Maryland: Rowman & Littlefield, 2014.

Journals

- Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA). *Nonprofit and Voluntary Sector Quarterly*, <http://journals.sagepub.com/home/nvs>
- Chronicle of Philanthropy*, <https://www.philanthropy.com/>
- Grassroots Institute for Fundraising Training. *Grassroots Fundraising Journal*, <http://www.grassrootsfundraising.org/sustainable-organizations/grassroots-fundraising-journal/>
- Jack, Joseph and Morton Mandel School of Applied Social Sciences, Case Western Reserve University. *Nonprofit Management & Leadership*, <https://onlinelibrary.wiley.com/journal/15427854>
- Planned Giving Today*, <https://home.liebertpub.com/publications/planned-giving-today/235/overview>

Annual and Impact Reports

- Louisiana State University Libraries. "Impact Report FY 2016–2017." <https://www.lib.lsu.edu/sites/default/files/info/2016-2017.pdf>
- Northwestern University Library. "Impact Report 2016–17." <https://www.library.northwestern.edu/documents/about/impact-report2017.pdf>

Syracuse University Libraries. "Annual Report 2016–2017" <https://library.syr.edu/about/documents/sulannualreport2017.pdf>

Temple University Libraries. "Annual Report Fiscal Years 2016–2017" https://library.temple.edu/sites/default/files/annual_report_2017_web_version.pdf

SPEC Kits

Friends of Library Organizations. SPEC Kit 6. Washington, DC: Association of Research Libraries, April 1974.

Private Foundations. SPEC Kit 22. Washington, DC: Association of Research Libraries, November 1975.

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Note: All URLs accessed July 3, 2018.