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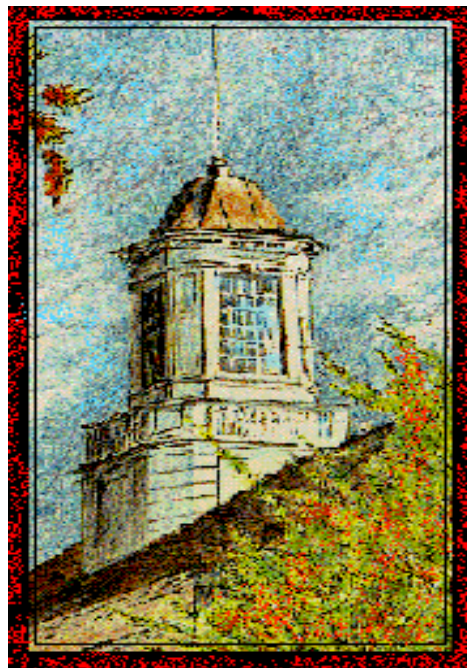
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**University Libraries
University of Nebraska-Lincoln**

**SELF-STUDY REPORT
TO THE
ACADEMIC PLANNING COMMITTEE**



February 2010

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I. PROGRAM OVERVIEW

A. Brief History of the Libraries

The University of Nebraska was established by the state legislature in 1869, in the new capitol of Lincoln. The University combined the functions of a state university and a state agricultural college, with the Main Campus located on the north edge of the village and a second plot of land three miles to the northeast acquired for agricultural activities. The Charter included a provision for "an annual appropriation for books for a general library." The University officially opened in 1871 with an enrollment of 130 students. The Library, housed in University Hall, contained 1,200 volumes and served primarily as a reference collection for faculty. It was managed by a library committee of faculty members.

The first master's degree program, in History, was authorized in 1883. It was followed in 1890 by the first doctoral degree program, also in History. In 1886, Ellen Smith was named librarian in addition to her assignment as registrar. The first professionally trained librarian, Mary L. Jones, was appointed assistant librarian in 1892. She reclassified the Library collection to the Dewey Decimal system and instituted the first card catalog.

During the 1890's, the first branch libraries were created and, in 1894, the Law Library collection was started. The next year, a separate library building was completed and the Life Sciences Library collection was begun. Also in 1895, Mary Jones was appointed acting librarian, by the new chancellor, with the understanding that the chancellor would "secure a man librarian as soon as the University could pay a fitting salary." In 1898, Mr. James I. Wyer was appointed acting librarian. Among his accomplishments was the organization of the Agricultural College Library on the "farm" campus.

During the early 1900's, the Libraries developed severe space problems as the research collections grew in size and diversity. As new collections were built, branch libraries were opened. In 1907, the Libraries began the U.S. documents depository collection. In 1909, the University of Nebraska became the 18th member of the Association of American Universities. By 1913, the Libraries collection contained 100,000 volumes and the first severe space shortages caused the collection to be shifted into departmental libraries and into storage. In 1922, the Physics Library was opened as a laboratory adjunct. Space shortages occurred again in 1926 resulting in the transfer of 20,000 volumes to storage. In 1930, the Chemistry Library was opened. By 1934, the Libraries' collection of approximately 285,000 volumes was housed in some 30 locations: seven Libraries supervised by library staff, three basement storage rooms supervised by library staff, six departmental libraries supervised by teaching departments, six departmental libraries either with no supervision or locked, and at least eight "seminar" collections housed in classrooms. In addition, there were 10 or more small departmental collections not recorded in the Libraries' union catalog.

The 1930-40 period saw continued growth and development of the collections. The University Libraries became a charter member of the Association of Research Libraries in 1932. In 1939, departmental funds for book and journal acquisition and maintenance were transferred to the Libraries. In 1941, construction began on a new library building, made possible by a gift from Don L. Love, a former Lincoln mayor and businessman. In 1942, the new building was occupied

by the U.S. Army for training programs and barracks. In 1943, the Architecture Library was started. Finally, in 1945, Love Library opened. All storage collections and many of the small departmental collections were consolidated in the new building. The collection contained 400,000 volumes, with annual expenditures for materials at \$37,000. There were 21 professional staff and 8 FTE support staff members. In 1948, Libraries Faculty were accorded academic rank. The beginning of a strong commitment to networking of agricultural information was marked in 1949 with the original agreement for UNL participation in the USDA program.

Many of the science libraries were opened in the 1960's. The University of Omaha also merged with the University of Nebraska, and in 1969 the University of Nebraska Medical Center became an autonomous campus with the medical library ceasing to be part of the University Libraries. The C.Y. Thompson Library opened on East Campus in 1964. An Undergraduate Library was created the same year in a building in the dormitory area of the City Campus. The classification system switched from Dewey to Library of Congress that same year. In 1965, the Dentistry Library was transferred to UNL, and in 1966 the Mathematics Library was opened.

The late 1960's and early 1970's were marked by increasing space shortages that again forced the dispersal of the collections to multiple storage locations. In 1970, the collection reached one million volumes with \$950,000 in annual expenditures for library materials. In 1971 the Engineering Library was established. In 1972, the Libraries became a depository library for state publications. Space issues were again addressed when an addition to Love Library was opened in 1975. By then the collection numbered over 1,725,000 volumes and was mostly consolidated in Love Library. The Undergraduate Library was closed and the materials were incorporated into the Love Library collection. Advances in technical services centered on the implementation of OCLC for cataloging in 1975. In 1979, an automated circulation system (LIRS), using the Dataphase system, was implemented and was shared by UNL, the University of Nebraska-Omaha, and the University of Nebraska Medical Center.

In 1970, the Libraries' one-millionth book, *The Workes of Geffray Chaucer Newlye Printed*, was added to the collection.

The 1980's saw a number of changes in the Libraries' system. The Music Library opened in 1980. In 1982, the Engineering Library became a U.S. Patent Depository Library and the Law Library became autonomous reporting to the Dean of the Law College. The director of the Law Library became a member of the University of Nebraska Council of Libraries (UNCL), which consists of the deans and directors of the libraries in the NU system. In 1986, the Geology Library moved to Bessey Hall and in 1987, the Architecture Library moved into renovated quarters. In the area of technical processing, the Libraries began participation in the National Agriculture Library's Cooperative Cataloging Project. End user database searching was established using individual workstations and retrospective conversion of the card catalog began.

A major change in automation occurred in 1990 when the Innovative Interfaces system was purchased and installed (IRIS). The Libraries finally had an integrated automated library system. All modules were implemented within a seven-month time period and the card catalog was closed. Space issues continued as the Dentistry Library closed and the collection was moved to

the C.Y. Thompson Library. The Libraries began to work with faculty on issues of scholarly communication and the first Scholarly Publishing Symposium was held. The Symposia series has continued for twenty years as new issues of faculty interest arise.

In the area of collections, in 1991, the two-millionth volume, a Shakespeare first folio, was added to the collection. Other changes in the first half of the 1990's included completion of a \$325,000 serials cancellation project, receipt of the Nebraska Newspaper Project grant, the opening of a computer-training lab in Love Library and the introduction of Library 110 (LI110), a one-credit course on library research. In 1995, Information Services was formed and Kent Hendrickson, Dean of Libraries, became the Associate Vice Chancellor for Information Services to coordinate computing activities. In 1996, Joan Giesecke was appointed the Dean of Libraries, reporting to the Senior Vice Chancellor for Academic Affairs, while establishing a partnering relationship with Information Services.

In the second half of the 1990's, the Libraries completed the retrospective conversion of the card catalog, removed the Author/Title and remaining Subject catalogs from Love Library, and opened the Integrated Computer Area in the Love Library Link, with 18 workstations. In addition, a smaller computer lab was opened in the C.Y. Thompson Library. The collections, however, did not fare well as a \$450,000 serials cancellation project was completed.

The past ten years have seen continued improvements in automation including the implementation of the java based Millennium software from Innovative Interfaces, the addition of federated searching, and the implementation of the new Encore next generation catalog that integrates bibliographic records from the catalog, with OAI harvest records from the Institutional Repository, CONTENTdm collection, and locally created TEI and EAD collections with web 2.0 features including community tagging and autofill completion.

The renovation of Love South, completed in 2001, permitted the Libraries to add individual and group study space. In the 2003/04 campus wide budget reductions, the three small science libraries, Chemistry, Physics, and Biological Sciences, were closed and the savings from closing these branches were used to pay for bonds to build a high density storage facility on East Campus. In 2005, approximately 400,000 volumes were moved to the newly opened Library Depository Retrieval Facility (LDRF), including materials that had been stored in off-site warehouses along with the branch collections. Over 200,000 more volumes have been added to the LDRF and transfers of materials from the open stacks are planned on an annual basis.

In 2007, the three-millionth volume, a first edition of Walt Whitman's, *Leaves of Grass*, was added to the collection.

The current economic downturn impacts the campus and the Libraries as the University copes with another round of budget reductions. Libraries' strategies for addressing these challenges are included throughout the self-study.

B. The Libraries' Goals

As part of the campus strategic planning process, in 2003/04, the Libraries' plan included six strategic directions:

1. Enhancement of the Digital Scholarship and Literacy Program
2. User centered focus for services
3. Enhancement of collections to support research, instruction, and service
4. Continue to work on learning organization principles
5. Enhance library facilities
6. Diversify and leverage funding resources

The Libraries provide tools, expertise, and training for creating and organizing digital content to support research and instruction. The Digital Scholarship and Literacy program includes the wide range of activities in the Libraries that support digital scholarship, an important frontier in today's research environment. Through this priority, the Libraries are expanding collections and services to address cutting edge research and the provision of a 24/7 environment to support student learning.

In partnership with the College of Arts and Sciences, the Libraries co-directs and supplies staff and material support for the Center for Digital Research in the Humanities (CDRH). This Program of Excellence is a major international humanities center which is producing cutting edge work in the area of digital humanities.

Further, the Libraries continues to enhance services to meet the needs of the digital generation. The Libraries provides user-centered support for research and creative activities, by our students and faculty, to meet the needs of a new generation. A user-centered focus to our services supports recruitment and retention of students and recruitment of faculty as the Libraries serve as a partner in the research and instructional activities of the university community.

The Libraries also continue to balance access versus ownership of resources to provide the best mix of research materials available for our faculty and students. The Libraries works with faculty to move from print based works to electronic access to resources as appropriate. The Libraries continue to enhance access to campus resources by adding bibliographic information about different collections to the Libraries catalog.

In the area of organizational development, the Libraries continues to work on learning organization principles by enhancing the staff development program and by adding a Diversity Librarian and Diversity Committee to enhance the Libraries' climate. The Libraries have worked on a number of facility renovations and refurbishing as noted in the brief history. Creating user centered spaces that encourage student use of the Libraries remains a key priority.

In the area of funding, the goal has been to have the funding to continue to enhance collections and services. The Libraries still need a stable funding source to offset the seven to ten percent increase in serial prices that we experience each year.

By 2008, it was evident that the Libraries had fulfilled the vision from the 1990's and needed a refreshed vision and set of goals. The Libraries used two external consultants to help with the planning process. One consultant conducted a half day planning session that resulted in a revised vision statement for the Libraries. The second consultant led a workshop on the needs of today's students and how the delivery of services is changing to meet the expectations of today's student body. These two events helped the Libraries revise the priority statements and to update the strategic plan to reflect the changing environment.

The first change in the strategic plan identifies more stable funding as the top priority as the Libraries cope with increasing serial prices in a time of decreasing budgets. The second change is that the plan is now more user and services centered as the Libraries review service options and identify technologies that will improve and enhance services to our academic community. The third change states that digital scholarship is at the core of our collections and programs, rather than a new initiative. With this change the Libraries have become a publisher and producer of digital content as well as providing discovery, preservation, and access to scholarly resources. The last change has been to increase the visibility of physical spaces in our planning processes by recognizing that the Libraries serve as a social and intellectual space for students and faculty and needs to be refreshed to reflect new opportunities for creating welcoming spaces for study and research.

Libraries Vision Statement (revised January, 2009) is:

The UNL Libraries faculty and staff play an active role in facilitating the connection between students/faculty/users and the scholarly record. UNL Libraries provides services and tools to enable discovery of information. The Libraries are engaged with their users in creating a community that values active learning and research processes. Further, the Libraries are stewards of scholarly content and create, organize, and publish scholarly work of the University.

Revised 2009/10 Library Goals are:

1. Continue to seek more stable funding sources for the UNL Libraries
2. Develop services and technologies that will improve engagement with our Libraries users
3. Enhance the Libraries' role as a content provider
4. Continue to assess and improve internal organizational environment
5. Analyze libraries physical spaces to plan for future user and collection needs

C. Progress on the 2003 Academic Program Review (APR) Recommendations

- *Recognizing the realities of the current economy, the University and the Libraries need to redouble their efforts to increase the Libraries' revenue stream in multiple ways to meet the University and the Libraries goals. Increased development activities for the Libraries will lead to an increased need for Foundation support, perhaps justifying that the Foundation assign a full-time Director of Development to the Libraries.*

A number of changes have occurred in library funding since the 2003 APR. A student fee of \$2 per credit hour was added in 2003/04 on all four campuses. The additional funds from the fee were used to support services to students and to enhance collections. The fee was increased to

\$3 per credit hour in 2008/09 to help offset the increasing cost of serials in a time of flat and decreasing state funding. The Libraries meet annually with the Fee Committee of the Student Government to review how the fee is being used.

The Libraries have received increased support from the University of Nebraska Foundation. The Libraries have a Foundation representative assigned to the Libraries to raise funds. A number of major gifts have been received including a million dollar gift from the estate of Marianne Witt which is used to support technology in the Libraries. A National Endowment for the Humanities challenge grant to fund the Walt Whitman Archive was successfully completed with the Libraries raising half the funding for the grant. The Friends of the Libraries completed a long range planning process in 2009 and determined that the organization would be more viable as a part of the University of Nebraska Foundation, rather than remaining an independent 501.c3 organization. The Foundation will absorb the costs of fund raising for the Libraries and all dollars designated for the Friends of the Libraries account, at the Foundation, will be available to the Libraries to support collections and services.

Recognizing the continuing challenge of identifying funding sources for the Libraries, the University supported the hiring of two outside consultants in 2006/07 to review funding and to make recommendations for improving Libraries funding (see Appendix 9). While the University has not implemented many of the recommendations from the report, some funding enhancements have occurred. The Office of Research agreed to help pay for Web of Knowledge for five years, at a level of \$126,000 of the \$167,000 cost per year. This funding is in addition to the \$110,000 in Facility and Administrative (F&A) funds that the Libraries receives annually.

The Libraries have continued to cope with funding challenges. In 2007/08, the Libraries worked with the faculty to review the serial collection to reduce expenditures by \$900,000 or 20% of the collection. Core titles were eliminated in order to bring serial expenditures in alignment with available funding. In 2008/09, the University experienced another decrease in state funds. The Libraries portion of the reduction was \$201,000 which was met by eliminating 5 FTE and turning a faculty line into a staff line at a much lower salary level. Additional cuts will occur in 2009/10 and 2010/11.

- *Explore the feasibility of transforming Library 110 to an online tutorial and identify strategic courses in which this content can be integrated into coursework.*

The Libraries has tried a number of approaches to improve the research course known as Library Instruction (LI) 110 including piloting a section of LI 110 for the introductory biology classes, and working with the College of Engineering to include library research in their foundation course. The Libraries also worked with the College of Journalism to design a library component for their research course. In the meantime, the campus began a process of reviewing and revising the general education program. The redesigned program, entitled Achievement Centered Education, outlines the learning outcomes expected of all students. As a result of the review of the general education program, beginning in 2009/10, the College of Arts and Science no longer requires the LI 110 course for their majors. The Libraries are now reviewing options and deciding how to proceed under these changed circumstances.

- *The Libraries must provide clearer guidance to untenured library faculty that ensures consistent interpretations of the criteria for promotion and tenure.*

The Libraries administration and department chairs continue to work with the faculty to clarify the criteria for promotion and tenure (see Appendix 6). The Libraries Dean and Associate Deans meet with the tenured faculty annually to review the criteria and to discuss how the faculty are interpreting the criteria. The Dean and Associate Deans meet annually with the untenured faculty to answer questions about the tenure and promotion process and to discuss the criteria. The Library administration has shared with the Libraries faculty a document used in the College of Education and Human Sciences that outlines faculty workload guidelines to use to help quantify the Libraries faculty criteria for promotion and tenure.

- *Strategies must be developed for achieving a more diverse library faculty. One such strategy may be the development of a minority residency program, which has been successful at other university libraries.*

The Libraries added a faculty position to help develop strategies for increasing diversity among the faculty and to enhance the climate in the Libraries. A Diversity Committee was formed to assist the Diversity Librarian with developing programming for the Libraries' faculty and staff. The Dean, Associate Deans, and the Diversity Librarian worked on building a strategic network for recruiting and retaining a diverse faculty.

Building a network of contacts raised the visibility of the UNL among minority librarians. Minority librarians interested in the research library field are well connected to each other, compare experiences, and share information about the various opportunities available in the field. UNL has developed a positive reputation among this group which helps with recruiting.

Allowing a faculty member the flexibility to balance his/her work and personal life allowed the Libraries to remain in contact with an excellent faculty member. When the person was ready to return to UNL, the Libraries were able to recruit and retain this faculty member.

In July 2007, the Libraries hired two minority librarians for the only two positions open on the library faculty. One faculty member came to us from the University of Arizona Knowledge River program; the second is a librarian with both multicultural experiences and a technical

services background. Networking with the Knowledge River program was crucial as the faculty member considered the University of Nebraska because she had met Libraries faculty at meetings and because others in the program spoke highly of the University. The second librarian chose to come to the University because of the reputation of the Libraries as an institution committed to promoting diversity. In August 2008, the Libraries hired a minority librarian in one of two Associate Dean positions.

For the Libraries the years of building contacts, becoming a part of the appropriate programs and networks and working closely with minority colleagues has resulted in a significant increase in minority library faculty at the Libraries. A proactive approach, patience, and willingness to take chances on different strategies have resulted in the successes we have achieved.

(The full 2003 APR report is in Appendix 8.)

II. SUMMARY OF LIBRARIES ACTIVITIES AND CONTRIBUTIONS

A. Collections, Content, and Scholarly Communication

Collections

The Libraries has taken a strategic approach to enhancing collections in order to maximize the ability of the Libraries to build collections despite limited and reduced funding. While state funding for collections has not increased since the last review, the Libraries have benefited from a student credit hour fee. The increase to \$3 per credit hour fee yields approximately \$1,700,000 per year in additional funding. This funding covers the monograph approval plan and approximately 25% of the serial expenditures. Even with this additional funding, by 2007/08, another round of serial cancellations was needed to bring expenditures in line with the budget. The Libraries worked with the faculty to identify over \$900,000 in titles to eliminate which accounts for 20% of the serials expenditures. The Libraries switched most journals to e-journals only, eliminating print subscriptions whenever possible. The collection now has less than 3,000 print only subscriptions out of the over 30,000 titles in the collection.

In 2007, the liaison librarians conducted a thorough review of the approval plan and approval plan vendors. After reviewing proposals and presentation from the three major approval plan vendors for academic libraries, the Libraries decided to change vendors and to use Coutts for the approval plan. The original profile with Coutts was tightly focused to be sure the profile matched the available budget. The profile has been adjusted twice to expand receipts in line with available funding. The quality of the material received has improved over the previous service, but cost restrictions are still resulting in some areas not receiving as much material as needed. The review of receipts continues and adjustments will be made as funds permit.

While the campus has gone through a number of administrative and academic program changes, the Libraries had not updated the 1986 collection development policies. This year, the liaison librarians are reviewing and updating the collection development policies for each department to reflect changes in the campus, in academic programs, and in collecting levels. The policies are available online and can be accessed from the Libraries wiki so all of the liaison librarians have easy access to the profiles.

As is true for most libraries, the Libraries belongs to a number of consortia which help improve the prices for electronic resources. Through the Greater Western Library Alliance (GWLA), the Libraries have saved over \$800,000 through license negotiation. The Libraries also benefit from State wide consortia agreements through the Nebraska Library Commission, joint licenses with the Regents Universities in Kansas, and joint license agreements with other campuses in the NU system. Digital Publishing

CONTENTdm (<http://contentdm.unl.edu/>):

The Libraries are active in the area of digital publishing and work with various groups on campus to increase access to digital content. CONTENTdm is being used by a number of departments on campus to provide access to digital images. In 2005/06 the Libraries and the Art and Art History Department received a campus grant to begin to digitize the art slide library

using CONTENTdm. This provides true full-size dual image projection of images that mirrors the image size and clarity of slide projectors. The pilot project was completed in fall, 2006 and art historians are making use of the system in their teaching. The Libraries have worked with the Lester F. Larsen Tractor Test & Power Museum, the department of Textile Clothing and Design, the Wildlife Damage Management Center, the Great Plains Art Collection, and the Sheldon Museum of Art to begin adding images of their collections to the system. The Nebraska Education Television media archives is using CONTENTdm as the search engine for their video archive, making many of the PBS programs available for viewing through the Libraries website. By partnering with campus units, and by not charging anyone for the use of the software, the Libraries have been successful in raising the visibility of campus resources that otherwise would receive limited use. Within the Libraries, CONTENTdm is used for Architecture slide collections, projects in the Center for Digital Research in the Humanities, performances by music faculty and students, and a variety of Special Collections including the Willa Cather Image Gallery.

Digital Commons (<http://digitalcommons.unl.edu/>):

Another successful program is the institutional repository, named Digital Commons. UNL has, in three years, built one of the largest repositories among major research universities in the U.S. with over 10,000 dissertations and over 25,000 faculty and student publications. Original publications, including the Dictionary of Invertebrate Zoology, and the Hopi Nation, continue to receive heavy use. Campus units such as the Wildlife Damage Management Center have turned to the Digital Commons to archive their proceedings and publications. The work that Paul Royster, Coordinator for Scholarly Communication, has completed, and through his collaboration with the faculty as noted in the data below, UNL has moved from almost no activity in this area to a very successful program for archiving the publishing output of UNL faculty, students, and departments.

Table 1. Digital Commons Content and Access

Digital Commons Content and Access		
Content Statistics		
ETDs (ProQuest, accessed via Digital Commons)	11,112	
Open access articles, books, reviews, documents, etc.	27,189	
Total documents (@01/22/10)	38,301	
Faculty participation		
Total University of Nebraska faculty	1517	
Active participants in Digital Commons	340	22.40%
Passive participants (co-authors, etc.)	160	10.50%
Total participating	500	32.90%
Access statistics		
January 1 – December 31, 2009		
Open Access Downloads	1,497,487	(avg. 4,103 per day)
Open Access Hits	2,153,795	(avg. 5,901 per day)
Recent Months-Downloads		
October	147,231	(4,749/day)
November	152,865	(5,096/day)
December	127,880	(4,125/day)

The Libraries are working with the Institute for Agriculture and Natural Resources Communications IT unit to archive extension publications through Digital Commons. Conversations are also continuing on how the Libraries and CIT may partner on other publishing projects.

GIS

The focus of Geographic Information Systems (GIS) at the Libraries is to provide access to GIS data distributed digitally by various government agencies, and to provide computer hardware and software to manipulate it. UNL has a robust GIS program in both curricula and research. Major users of GIS on campus are the College of Architecture Community and Regional Planning Department, The School of Natural Resources Conservation and Survey Division, Faculty of Geography and GeoSciences, and CALMIT (Center for Advanced Land Management Information Technologies), as well as many others.

To facilitate access to GIS data, the Libraries has a cooperative agreement with the Conservation and Survey Division of the School of Natural Resources to provide metadata expertise for their GIS data portal. In addition, the GIS-Maps-Geosciences Librarian provides metadata support to the State of Nebraska's GIS data portal: (<http://nebraskaMap.ne.gov>). The Libraries' GIS webpage (<http://www.unl.edu/libr/gis/>) provides additional information about data portals and how to access them. Specialized datasets are purchased at the discretion of the GIS-Maps-Geosciences Librarian. In terms of providing access to GIS hardware and software, the Libraries have three public GIS workstations, complete with the latest version of ArcGIS, ESRI's map-making software, Google Earth Pro, Google Sketch-UP Pro, full Adobe and Microsoft Office suites, as well as internet access. The workstations are located in branch libraries on both campuses, providing easy access to students and scholars in all disciplines. The Libraries also provide a large format color scanner attached to a GIS workstation, and a global positioning (GPS) unit, which is available for circulation. Additionally, all GIS workstations connect to a shared drive on which the data is stored and backed-up, allowing students, faculty, and staff to keep their GIS projects for up to one semester, thus allowing them the option of returning and working on their projects.

The Libraries also provides training support to ESRI products by subsidizing course registration fees on ESRI's Virtual Campus, and the distribution of ESRI GIS workbooks and software to qualified users.

Media Services

Using the library credit hour fee, the Libraries created a media services area to provide students with access to video and audio editing equipment and software. The Libraries also added three faculty positions to develop services and work with the faculty in the visual literacy program. In 2007, the Libraries merged microforms and media services into one unit and moved the media equipment into the microforms area to provide students with a quiet place to work.

With various budget reductions the Libraries was forced to reduce the number of faculty positions working in this area from three to two, and incorporate the former microforms staff into media services. The Libraries now circulate cameras and video equipment from the media

services desk to support the visual literacy programs. The service is proving to be popular with a variety of programs on campus. The Libraries also expanded the film collection in the media area to support the growing film program and department.

Government Documents

As a federal regional deposit library, the Libraries are committed to encouraging change in the system to make the program more sustainable. As one step, the Libraries proposed creating a joint regional depository with the University of Kansas. This proposal, now in its seventh year, has not been approved by the Joint Committee on Printing. However, the Libraries continue to seek ways to change the depository system to address the changes in government information creation and dissemination in the digital age.

Cataloging Campus Collections

Another initiative of the Libraries has been to provide cataloging for specialized collections, open to the public, which are held outside of the Libraries. The Libraries catalog now includes the resources of the Sheldon Museum of Art, the Center for Great Plains Studies, Lentz Center for Asian Culture, the Women's Center, the Lesbian, Gay, Bisexual, Transgender, Queer, Ally (LGBTQA) Center, the Spanish Studies Institute, the International Quilt Study Center, the Kawasaki Reading Room, and the Confucius Institute. By adding these titles to the catalog the Libraries are able to promote the use of a variety of content that would otherwise be hidden from most of the campus.

Scholarly Communication Programs

Since the mid-1990's, the Libraries has presented campus wide programs on issues in scholarly communication. Symposia, workshops, and presentations have been held on a variety of topics including serial pricing, copyright issues, electronic publication and digital scholarship. Over the past five years, the Libraries sponsored campus visits and programs by Cliff Lynch, Executive Director for the Coalition for Networked Information, by Heather Joseph, Executive Director of Scholarly Publishing and Academic Resources Coalition (SPARC), and by Julia Blixrud of the Association of Research Libraries, to meet with faculty and administrators to discuss changes in scholarly communication. The Libraries have participated in programs with the University of Nebraska Press, to discuss the changing face of publishing. The Center for Digital Research in the Humanities has sponsored programs on digital scholarship and the humanities. These programs have helped raise awareness, on the part of the faculty, of the issues facing the scholarly community. Evidence that these programs are having an impact includes faculty who are working with their scholarly societies to move journals to U.S. publishers or to services such as High Wire. Faculty also shared with us, during the last serials cancellation project, efforts their own disciplines are taking to address scholarly communication concerns. Faculty willingness to participate in the institutional repository, and to start open access journals, is further evidence of progress being made in this area.

Data Curation

Data curation, e-science, cyber infrastructure, and cyber learning are hot topics under discussion in academic libraries across the U.S. Despite the voluminous information and interest, the role of the research library in campus-wide data curation efforts is unclear. The Libraries have coordinated two campus task forces to examine the broad issues of data curation and data storage. Based on this work, the Libraries established an internal group to investigate and document the efforts prevalent in UNL departments, laboratories, and programs. This environmental scan should provide the library with information to help the Libraries determine its role (if any) on campus. In addition to collecting this information, this working group will draft a white paper that will:

1. Educate Libraries staff and faculty about matters related to data curation and e-science
2. Examine Libraries past efforts and collaborations related to e-science
3. Highlight strategic opportunities for Libraries engagement
4. Make recommendations regarding Libraries readiness to engage in e-science endeavors
5. Identify deficits and gaps that may impede success
6. Identify promising areas and strengths that should be pursued and supported
7. Provide a snapshot of the current landscape of data generation and collection at UNL

Another purpose of this working group is to exchange information about e-science/data curation and to discuss its implications for the Libraries. The group will also be a forum where librarians will host discussions with experts from outside the Libraries who can discuss a variety of topics relevant to e-science, e.g. data management, data preservation, data archiving, metadata, data collection tools, software, intellectual property, and other appropriate topics.

Thus far, the group has worked to educate liaison librarians about CONTENTdm, Digital Commons, and data curation by hosting forums accompanied by handouts and fact sheets. The latest fact sheet created by the committee is based on the E-Science Talking Points for ARL Deans and Directors published by ARL in 2008. (<http://www.arl.org/bm~doc/e-science-talking-points.pdf>)

B. User Services and Access

Liaison Program (<http://www.unl.edu/libr/liaison>)

Traditionally, liaison librarians working with faculty have concentrated on building collections, providing instruction on how to use the library, and answering reference questions. Serial cancellation projects have occupied much of the time of the librarians these past seven years, making the liaison program predominantly collection centered. To meet the information resources needs of faculty and students, however, and to develop a more integrated program, the librarians began a process to review and redesign the liaison program. The revised goal of the liaison program is to connect people to information in all formats, connect people to images, connect people to people, and connect people with the data they need to do their research. Librarians now think of the program in terms of building relationships and not just collections.

With this new perspective, librarians are now finding different ways to interact with faculty and students. Library instruction efforts have expanded from traditional “one-shot” class sessions to include short, ten minute overviews of a specific resource. The Libraries are working with University’s Office of Multicultural Affairs, Athletics Department, Learning Communities, and the Office of Admissions to introduce students to the Libraries collections and services, and to co-teach classes on research and digital humanities. In working with faculty, librarians co-author articles and work with faculty on grants, digitization projects, and in creating new forms of scholarship.

To help distribute a consistent message to faculty about enhanced library programs and services, talking points about three key areas were developed: the institutional repository, image database options through CONTENTdm, and data curation issues. Workshops were held to share the latest knowledge and developments in each of these areas. Liaison librarians were tasked to visit with as many faculty as possible about these three issues, so that as many faculty as possible will be aware of these services and issues.

Reference (<http://www.unl.edu/libr/services/reference.shtml>)

With the overall number of questions declining, Reference/Information services have focused on developing new service venues, new services, online information for patrons and staff, and electronic reference collections. Pilot programs include in-person services in the student Union, in-person services in the Love Library lobby, and service via Skype. The most successful service enhancements are welcoming students and wireless registration services at the opening of fall semester and Instant Messaging (IM) through QuestionPoint. Since an IM widget was added to major library web pages, IM has been successful in that it joined in-person, chat, and email services as a standard operation. Options for providing service via text messaging continue to be explored. Reference/Information services now include personal consultations and training in Microsoft Office, Safe Assignment, (for students and faculty to detect plagiarism in assignments) and RefWorks. Patrons and staff are now aided by a reference wiki and expanded help page. Although print reference materials continue to be purchased, the goals are:

1. a transition to an electronic reference collection and
2. a significant reduction of the print collection.

Library Instruction (<http://www.unl.edu/libr/about/instruction.shtml>)

In fall of 2009, a small committee was formed to assess LI 110, a one-credit hour class designed to teach basic information literacy skills to first year and transfer students. The course familiarizes students with an array of online information resources and introduces them to specific Libraries services and resources. The assessment includes a review of the instruction activities occurring at peer institutions as well as assessing student work. In January 2010, the Instruction working group is conducting focus groups to learn about the type of expectations faculty have with regard to the student’s ability to find, evaluate, and use information effectively.

Search and Discovery Tools

The Libraries are a development partner with Innovative Interfaces for the Encore software. Encore is a search and discovery tool that brings together the online catalog, image databases, special collections finding aids, and digital humanities projects into one search by harvesting MARC, Dublin Core, EAD and TEI protocols into the catalog. Students can access a wide variety of published and campus scholarly resources, add tags to records to improve searching, and rate individual resources. Encore also facilitates the creation of virtual branch libraries. The Center for the Study of Ethics in Teaching is using Encore to create a searchable set of resources identified as particularly useful. This assists in incorporating the teaching of ethics into their programs by drawing on collections, in a number of places, to create their own virtual branch.

Currently, over 370,000 searches of Encore and the public catalog are completed each year. Visits to the Libraries' website total approximately 870,000 per year.

Outreach, Public Relations, and Development

Since the 2003 APR, the Friends of the Libraries of the University of Nebraska-Lincoln held two fundraising campaigns. One campaign focused on raising funds to preserve specific items in the Archives and Special Collections. The most recent Friends campaign raised funds for student study furniture in several of the branch libraries. In addition, the Friends helped bring two ALA traveling exhibits to the Libraries and raised funds for supporting programs.

In 2008/2009 the Friends of the Libraries' President charged a long-range planning committee to set forward a plan to stabilize the financial picture of the Friends in the face of a significant decrease in membership renewals, the rise in bank and credit card processing fees, and an aging membership. The corporate non-profit status (501 (c) 3) will be dissolved and assets of the Friends will be transferred to the University of Nebraska Foundation (NU Foundation). The board will remain as an advisory board to the Dean and its mission will be focused on fundraising. The NU Foundation will solicit, track, and acknowledge the gifts made by Friends.

The outreach/marketing efforts of the Libraries grew significantly since the last Academic Program Review. With the help of the University's branding templates, and with the help of advertising class students from the College of Journalism and Mass Communication, the Libraries has improved its branding. The Outreach Committee has expanded the number of events sponsored to promote the Libraries to students, including welcome back activities outside Love Library during the first two days of fall classes. The Libraries also received a great deal of press and publicity over the last few years, with traveling exhibits, the three- millionth volume added to the collection, and the donation of the Meta and Roscoe Cather Collection. The publicity resulted in the Meta and Roscoe Cather collection media release being picked up by the national media.

C. Diversity

The Libraries focus on diversity and multicultural values is reflected in the diversity mission statement and in specific goals.

UNL Libraries values diversity and empowers our staff to take active responsibility in developing a supportive diverse environment. We will use our talents, expertise, collections and services to coordinate with UNL's effort to embrace diversity.

Goals:

1. To develop an infrastructure that supports diversity, including a Diversity Librarian, the Diversity Committee, and a plan of action.
2. To increase the recruitment and retention of individuals from underrepresented groups.
3. To develop library outreach programs and services to underrepresented groups among faculty, staff and students on campus.
4. To support the diversity goals of general education and research through the acquisition of printed and electronic collections and other library services.
5. To create a positive working environment within the Libraries through continuing education and staff development.
6. Infrastructure: building a foundation for diversity initiatives at the Libraries

Based on the above goals, the Libraries diversity initiatives and timeline are illustrated in Figure 1. below.

Figure 1. Timeline of the Libraries Diversity Initiatives



The Libraries' diversity infrastructure has grown over the years, from the development of the position of the Diversity Librarian and the Diversity Committee, to the creation of the Multicultural Studies Librarian position with liaison responsibilities, to UNL's Institute for Ethnic Studies, and a dual position in Technical Services and Multicultural Services. These

positions expanded the responsibility for diversity beyond Public Services which strengthened the overall Libraries' diversity initiatives. Such growth was possible due to the strategies used in the recruitment and retention of minority librarians as discussed in the following sections.

Scout & Search: Recruitment Strategies.

The Libraries employed different strategies in the recruitment effort as follows:

- ***Passive recruitment.*** The Libraries created entry-level positions and placed job advertisements on LISTSERVS as well as advertising at graduate schools of library science with increased minority enrollments. The creation of entry-level positions resulted in a few hires over the years; however, the newly hired faculty did not remain at UNL.
- ***Active recruitment.*** The Libraries actively solicited applications of diverse individuals by sending job announcements to targeted prospective applicant groups, and/or by attending conferences and personally inviting individuals to apply for particular positions.
- ***Library faculty's affiliation with ethnic caucuses*** in the American Library Association also provided outreach to minority candidates.
- ***Dean Joan Giesecke's teaching and mentoring engagement.*** Dean Giesecke's role as the Professor of Practice in the Doctoral Program at Simmons College's Graduate School of Library and Information Science and her mentoring role to minority librarians in the Association of Research Libraries' Leadership and Career Development Program provides opportunities for recruiting minority librarians.
- ***Multicultural Services Team's assistance in the recruitment of diverse librarians.*** By providing friendly faces, the opportunity to ask questions addressing lifestyle, listing personal contacts, or by providing tours of the city, the Team helped ease the transition of the job candidates into their new librarian positions in the Libraries.

Support & Sustain: Retention.

The Libraries implemented the following strategies to support the retention of minority and other diverse faculty:

- ***Provided a supportive work environment*** including frequent meetings with department heads, annual evaluations, and travel funds for attending professional meetings to support opportunities and assignments on national library committees and library ethnic caucuses.
- ***Diversity training*** helped foster and create a welcoming environment for the new minority librarians.
- ***The Diversity and Staff Development Committees*** also helped sustain a positive diversity climate in the libraries.
- ***Climate assessment for diversity in the Libraries*** by participating in the ClimateQual assessment with the goal to utilize the results to improve work environment.

The Libraries' diversity initiatives had a positive impact in the Libraries' ability to recruit and retain minority library faculty as illustrated in the following statistics.

The number of minority librarians in the Libraries increased from 2.6% of the faculty in 1999 to 12.2% in 2009 (see Table 2. below).

Table 2. Libraries Faculty Statistics 1999-2009.

Year	Libraries Total Faculty	Libraries Minority Faculty	% of Total Faculty
1999/00	38	1	2.60%
2000/01	39	2	5.10%
2001/02	42	2	4.80%
2002/03	40	2	5.00%
2003/04	39	2	5.10%
2004/05	44	2	4.50%
2005/06	49	3	6.10%
2006/07	49	3	6.10%
2007/08	49	4	8.20%
2008/09	49	6	12.20%

D. Libraries Organization

Assessment (<http://www.unl.edu/libr/assessment/>)

Assessment is about improvement and having the resources for that improvement. A careful examination of library procedures, processes, and policy is necessary to constantly improve our services to users. In addition, the competition for resources on university campuses has led research libraries across the United States to quantify and demonstrate their worth within their role in the teaching, research, and learning of students. Most would agree that the research library is critical to the university mission, yet libraries must be more proactive and find more creative ways to demonstrate value, quality, and impact. Assessment should be in step with the mission, vision, and strategic directives of the research library.

The Libraries contracted with ARL to have Jim Self and Steve Hiller review the Libraries assessment options. Based on their report, (see Appendix 14), the Libraries created an Assessment Committee in 2006 to coordinate assessment activities. The Committee's first major effort was an assessment of the Engineering Library, completed in 2008, at the request of the Dean of the College of Engineering (see Appendix 15). The report's recommendations are now undergoing implementation.

In fall 2009, a second major assessment was completed through the Collection Development Committee (CDC). David Tyler completed an assessment of Libraries acquisitions purchasing

or the past five years to determine which portions of the collection continue to experience average to above average circulation. His analysis is being used by the CDC to review fund distribution and the approval plan profile. Currently, the Assessment Committee is drafting a proposal to overhaul annual reports submitted to the Dean of Libraries at the end of the fiscal year. The next task for the committee will be to draft an Assessment Plan for 2010/2013.

Graduate Student Advisory Board (<http://www.unl.edu/libr/advisory/index.shtml>)

The Libraries recognizes that a strong and high quality research library is a fundamental component required to support the research, teaching, and learning missions of the University of Nebraska-Lincoln. Rapid changes in information technology and scholarly communication require that the Library continually assess its services, programs, and policies. It is for this general purpose that the UNL Graduate Student Library Advisory Board (GSLAB) was constituted.

The Board is responsible for communicating thoughts, ideas, and concerns to the Dean's Office. The primary responsibility of this group is to make suggestions on ways to improve the effectiveness of the Library.

Other GSLAB responsibilities include:

- Provide Libraries management with relevant user feedback and advice on library products and services to support graduate student research needs.
- Provide input on library policies and services and recommend appropriate changes.
- Communicate user needs to the Library, and communicate information about library products and services to the UNL research community.

ClimateQual

From March 23 – April 13, 2009, the Libraries, along with seven other academic libraries (George Mason University, Illinois State University, Oberlin, University of Wyoming, University of California-Berkeley, University of Hawaii, and Johns Hopkins University), was a Phase II partner in the Organizational Climate and Diversity Assessment (ClimateQUAL) survey administered by the University of Maryland (UM) Libraries, the UM Industrial/ Organizational Psychology program and the Association of Research Libraries. The survey was anonymous.

One hundred and thirty six (136) or 95% of Libraries employees chose to complete the survey; some respondents also provided written comments to various survey questions. The identity and number of people who added comments is unknown. Of the 23 institutions that have participated since 2007 (Phase I-II), the Libraries had the highest participation rate (100% of faculty and staff started the survey) as well as the highest completion rate (95%) for organizations that administered the survey to staff as well as librarians.

ClimateQUAL measures several areas of organizational climate and attitude that have been recognized as the “critical organizational imperatives” indicative of the health of an organization. A healthy organization is defined as one which has policies, practices, and procedures that

empower employees. It emphasizes the importance of continual learning and innovation to meet the demands of an ever-changing environment. A healthy organizational climate is one in which customer service, employee diversity, and organizational justice are all recognized as critical in determining the effectiveness of the organization in the long run.

Healthy organizations create workplace climates that send two simultaneous messages to their employees. First, these organizations send a strong message that they care about the well-being of their employees through policies that suggest teamwork, diversity, and justice are valued. Second, healthy organizations also send a strong message that they care about customers, in our case the user community. Organizations demonstrate this when they do such things as restructure the work environment to improve customer service and/or offer training and other resources to improve customer-related skills and knowledge. When organizations succeed in developing a climate profile that sends these two messages, employee behaviors will be focused on maintaining a mutually beneficial relationship with the organization’s customers.

The results revealed the Libraries has a strong and healthy climate. In five of the 26 variables measured, the Libraries’ average scores were some of the highest among the 23 participating libraries. Libraries employees have indicated that we have a healthy climate for task engagement, valuing diversity (for all groups), lack of organizational withdrawal, continual learning, and lack of task conflict. (The complete ClimateQual report is in Appendix 12.)

Learning Organization

The Libraries continue a process begun in 1996 of implementing learning organization strategies to develop a culture that promotes learning and change. The Staff Development committee has provided a variety of programs in each of the key areas of learning organization theory: mental models, shared vision, personal mastery, team values, and systems thinking.

Table 3. Examples of Staff Development programs, offered in the last two years, include:

• Armchair Yoga	• Permanent URL
• Communicating with Students	• PowerPoint Plug-in 2008 for CONTENTdm
• CashNet	• ProQuest: Dissertations and More
• CPR/AED	• RefWorks
• Customer Service by Student Assistants	• RSS
• Dealing with Stress in Anxiety Producing Times	• Serving People with Disabilities
• Effective Meetings	• Spring into Committees
• Emerging Technology	• Start Walking!
• Engaging Users	• Student Supervision: Expectations
• ESS Leave	• Technology Conversation: My Library, Library Thing, and More
• Fire Extinguisher Training	• Technology Conversation: WIKIS
• Firefly	• Technology Conversation: Handheld Devices
• Foundation Center	• Technology with Michael Sauers
• Foundation Directory Online	• Time Management
• Gaming at the Libraries	• Twitter: The Law Library Experience
• Gender Identification and Sexual Orientation: 101	• UNCL: Future Library
• Healthy Lunches	• University Benefits
• Introduction to Web Usability	• Value Line
• Lexis-Nexis	• VeriFone
• Mental Measurements Yearbook	• Student Supervision: Logistics
• New Cash Registers	• Wear Red Day
• Office Yoga	• What’s New in Technology

In fall 2009, the Committee sponsored a general session on learning organizations as a refresher to help faculty and staff see the “big picture“ of what the libraries are trying to accomplish. The Libraries have also used positive organizational efforts to create a good working environment. The Libraries made the strengths profile from Gallup available to all departments and Staff Development then held programs concerning results interpretation. Departments were encouraged to discuss their overall profiles and to develop strategies to capitalize on people’s strengths. The advantage of concentrating on strengths is that it promotes a more positive approach to development rather than focusing solely on problems.

E. Facilities

Since the 2003 APR, the Libraries have made great progress, despite funding challenges, to improve, upgrade, and enhance library facilities. The Libraries created a Facilities Manager position to oversee all Library facilities and to work with the campus facilities units. Debra Pearson, Circulation Librarian at Love Library, assumed these additional duties and serves as the internal project manager for facilities work.

In 2003/04, the Libraries received approval to proceed with the planning and construction of the Library Depository/Retrieval Facility (LDRF), a high-density storage facility on East Campus. The original approval for the facility was received ten years before, but state funding had not become available. The Chancellor proposed and received approval to use bond funding for the facility. Three science branch libraries, chemistry, physics, and biological sciences were closed and the funding from these three libraries, and the lease on two warehouses, was used to pay for the bonds. The LDRF was completed in the summer of 2005, and approximately 400,000 volumes from off-site storage and the three science branches were moved into the facility and were available for use at the start of the fall semester. The LDRF will hold approximately 900,000 volumes and allows the Libraries to move lesser-used materials to the facility, leaving room in Love Library and the six remaining branches for new materials. To help the science departments retain a sense of easy access to science monographs, a science wing was created in Love South with humanities and social sciences materials housed in Love North.

In 2004, the Mathematics Library moved into new space with the completion of the renovation of Avery Hall for the Mathematics Department. The space allowed the Libraries to house mathematics and computer science materials to support programs in these areas.

In 2006, the Libraries were able to open the Love North link entrance so that students and faculty can access the two buildings more easily. This was the first time this entrance was available to the campus since the addition was added in 1975. The Libraries used funds from the student credit hour fee to pay for the renovation of the entry and to fund student staffing for the entrance.

One of the positive trends for the Libraries is the continued growth in use of Love Library. Traffic in the building continues to increase as more and more students use the Libraries’ group study rooms, check out lap top computers, and complete research. In 2005, the Libraries, at the request of the football coach, provided a tour for the Athletic Advisors who were very impressed with the space. They now encourage student athletes to use Love Library along with other available study spaces. In addition, the Student Group of the Chancellor’s Commission on the Status of Women voted the Libraries one of the best buildings on campus for women students to

use for study and research. The support of this group is very helpful to the Libraries as this will help decrease student's safety concerns about the building.

Work was also completed at the C.Y. Thompson (CYT) Library (<http://www.unl.edu/libr/libs/cyt/>) on East Campus, to make the library more user friendly. A Pepsi vending area and student lounge were added to the lower level and the first floor was rearranged to provide more space for student computer use. Rooms on the lower level, previously used for unprocessed gift materials, were cleaned out and are now used for group study spaces. While funding is needed for a major renovation, the current internal changes make the building more usable and create a more inviting space for student study and research.

By 2007, the Libraries saw an increase in the use of CYT after the opening of the new student lounge. Although the redesign has made for an awkward entrance, once in the building students have easier access to the materials and services they need. Concerns about the leaking roof at CYT, and the damage to library materials, were addressed in 2008 when funds for a new roof became available and the roof was installed.

The Libraries worked to make the Geology Library (<http://www.unl.edu/libr/libs/geol/>) more usable with an increased seating area and rearrangement of the map cases. The Libraries continue to work on creating comfortable student spaces in the branches. Furniture in the Architecture and Geology libraries was replaced to create more spaces for students working in groups or looking for a more comfortable place to study. In the Architecture Library, the plan to reconfigure the circulation desk and to improve traffic flow was completed and the library now has more spaces for student study.

At the request of the Dean of Engineering, the Libraries worked with the College to assess the current Engineering Library and to develop a plan for a 21st Century Engineering library to meet the changing needs of the students. As a result of the 2008 report, a major project to weed the Engineering collection and move as much of the collection as possible to the second level began. This change will open up more space on the first level for groups of students to work together.

In fall 2009, the Libraries completed another renovation project. The current periodicals room in Love Library was reconfigured to provide half of the room's square footage to a "Talk Zone" for groups of students to work together. Electrical power, comfortable seating, white board and two more group study spaces were added to the reading room and snack area to address the need for more flexible high technology spaces for students.

The Libraries continue to evaluate space needs, watch traffic patterns and attempt to make adjustments as needed to create user friendly spaces. The collections are reviewed regularly, weeded as needed, and then materials are selected to move to the storage facility to make room for newer materials in the stacks. By regularly reviewing collection and public spaces the Libraries are able to plan building changes and maintain comfortable and inviting spaces for our patrons.

F. Center for Digital Research in the Humanities

Accomplishments: The Center for Digital Research in the Humanities (CDRH) (<http://cdrh.unl.edu/>) is becoming one of the premiere digital humanities centers in the world. In the five years since the CDRH's official designation as a Program of Excellence at the UNL, it has raised UNL's international visibility and created a significant impact upon the University's humanities areas. The CDRH contributes to important UNL values of interdisciplinarity in research and to strategic goals of the Libraries and the College of Arts & Sciences. Among its achievements are:

- **Grants.** CDRH has raised around \$4 million in grants—a significant accomplishment given that the typical grant in the humanities is between \$50,000 and \$150,000. Many of these awards are multi-institutional and research projects supported by the grants are interdisciplinary in nature.
- **Scholarly output.** Online publications have reached over 2 million unique visitors annually, research projects have been given awards, and the CDRH faculty is well-represented in peer-reviewed journals and in book publication.
- **International and national professional associations.** Selected examples: CDRH co-director Katherine Walter has been elected to an international board in digital humanities, the Association of Computers and the Humanities (ACH) and serves as co-chair of centerNet (an international network of digital humanities centers). Co-director Kenneth Price is the president of the Association for Documentary Editing. Three UNL faculty (English Dept. faculty members Price and Amanda Gailey, and Libraries' faculty member Andrew Jewell) serve on the board of NINES (Networked Infrastructure for Nineteenth-century Electronic Scholarship), a scholarly group that provides peer-review for digital scholarship relating to the long-19th century in literature). Acting co-director, Russell Ganim, has recently concluded his term as president of the North American Society for Seventeenth Century French Literature. History professor William G. Thomas III serves on the editorial board of *Southern Spaces*. Libraries' faculty member Brett Barney was recently elected to the Text Encoding Initiative Consortium executive council.
- **Interdisciplinary collaboration.** Over fifty faculty from four UNL colleges and nine departments have participated on CDRH research teams and over 120 UNL students have served on research teams or been engaged in other work within the Center. In addition, CDRH has partnered with faculty from universities and colleges without digital humanities centers to advance important research in the humanities. These faculty are from Purdue University, University of North Dakota, University of Nebraska Kearney, Texas A&M University, Berea College, and others. Among universities with which CDRH has partnered on grants include: University of Iowa, University of Virginia, University of Illinois, Northwestern University, University of Maryland, University of Texas at Austin, University of Michigan, Michigan State University, Brown University, Lehigh University, Duke University and others.

- **Mentoring.** The Nebraska Digital Workshop has become a signature event in digital humanities, recognizing the best work of early career scholars (pre-tenure faculty, postdoctorates, and advanced graduate students) and engaging some of the foremost digital humanities scholars in discussions of such issues as best practices and future trends. Among the senior scholars who have participated are: Ed Ayers, Alan Liu, Julia Flanders, John Lutz, Greg Crane, Kate Hayles, Matt Kirschenbaum, and Johanna Drucker. Institutions from which recognized early-career scholars have come are: University of California Santa Barbara, University of California Los Angeles, University of Alberta, Texas A& M University, University of Maryland, New York University, University of Virginia, Brown University, Lehigh University, University of Iowa, University of Washington, Hamilton College, and Rice University. CDRH has helped support two postdoctoral fellows in the past five years as part of the Council of Library and Information Resources (CLIR) program. Through the Institute of Museum and Library Services, CDRH is hosting two graduate student interns each summer from 2009/2011. The first students (from University of Texas at Austin and the University of Maryland) served respectively on an authorial attribution research project and on the Willa Cather Archive. Based on this experience, one is seeking a position in digital libraries and the other has applied to work in a digital humanities center. We have also hosted student interns from the University of Alabama, Indiana University, University of Missouri-Columbia, and King's College, London.
- **Pedagogy.** The CDRH is in the process of developing a certificate program in digital humanities at the graduate level, which will be proposed during the 2009/10 academic year to the curriculum committees in English, History, and Modern Languages & Literatures. This was prompted by the number of students enrolled in digital humanities courses, by the number of applicants to graduate school expressing interest in UNL due to its strength in digital humanities, and by the non-UNL students seeking opportunities to intern or to work in the CDRH.

III. DEPARTMENT RESOURCES

A. Faculty

The Libraries currently has 44 filled faculty positions. There are 16 professors, 17 associate professors, nine assistant professors, two non-tenure track professors of practice and one research assistant professor. Currently, the tenured Libraries faculty number 34 (81%) while the non-tenured faculty number eight. Libraries faculty have a collective 689 years experience in the Libraries.

The Libraries commits to support the work of the faculty member throughout her or his career. The faculty member commits to continue to grow as a professional and scholar-practitioner and to contribute significantly to the goals of the University, Libraries, and the profession. Faculty performance, valued in the Libraries, is described in the Library Faculty Core Competencies/Key Behaviors document (see Appendix 4). The most important premise for a faculty member is quality performance as a librarian. This premise portrays faculty careers as necessarily dynamic and progressing. Performance valued by the Libraries is consistent with the mission and goals of the Libraries and of the Scholar-Practitioner model. The diversity of people and programs in the Libraries necessitates flexibility and sensitivity in carrying out the Libraries' mission.

The faculty members of the Libraries have agreed to the shared values that are embodied in the Libraries' Mission Statement, Library Faculty's scholar-practitioner model, and Core Competencies. These values describe what it means to be a member of the Library Faculty.

Table 4. Faculty List

Name	Rank	Hire Date	Tenure	Degrees	Library Graduate School
Adams, Kate	Professor	1979	1986	BA 1970 MLS 1979 MPA 1984	Wisconsin
Allison, Dee Ann	Professor	1980	1987	BA 1977 MLS 1978	Hawaii
Anaya, Toni	Asst. Professor	2007	2013	BA 2001 MIRLS 2003	Arizona
Baldwin, Virginia	Professor	2000	2004	BS 1965 MS 1968 MLS 1990	Indiana

Name	Rank	Hire Date	Tenure	Degrees	Library Graduate School
Barnes, Joan	Asst. Prof. of Practice	2001	Non tenure track	BA 1987 MLIS 1989	Rhode Island
Barney, Brett	Research Asst. Prof.	2001	Non tenure track	BA 1990 MA 1995 PhD 2001	
Bernholz, Charles	Professor	2003	2006	BA 1970 MA 1974 MLS 1987	SUNY Buffalo
Bernthal, Rebecca	Assoc. Professor	1989	1995	BA 1970 MLS 1972	Vanderbilt
Bicknell-Holmes, Tracy	Professor	1988	1994	BA 1985 MLS 1988 MBA 1996	Illinois
Boden, Dana	Assoc. Professor	1989	1995	BS 1979 MA 1980 MSLS 1981 PhD 2002	Kentucky
Bolin, Mary	Professor	2004	2004	BA 1976 MSLS 1981 MA 1999 PhD 2007	Kentucky
Bolin, Robert	Assoc. Professor	2004	2004	BA 1970 MSLS 1981 MPA 1983	Kentucky
Boudreau, Signe	Assoc. Professor	1997	2003	BS 1991 MILS 1993	Michigan
Breckbill, Anita	Professor	1989	1995	BA 1979 MFA 1982 DMA 1985 MLIS 1987	UC Berkeley

Name	Rank	Hire Date	Tenure	Degrees	Library Graduate School
Busch, Nancy	Professor	2003	2003	BA 1972 MLS 1972 PhD 1990	Michigan
Cassner, Mary	Assoc. Professor	1995	2001	BS 1971 M Ed 1975 MLS 1994	Emporia
Childers, Scott	Assoc. Professor	2000	2006	BS 1996 MLS 1999	Emporia
Drueke, Jeanetta	Professor	1988	1994	BA 1972 MLS 1975	Illinois
Ducey, Mary Ellen	Assoc. Professor	1999	2005	BA 1988 MLS 1995 MH 1999	Indiana
Fleming, Adonna	Assoc. Professor	2004	2009	BA 1987 MLS 1996	Arizona
Gardner, Sue Ann	Assoc. Professor	1995	2002	BS 1989 MILS 1992	SUNY Buffalo
Giesecke, Joan	Professor	1987	1993	BA 1972 MLS 1973 MA 1979 DPA 1988	Maryland
Goebes, Carole	Assoc. Professor	1986	1993	BM 1972 MM 1976 MLS 1986	Florida
Graham, Richard	Asst. Professor	2004	2010	BA 1998 MLIS 2002 M Ed 2004	Iowa

Name	Rank	Hire Date	Tenure	Degrees	Library Graduate School
Graybill, Jolie	Asst. Professor	2008	2014	BS 1987 MEd 1996 MLS 2005	Arizona
Jewell, Andrew	Asst. Professor	2005	2010	BA 1997 MA 1999 PhD 2004	
Johnson, Kathleen	Professor	1973	1980	BA 1972 MA 1973 MA 1980	Iowa
Konecky, Joan	Assoc. Professor	1990	1996	BS 1980 MA 1981	Denver
Logan-Peters, Kay	Professor	1982	1989	BA 1978 MLS 1981	Missouri
Lu, Suping	Professor	1994	2000	BA 1982 MA 1992 MLIS 1994	South Carolina
Martin, Charity	Assoc. Professor	1997	2003	BA 1990 MA 1993 MLIS 1997	North Texas
Maxey-Harris, Charlene	Asst. Professor	2006	2012	BS 1993 MLIS 1985	Missouri
Mering, Margaret	Professor	1991	1997	BA 1982 MLS 1984	Arizona
Naylor, Ted	Asst. Prof. of Practice	2007	Non tenure track	BA 1981 MLIS 1988	Oklahoma
Nowick, Elaine	Professor	1995	2001	BA 1971 MS 1976 PhD 1980 MLS 1994	Emporia

Name	Rank	Hire Date	Tenure	Degrees	Library Graduate School
Panigabutra-Roberts, Joy	Asst. Professor	2007	2013	BA 1986 MLIS 1988	Wisconsin
Pearson, Debra	Assoc. Professor	1986	1993	BS 1982 MLS 1985	Missouri
Petzold, Jakki	Asst. Professor	2009	2015	BS 2007 MLS 2008	Indiana
Pytlik Zillig, Brian	Assoc. Professor	2000	2007	BA 1985 MPA 1996 MLS 1999	Emporia
Royster, Paul	Coordinator	2005	Non tenure track	AB 1975 MA 1977 PhD 1984	Princeton Michigan Columbia
Thornton-Jaringe, Judellen	Asst. Professor	1979	1986	BA 1965 MA 1994 MS 1978	Illinois
Tyler, David	Assoc. Professor	1999	2005	BA 1992 MA 1994 MLIS 1998	Illinois
Voeltz, Richard	Assoc. Professor	1968	1974	BS 1964 MS 1967 MSLS 1968	Emporia
Walter, Kay	Professor	1980	1987	BA 1976 MA 1978	Iowa
Westbrooks, Elaine	Assoc. Professor	2008	2008	BA 1998 MLIS 1999	Pittsburgh
Wolfe, Judith	Asst. Professor	2005	2011	BA 2001 MLIS 2004	North Texas

B. Association of Research Libraries (ARL) Statistics

The following tables contain the the Libraries ARL statistics for the years 2003-2009:

Table 5. Transactions 2003-2009

Year	Reference Transactions	Circulation	Instructional Sessions	Instructional Session Participants
2002/03	60,730	350,564	357	7,513
2003/04	58,986	302,823	283	6,737
2004/05	49,736	444,309	236	6,383
2005/06	44,474	418,779	221	5,584
2006/07	42,935	324,828	210	5,808
2007/08	38,283	301,743	267	7,299
2008/09	NA	290,386	242	6,212

Table 6. Volumes 2003-2009

Year	Volumes Held	Monographs Purchased	Volumes Added (Gross)	Monograph Expenditures
2002/03	2,717,384	17,739	53,935	\$940,165
2003/04	2,767,320	16,361	47,806	\$930,512
2004/05	2,807,194	17,906	61,649	\$900,763
2005/06	3,079,188	17,298	52,880	\$1,071,757
2006/07	3,113,473	15,233	65,994	\$825,135
2007/08	3,168,920	8,302	49,588	\$427,296
2008/09	3,246,483	9,728	50,223	\$585,693

Table 7. Serials 2003-2009

Year	Serials Purchased	Serials Received	Total Serials	Serials Expenditures
2002/03	21,172	9,443	30,615	\$4,604,111
2003/04	22,774	8,797	31,571	\$4,124,397
2004/05	35,714	8,391	44,105	\$5,069,291
2005/06	44,936	8,530	53,466	\$4,406,943
2006/07	31,767	9,267	41,034	\$5,069,291
2007/08	34,821	7,768	42,589	\$6,401,031
2008/09	39,318	7,288	39,318	\$6,401,031

Table 8. Faculty Staff and Students 2003-2009

Year	Library Faculty	Staff	Student FTE	Total Staff	Salaries/Wage Expenditures
2002/03	42	101	40	183	\$5,303,071
2003/04	42.5	98.3	41	181.8	\$5,224,301
2004/05	47	106	41	193	\$5,655,796
2005/06	48	102	39	189	\$6,109,410
2006/07	48	102	35	185	\$6,310,386
2007/08	53	110	39	202	\$6,465,264
2008/09	47	94	41	182	\$7,287,801

Comparisons to UNL Libraries Peer Group Libraries:

Table 9. Expenditures-Salaries and Wages

2003-2008

Library	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Colorado	\$8,262,640	\$7,826,837	\$7,940,902	\$8,251,807	\$8,397,305	\$8,692,805
Colorado State	\$5,583,911	\$5,464,222	\$5,391,036	\$5,398,029	\$2,330,509	\$6,074,168
Illinois	\$17,591,716	\$17,512,342	\$18,301,128	\$19,151,325	\$5,836,352	\$21,011,462
Iowa	\$10,588,603	\$10,889,796	\$10,927,860	\$11,334,699	\$11,720,275	\$12,335,365
Iowa State	\$6,268,675	\$6,699,928	\$6,796,494	\$6,947,368	\$7,174,666	\$7,283,798
Kansas	\$8,564,588	\$8,573,395	\$8,626,205	\$9,771,011	\$2,753,665	\$10,299,504
Minnesota	\$16,162,234	\$15,770,857	\$16,063,735	\$17,469,535	\$17,810,965	\$18,117,695
Missouri	\$5,003,301	\$5,550,430	\$6,035,326	\$6,051,328	\$6,203,266	\$6,385,653
Nebraska	\$5,747,252	\$5,797,183	\$6,134,461	\$6,640,382	\$1,372,273	\$7,050,813
Ohio State	\$12,961,981	\$12,880,990	\$14,033,069	\$15,154,611	\$16,382,380	\$16,642,379
Purdue	\$6,518,460	\$6,566,085	\$9,378,053	\$9,924,575	\$10,517,701	\$11,043,835

Comparisons to UNL Libraries Peer Group Libraries:

Table 10. Total Materials Expenditures

2003-2008

Library	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Colorado	\$8,532,696	\$18,390,430	\$8,801,962	\$9,315,863	\$9,633,354	\$11,014,761
Colorado State	\$8,550,597	\$16,098,539	\$6,237,544	\$6,265,271	\$6,279,281	\$6,545,964
Illinois	\$11,979,981	\$33,557,443	\$13,053,827	\$12,043,672	\$14,530,720	\$14,065,662
Iowa	\$10,349,894	\$24,118,906	\$11,866,373	\$12,546,477	\$13,026,345	\$13,590,872
Iowa State	\$8,870,892	\$16,076,113	\$8,599,786	\$8,891,487	\$9,245,223	\$9,359,327
Kansas	\$7,707,396	\$19,076,650	\$8,333,205	\$8,053,844	\$8,602,406	\$9,581,850
Minnesota	\$10,831,123	\$31,640,604	\$12,559,689	\$14,157,172	\$15,695,613	\$16,578,284
Missouri	\$6,527,858	\$14,231,832	\$5,833,439	\$6,462,575	\$8,389,722	\$8,515,580
Nebraska	\$5,796,104	\$13,446,172	\$6,572,861	\$700,885	\$6,226,322	\$7,039,988
Ohio State	\$11,927,635	\$28,509,784	\$8,880,060	\$12,205,939	\$11,448,889	\$13,178,838
Purdue	\$6,809,343	\$17,745,361	\$9,542,018	\$10,974,071	\$10,073,561	\$10,580,220

Comparisons to UNL Libraries Peer Group Libraries:

**Table 11. Total Library Expenditures
2003-2008**

Library	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Colorado	\$18,993,174	\$18,390,430	\$18,549,099	\$19,014,310	\$19,555,663	\$21,337,928
Colorado State	\$15,933,029	\$16,098,539	\$13,602,053	\$13,412,963	\$14,165,408	\$15,187,932
Illinois	\$32,996,914	\$33,557,443	\$35,440,902	\$36,102,613	\$41,919,073	\$39,714,492
Iowa	\$23,164,534	\$24,118,906	\$24,648,673	\$25,655,780	\$26,647,407	\$27,620,248
Iowa State	\$16,482,631	\$16,076,113	\$16,697,188	\$16,973,524	\$18,395,012	\$18,494,395
Kansas	\$18,682,568	\$19,076,650	\$19,311,819	\$20,832,470	\$21,156,733	\$22,432,493
Minnesota	\$31,413,131	\$31,640,604	\$34,866,483	\$38,321,667	\$39,927,096	\$40,734,045
Missouri	\$13,032,854	\$14,231,832	\$14,252,068	\$14,555,302	\$16,698,370	\$16,694,070
Nebraska	\$12,811,875	\$13,446,172	\$15,016,679	\$16,138,697	\$14,632,237	\$15,617,134
Ohio State	\$27,045,276	\$28,509,784	\$26,954,787	\$32,966,111	\$32,480,575	\$38,473,238
Purdue	\$17,442,905	\$17,745,361	\$21,530,300	\$24,023,842	\$24,904,422	\$25,573,918

Table 12. UNL 2007-08 ARL Ranking

Of the 113 ARL libraries reporting statistics for 2007-08, the UNL Libraries ranked:
· 69 th in volumes held
· 94 th in current serials
· 95 th in total materials expenditures
· 92 nd in total salaries and wages
· 96 th in total expenditures
· 82 nd in total staff

IV. CHALLENGES AND OPPORTUNITIES

A. Funding

The Libraries Budget

The Libraries' number one priority is to continue to seek more stable funding sources to enhance collections and services. The Libraries still need a stable funding source to offset the five to seven percent increase in serial prices each year. The Libraries eliminated over 20% of the current serials collection for 2009, cutting core titles. Continued erosion of the funding for the Libraries will impact the Libraries ability to provide needed resources to researchers and students.

Specific activities related to this priority include a) seeking F&A funds and continue to explore opportunities to implement financial consultant's reports, b) exploring options for revenue through selling library themed products, c) seeking additional foundation funds, d) reviewing bond debt options to retire the 20 year debt on an earlier schedule, and e) analyze library hours for potential cost savings.

Over the past several years, the Libraries has systematically reallocated resources to address user needs, streamline operations, and adjust for decreases in library funding and purchasing power. In addition, University budget reallocations and reductions, as well as increasing prices for materials, have resulted in a decrease in positions in the Libraries, a decrease in operating budgets, a decrease in the number of monographs purchased each year and a decrease in serial subscriptions. At the same time, the Libraries continues to absorb the staffing and delivery costs for retrieving items from offsite storage facilities in order to pay off a 20-year bond, the first payments beginning in 2005. The number of positions in the Libraries has dropped from a high of 157 FTE in July 1993 to 145 FTE in July 2002. The addition of the Library Credit Hour Fee in FY 2002/03 enabled the Libraries to add eight positions resulting in a boost of FTE to 150, which has subsequently dropped to 142 in FY 2008/09.

The operating permanent state-aided budget is currently the smallest in more than a decade. The Libraries' Foundation funds help compensate for the loss of state monies. Interest on the principles was, until the past couple of years, at a level to generate enough income to cover new commitments and future inflationary increases. However, estimates for FY 2009/10 are a ten percent decrease in foundation funds and declines are predicted to continue for the next several years as well. Budget reductions in FY 2008/09 and 2009/10 have resulted in the loss of one faculty position and several staff positions. Another risk factor will be the increased difficulty of funding operating expenditures through salary attrition as the number of positions is reduced due to budget cuts. This is particularly true when the number of faculty positions is reduced.

The addition of a Library Credit Hour Fee in 2002/03 provided the Libraries with \$2.00 per credit hour, resulting in over a million dollars annually in a new revolving fund. Initially, these funds were used to add five new faculty positions (3 digital learning librarians, 1 multicultural services librarian, and 1 GIS librarian), equipment to support the digital learning and GIS programs, and the remainder for collections, primarily access to full-text online journals, and three computer positions. In FY 2007/08, the Libraries moved the faculty and staff positions to

the state-aided budget and paid off an 'assigned minus' of \$234,753 to the administration as part of a budget reduction and restructuring. In FY 2008/09 the credit hour fee was increased to \$3.00, and these funds are now used predominantly for acquisition of monographs and electronic journals. Current estimates are that the over \$1.7 million generated from this fee will cover materials costs, plus inflation, for two or three more years. At that time, the Libraries will need to either seek an increase in the credit hour fee or cut serials and monographs, again.

See Table: UNL Libraries Expenditures and Sources 2002-2009

The Libraries now retain fine money which helps pay for the cost of collecting fines and offset costs for the circulation department. The addition of this revolving account is very helpful as state funding for operating expenses decreases.

Review of Library Funding

The University of Nebraska- Lincoln (Nebraska, the University) received a Program of Excellence award in FY 2006/07 to conduct a review of its library funding. Brinley Franklin was hired as a consultant to the Libraries and was asked to explore the options for establishing more stable sources of funding for all of the Libraries and to develop options for increasing the funding available to the university to support library resources. Brinley Franklin's report (January 2007, Appendix X), noted that the Libraries is not financially positioned to sustain its current support for the University's academic and research programs. Moreover, the Libraries' sources of funding rely more heavily on student fees and development income than other state schools and the University's Regent-approved peers. Several recommendations resulted from the study, some of which the Libraries have pursued with mixed results.

See Table: Page 38 Insert Total Acquisitions Budget & Expenditures

B. Workforce Demographics

The Libraries have a very talented workforce which provides leading edge services to the campus and who maintain a high quality search and discovery system for access to and ownership of intellectual content. Libraries faculty and staff have great expertise with many long term employees providing continuity and stability. Each year more library faculty and staff work with digital products, creation of digital scholarship, and provision of digital and electronic based services. The challenge for the Libraries is that these strengths also reflect an aging workforce that may be less flexible in times of change and, due to continuing budget cuts, are facing a decreasing workforce so that adding new employees with different ideas and approaches becomes more difficult. The Libraries will continue to devote increasing resources to staff development efforts to teach new skills and approaches needed for today's libraries, and will continue to work on increasing the diversity of our faculty and staff as much as possible.

**Table 13. UNL LIBRARIES EXPENDITURES
2003-2009**

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
	Expenditures	Expenditures	Expenditures	Expenditures	Expenditures	Expenditures	Expenditures
Salaries	5,715,891	5,661,663	6,218,011	6,849,278	7,095,602	7,256,809	7,349,978
Operating Supplies/Equipment	1,265,166	1,678,702	1,705,118	2,246,865	1,871,175	1,882,519	2,780,618
Materials	5,154,556	5,832,000	6,191,483	5,693,974	5,978,473	6,678,666	5,983,306
TOTAL EXPENDITURES	12,135,613	13,172,365	14,114,612	14,790,117	14,945,250	15,817,994	16,113,902

**Table 14. UNL LIBRARIES SOURCES
2003-2009**

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
	Expenditures	Expenditures	Expenditures	Expenditures	Expenditures	Expenditures	Expenditures
Library Access (Photocopy)	114,860	106,429	69,470	51,563	40,212	34,984	21,930
Foundation Funds	270,821	260,521	459,302	878,997	714,625	808,759	609,838
General State Aided	10,388,730	10,603,548	10,613,595	10,654,985	11,884,261	11,016,394	10,973,102
Grants	976,543	1,139,091	1,285,527	1,438,744	647,603	1,889,109	2,522,320
Programs of Excellence	1,701	143,152	116,020	266,087	271,703	241,363	241,229
* Revolving	278,170	789,478	1,372,475	1,374,355	1,257,284	1,554,075	1,470,076
F&A	104,788	130,146	198,223	125,386	129,562	273,310	275,408
TOTAL EXPENDITURES	12,135,613	13,172,365	14,114,612	14,790,117	14,945,250	15,817,994	16,113,902

* Revolving includes ILL, Patents, Tech Fee, Archives, Lockers, Fines and Credit Hour Fee.

For Breakdown of Credit Hour Fee Expenditures See Table Below

**Table 15. UNL LIBRARIES CREDIT HOUR FEE EXPENDITURES
2003-2009**

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
	Expenditures	Expenditures	Expenditures	Expenditures	Expenditures	Expenditures	Expenditures
Salaries	-	66,053	312,307	414,243	381,618	126	-
Operating		77,242	59,706	45,768	34,314	2	76,447
Materials		407,069	704,165	550,959	564,914	1,275,247	1,150,782
TOTAL EXPENDITURES		550,364	1,076,178	1,010,970	980,846	1,275,375	1,227,229

Table 16. TOTAL ACQUISITIONS BUDGET

2006-2012

UNL	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
State Budget	\$ 4,889,712.00	\$ 4,889,712.00	\$ 4,889,712.00	\$ 4,374,316.00	\$ 4,374,316.00	\$ 4,374,316.00	\$ 4,374,316.00
One time Funds	\$ 515,463.00	\$ 1,062,034.00	\$ 396,100.00	\$ -	\$ -	\$ -	\$ -
VC Research Funds	\$ -	\$ -	\$ -	\$ 157,353.00	\$ 157,353.00	\$ 157,353.00	\$ -
Credits	\$ 200,000.00	\$ 20,000.00	\$ -	\$ 250,938.00	\$ 300,000.00	\$ 50,000.00	\$ 20,000.00
TOTAL:	\$ 5,605,175.00	\$ 5,971,746.00	\$ 5,285,812.00	\$ 4,782,607.00	\$ 4,831,669.00	\$ 4,581,669.00	\$ 4,394,316.00

Table 17. TOTAL ACQUISITIONS EXPENDITURES

2006-2012

UNL	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Serials	\$ 4,736,797.38	\$ 5,377,323.00	\$ 5,335,873.00	\$ 4,969,568.00	\$ 5,247,863.81	\$ 5,615,214.27	\$ 6,008,279.27
Monographs	\$ 746,767.19	\$ 602,984.00	\$ 600,000.00	\$ 301,420.00	\$ 301,420.00	\$ 301,420.00	\$ 301,420.00
Binding	\$ 140,000.00	\$ 140,000.00	\$ 140,000.00	\$ 140,000.00	\$ 130,000.00	\$ 130,000.00	\$ 130,000.00
TOTAL:	\$ 5,623,564.57	\$ 6,120,307.00	\$ 6,075,873.00	\$ 5,410,988.00	\$ 5,679,283.81	\$ 6,046,634.27	\$ 6,439,699.27
Carryover	\$ (18,389.57)	\$ (148,561.00)	\$ (790,061.00)	\$ (628,381.00)	\$ (847,614.81)	\$ (1,464,965.27)	\$ (2,045,383.27)

C. Facilities

The Libraries are fortunate that many of the libraries facilities have been upgraded or renovated to meet the needs of today's students. Love Library is now very flexible where changes can be made to add in new types of spaces needed by students as stacks are replaced with public spaces. Renovations in the smaller branch libraries have also improved student spaces. The two larger branches, Engineering and C.Y. Thompson, have completed some upgrades. These two areas, however, need major renovation and funding is not currently available to address all the issues in these two older buildings. In evaluating space, the Libraries face the same challenge as many libraries to try to make facilities as flexible as possible, to respond to the changing nature of student use and technology needs, and changing academic efforts.

D. Re-engineering Workflow and Changing Technologies

As is true for most research libraries, the Libraries continue to review, revamp, and revise workflow in both technical services and public services to maximize the use of appropriate technologies and to meet the changing needs of the students and faculty. Each new technology presents an opportunity to enhance the environment and the challenge is to determine how useful the new tools will prove to be. Incorporating such tools as Facebook, Twitter, and IM into our services and then assessing if these forms of social networking are reaching our audiences is a priority for us. Discovering how blogs, websites, and digital scholarship can best be developed, captured, and preserved is another area of opportunity and challenge. Curation and preservation of research data as well as born digital records and work is an opportunity for the Libraries to expand its role on campus. Finally, determining how to best integrate the Libraries' technologies and interests with the campus efforts in a mixed environment of centralized/decentralized systems and services will occupy our planning discussions this year.

E. Partnerships on Campus

The University of Nebraska-Lincoln environment is one that encourages collaboration and partnerships among units and colleges. The Libraries have well-established partnerships with many of the colleges, particularly in support of digital research and scholarship. For example, when the creative writing faculty became concerned about the deposit of electronic dissertations, after the issue arose at the University of Iowa, the Graduate Dean and the Libraries worked together with the faculty to develop a coherent strategy for addressing their concerns. The Libraries have experimented with providing space for the College of Arts & Sciences Writing Center in the Libraries. While the Center, which was open in the evenings, was popular, the College was unable to continue funding this satellite center. The experiment was a success in that the Libraries built a closer relationship with the Writing Center which continues. The Libraries also provided space for the Health Center to provide first aid for students. This satellite operation also ended when funding was decreased. Enhancing our partnerships with units on campus will be even more crucial as the campus continues to face difficult budget years. Developing a renewed relationship with Information Services and the IT functions concerning campus change will also be important.

The Alumni Association is another key partner for the Libraries. The association has been reorganized and is developing a number of new programs to connect alumni with the university. For example, the Alumni Association is developing a volunteer program for people who want to assist the University. The Libraries are part of the Alumni planning process and will continue to look for opportunities to be involved with this important partner. The Libraries are also partnering with the Alumni Association to provide paid members of the Alumni Association with access to two full text electronic databases, Academic Search for Alumni and Business Source from the Alumni Website (<http://huskeralum.org/onlineservices/index.shtml>).

Nancy Busch, Associate Dean for Administration, is heading the internal evaluation team for the University of Nebraska National Science Foundation (NSF) ADVANCE project, a five-year, \$3.8 million grant to recruit and retain women faculty in the Science, Technology, Engineering, and Mathematics (STEM) fields. The Libraries host the ADVANCE-NE website (<http://advance.unl.edu/>), developed and maintained by Melissa Sinner, Libraries Digital Resources Editor. The Libraries also hosted an Advance Writing Retreat held in August 2009.

Joan Giesecke, Dean of University of Nebraska-Lincoln Libraries, was named interim associate vice chancellor for extended education and outreach (EEO) by Ellen Weissinger, interim senior vice chancellor for academic affairs. The appointment, effective January 8, 2010, gives Dr. Giesecke leadership of all EEO functions until the university conducts a national search and hires a new administrator for the unit.

Dr. Giesecke also served as interim director of the University of Nebraska Press from September 2008 through May 2009. Prem Paul, vice chancellor for research and economic development, noted at the time of this appointment, "I'm delighted that Dr. Giesecke has agreed to serve in this important role. Her experience and energy will help us keep the Press on sound footing while we continue our search for a permanent director."

F. Scholarly Communication and Digital Publishing

As is true for most research libraries, the Libraries is coping with the changing scholarly publishing environment. Mergers of commercial publishers, changes in the University Press world, new business models, and the development of new forms of communication are trends we must all address. The move from a print based collection to an e-based collection is occurring at a faster and faster rate with most journals now only available in electronic form. Moving to a more patron driven selection system will change how libraries view their role in collection development.

Helping faculty understand the changing dynamics of scholarly communication remains an opportunity and a challenge. Creating an outlet for digital publications, beyond the traditional role of the University Press, and in partnership with the Press, is one of our priorities as we create and promote new forms of digital scholarship. The Libraries will continue to present forums and seminars for the campus on scholarly communication issues and will continue to look at our role as publisher as well as a collector and preserver of information.

Office of Institutional Research and Planning Data Set

- Table 1.** Number of faculty and average salary by rank for the University Libraries and UNL for the years 2004-2005 and 2008-2009.
- Table 2.** Comparison of average faculty salaries by rank with ten comparator institutions for the academic year 2008-2009.
- Table 3.** Majors by full and part time, gender, and age. *This is not available as there are no majors.*
- Table 4.** Number of class registrations, student credit hours, and student contact hours by level for fall 2005 through fall 2009.
- Table 5.** Number of course sections, registrations, average class size, and student credit hours for fall semesters 2005 and 2009.
- Table 6.** Student credit hours by course level and department of the instructional staff teaching courses in fall semesters 2005 through 2009.
- Table 7.** Number of degrees awarded by level, 2004-2005 through 2008-2009. *This is not available as there are no majors.*
- Table 8.** Student registrations in the subject area of Library by college for fall semesters 2005 through 2009.
- Table 9.** Number of majors by gender and ethnicity for fall semesters 2004-2005 and 2007-2008. *This is not available as there are no majors.*
- Table 10.** Listing of Faculty for October 2009.

Table 1
UNL University Libraries
Average Faculty Salaries By Rank
2004-2005 and 2008-2009

2004-2005												
Rank	Library				Overall UNL - Includes Library				Overall UNL - Excludes Library			
	9 Month		12 Month		9 Month		12 Month		9 Month		12 Month	
		Avg.		Avg.		Avg.		Avg.		Avg.		Avg.
	No.	Salary	No.	Salary	No.	Salary	No.	Salary	No.	Salary	No.	Salary
Prof.	--	--	10	\$69,756	--	--	192	\$107,778	--	--	182	\$109,868
Assoc.	1	37,187	14	52,025	253	68,984	71	72,814	252	69,110	57	77,919
Assist.	--	--	11	41,670	--	--	55	61,616	--	--	44	66,602

2008-2009												
Rank	Library				Overall UNL - Includes Library				Overall UNL - Excludes Library			
	9 Month		12 Month		9 Month		12 Month		9 Month		12 Month	
		Avg.		Avg.		Avg.		Avg.		Avg.		Avg.
	No.	Salary	No.	Salary	No.	Salary	No.	Salary	No.	Salary	No.	Salary
Prof.	--	--	14	\$79,537	--	--	178	\$123,629	--	--	164	\$127,392
Assoc.	1	41,212	14	58,320	238	77,588	75	83,116	237	77,742	61	88,806
Assist.	--	--	8	51,543	--	--	52	73,194	--	--	44	77,131

The SAP HR files exclude Deans and other administrative salaries and include chairpersons.

Faculty with 1.00 or greater FTE who are active on October 1 are included.

Named Professorship stipends are included.

Table 2
UNL University Libraries
Faculty Salaries Compared to Average of Peer Group
Academic Year 2008-2009

UNL Department or Peer Group	Professor		Associate		Assistant	
	Total Number	Average Salary	Total Number	Average Salary	Total Number	Average Salary
Peer Average		\$65,131		\$52,140		\$43,322
UNL's Libraries Faculty	15	\$64,152	15	\$47,282	8	\$42,172
Percentage Difference (total capital outlay)		-1.5		-10.3		-2.7

The Faculty Salary Study file includes those having a 1.00 FTE, ranked as assistant professor and above. Deans and other academic administrative salaries are excluded, departmental chairpersons are included. Regents Professorship stipends are included. All personnel and salaries are based on a October 1 personnel extract. Twelve-month salaries are converted to nine-month salaries by using a factor of 9/11. The salaries were derived using a faculty salary comparison model that conforms with Central Administration computation requirements. These requirements include using a 9/11th's factor to convert 12-month salaries to their 9-month equivalents.

Note: The ten comparator institutions are: University of Minnesota, Purdue University, University of Missouri, Ohio State University, University of Illinois, Iowa State University, University of Iowa, Colorado State University, University of Colorado, and University of Kansas.

This factor was used for both the Regents Peer Group and UNL.

Source: AAU Data Exchange, 2008-2009, and UNL October, 2008 Personnel Data.

Table 4
UNL University Libraries
Number of Class Registrations, Student Credit Hours,
and Student Contact Hours By Level
Fall Semesters 2005 to 2009

Semester	Total			Lower Level			Upper Level			Graduate & Professional		
	No. of Regis.	Credit Hours	Contact Hours	No. of Regis.	Credit Hours	Contact Hours	No. of Regis.	Credit Hours	Contact Hours	No. of Regis.	Credit Hours	Contact Hours
Fall 2005	1,273	1,273	556	1,273	1,273	556	--	--	--	--	--	--
Fall 2006	1,285	1,285	512	1,285	1,285	512	--	--	--	--	--	--
Fall 2007	1,656	1,656	654	1,656	1,656	654	--	--	--	--	--	--
Fall 2008	1,597	1,597	639	1,597	1,597	639	--	--	--	--	--	--
Fall 2009	917	917	351	917	917	351	--	--	--	--	--	--
% Change from 2005 to 2009	(28.0)	(28.0)	(36.8)	(28.0)	(28.0)	(36.8)	--	--	--	--	--	--
% Change from 2005 to 2009	(42.6)	(42.6)	(45.1)	(42.6)	(42.6)	(45.1)	--	--	--	--	--	--

Source: Office of Institutional Research and Planning.
 IRP, 12/11/2009

Table 5
UNL University Libraries
Number of Course Sections, Registrations,
Average Class Size, and Student Credit Hours
Fall Semester 2005-06 and Fall Semester 2009-10

Course Number	Fall 2005-06				Fall 2009-10			
	No. of Sections	Registrations	Avg. Class Size	Student Credit Hrs.	No. of Sections	Registrations	Avg. Class Size	Student Credit Hrs.
110	41	1,273	31	1,273	32	917	29	917
Subtotal	41	1,273	31	1,273	32	917	29	917
Total	41	1,273	31	1,273	32	917	29	917

IRP, 12/10/2009

Table 6
UNL University Libraries
Student Credit Hours by Course Level
and Department of the Instructional Staff Teaching the Courses
Fall Semesters 2005 through 2009

Fall Semester	Course Level									
	100	200	300	400	500	600	700	800	900	Total
2005-2006	1,273									1,273
2006-2007	1,285									1,285
2007-2008	1,725		93	21				48		1,887
2008-2009	1,597			3				24		1,624
2009-2010	917									917
Percent Change from 2005 to 2009	(27.97)									(27.97)
Percent Change from 2008 to 2009	(42.58)			(100.00)				(100.00)		(43.53)

Note: Credit is assigned according to the home department of the instructional staff who teach the courses.

Source: Printouts, "Student Credit Hours by Faculty Teaching the Course"

IRP, 12/11/2009

Table 8
UNL University Libraries
Student Registrations in the Department by College
Fall Semesters 2005 to 2009

College	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Agricultural Sciences & Nat. Resources	2	3	11	9	12
Architecture	120	88	132	111	86
Arts & Sciences	692	678	832	758	243
Business Administration	11	14	25	26	20
Education and Human Sciences	186	225	258	266	153
Engineering	8	5	13	13	8
Fine & Performing Arts	107	93	140	133	137
Graduate	1	--	1	1	--
Journalism & Mass Communications	11	6	17	58	186
Law	--	--	--	--	--
General Studies	127	162	216	202	67
Criminal Justice	7	7	7	5	1
Dental Graduates	--	--	--	--	--
Other & Undeclared	--	1	--	--	--
Visiting	1	3	4	15	4
TOTAL	1,273	1,285	1,656	1,597	917

Source: Registration extract as of the sixth day of enrollment for above years.

IRP, 12/11/2009

Table 10
UNL University Libraries
Faculty Roster
October 2009

Name	Title	Tenure	Ethnicity	Sex	Highest Degree	Admin Title	Salary	FTE	Contract
Adams, Kate E	Professor	T 1986	White Non Hispanic	Female	07 Master	Coordinator	78,422	1	12/12 months
Allison, Deeann K	Professor	T 1987	White Non Hispanic	Female	07 Master	Director	95,580	1	12/12 months
Anaya, Toni	Asst Professor	E	Hispanic	Female	07 Master		50,500	1	12/12 months
Baldwin, Virginia A	Professor	T 2004	White Non Hispanic	Female	07 Master		69,600	1	12/12 months
Barnes, Joan M	Assistant Professor of Practice	NT	White Non Hispanic	Female	07 Master		51,520	1	12/12 months
Bernholz, Charles D	Professor	T 2006	White Non Hispanic	Male	07 Master		63,656	1	12/12 months
Bernthal, Rebecca A	Assoc Professor	T 1995	White Non Hispanic	Female	07 Master		67,592	1	12/12 months
Bicknell-Holmes, Tracy	Chairperson	T 1994	White Non Hispanic	Female	07 Master	Chairperson	85,700	1	12/12 months
Boden, Dana W	Assoc Professor	T 1995	White Non Hispanic	Female	10 Doctorate		58,081	1	12/12 months
Bolin, Mary K	Chairperson	T 2004	White Non Hispanic	Female	07 Master	Chairperson	85,919	1	12/12 months
Bolin, Robert L	Assoc Professor	T 2004	White Non Hispanic	Male	07 Master		50,574	1	12/12 months
Boudreau, Signe O	Assoc Professor	T 2003	White Non Hispanic	Female	07 Master		56,044	1	12/12 months
Breckbill, Anita S	Professor	T 1995	White Non Hispanic	Female	10 Doctorate		71,257	1	12/12 months
Busch, Nancy J	Associate Dean	T 2003	White Non Hispanic	Female	10 Doctorate		111,000	1	12/12 months
Cassner, Mary E	Assoc Professor	T 2001	White Non Hispanic	Female	07 Master		54,817	1	12/12 months
Childers, Scott M	Assoc Professor	T 2006	White Non Hispanic	Male	07 Master		55,145	1	12/12 months
Drueke, Mary Jeanetta	Professor	T 1994	White Non Hispanic	Female	07 Master		76,139	1	12/12 months
Ducey, Mary Ellen	Assoc Professor	T 2005	White Non Hispanic	Female	07 Master		57,453	1	12/12 months
Fleming, Donna C	Assoc Professor	T 2009	White Non Hispanic	Female	07 Master		57,151	1	12/12 months
Gardner, Sue Ann	Assoc Professor	T 2002	White Non Hispanic	Female	07 Master		28,745	0.5	12/12 months
Giesecke, Joan Ruth	Dean	T 1993	White Non Hispanic	Female	10 Doctorate		174,632	1	12/12 months
Goesbe, Carole A	Assoc Professor	T 1993	White Non Hispanic	Female	07 Master		41,212	1	AY pd 9/12 months
Graham, Richard L	Asst Professor	E	White Non Hispanic	Male	07 Master		51,408	1	12/12 months
Graybill, Jolie O	Asst Professor	E	American Indian/Alas	Female	07 Master		53,424	1	12/12 months
Jewell, Andrew W	Asst Professor	E	White Non Hispanic	Male	10 Doctorate		51,350	1	12/12 months
Johnson, Kathleen A	Professor	T 1980	White Non Hispanic	Female	07 Master		87,122	1	12/12 months
Konecky, Joan Latta	Assoc Professor	T 1996	White Non Hispanic	Female	07 Master		59,645	1	12/12 months
LaCombe, Kent E	Lecturer	NT	White Non Hispanic	Male	07 Master		25,000	0.5	12/12 months
Logan-Peters, Kay	Chairperson	T 1989	White Non Hispanic	Female	07 Master	Chairperson	85,735	1	12/12 months
Lu, Suping	Professor	T 2000	Asian/Pacific Islander	Male	07 Master		65,560	1	12/12 months
Martin, Charity K	Assoc Professor	T 2003	White Non Hispanic	Female	07 Master		54,812	1	12/12 months
Maxey-Harris, Charlene	Asst Professor	E	Black Non Hispanic	Female	07 Master		53,444	1	12/12 months
Mering, Margaret V	Professor	T 1997	White Non Hispanic	Female	07 Master		71,270	1	12/12 months
Naylor, Ted E	Assistant Professor of Practice	NT	White Non Hispanic	Male	07 Master		50,000	1	12/12 months
Nowick, Elaine A	Professor	T 2001	White Non Hispanic	Female	10 Doctorate		51,626	1	AY pd 9/12 months

Name	Title	Tenure	Ethnicity	Sex	Highest Degree	Admin Title	Salary	FTE	Contract
Panigabutra-Roberts, Joy	Asst Professor	E	Asian/Pacific Islander	Female	07 Master		50,500	1	12/12 months
Pearson, Debra Jean	Assoc Professor	T 1993	White Non Hispanic	Female	07 Master		70,500	1	12/12 months
Petzold, Jacquelyn M	Asst Professor	E	White Non Hispanic	Female	07 Master		50,500	1	12/12 months
Pytlik Zillig, Brian L	Assoc Professor	T 2007	White Non Hispanic	Male	07 Master		56,992	1	12/12 months
Royster, Paul B	Coordinator	NT	White Non Hispanic	Male	10 Doctorate		86,900	1	12/12 months
Thornton-Jaringe, Judith	Asst Professor	T 1986	White Non Hispanic	Female	07 Master		57,122	1	12/12 months
Tyler, David C	Assoc Professor	T 2005	White Non Hispanic	Male	07 Master		55,359	1	12/12 months
Voeltz, Richard E	Assoc Professor	T 1974	White Non Hispanic	Male	07 Master		68,135	1	12/12 months
Walter, Katherine L	Chairperson	T 1987	White Non Hispanic	Female	07 Master	Chairperson	96,000	1	12/12 months
Westbrooks, Elaine L	Associate Dean	T 2008	Black Non Hispanic	Female	07 Master		96,000	1	12/12 months
Wolfe, Judith A	Asst Professor	E	White Non Hispanic	Female	07 Master		50,596	1	12/12 months

Website: (<http://www.unl.edu/libr/about/strategicdir.shtml>)

**University of Nebraska Libraries Strategic Planning
2009-2010
Vision Statement**

The UNL Libraries faculty and staff play an active role in facilitating the connection between students/faculty/users and the scholarly record. UNL Libraries provides services and tools to enable discovery of information. The Libraries are engaged with their users in creating a community that values active learning and research processes. Further, the Libraries are stewards of scholarly content and create, organize, and publish scholarly work of the University.

Library Goals with Metrics and Benchmarks

Priority 1. Continue to seek more stable funding sources for the UNL Libraries.

***Description of and rationale for this priority. Relate to the University's Core Values as appropriate:**

The goal is to have the funding to enhance collections and services. The Libraries still need a stable funding source to offset the seven to ten percent increase in serial prices that we experience each year. The Libraries eliminated over 20% of the current serials collection for 2009, cutting core titles. Continued erosion of the funding for the Libraries will impact the Libraries ability to provide needed resources to researchers and students.

***Budget requested or reallocated for this priority in AY2008-2009: (P-Permanent, T-Temporary)**

Existing Unit Funds (State-aided)

Faculty	\$4,025,306 (P)
Staff	\$4,133,537 (P)
Operating	\$4,745,016 (P)

New Funding Needed

\$ 313,204 (P)

***Budget comments:**

Note: This priority addresses the Libraries budget as a whole.

New Funding detail: \$ 8,000 per year in additional F&A funds to cover a 4.5% annual increase in Web of Science over the next 3 years; \$ 305,204 to restore FY09/10 cuts in library materials budget. Restored funds will increase ability of faculty and students to obtain scholarly materials needed for their research and learning.

***List and describe your timeline for completion of the priority. Include benchmark dates for completion. What metrics will be used to evaluate success?**

- A. Seek F&A funds and continue to explore opportunities to implement financial consultant's reports

Metrics: Seek more opportunities for revenue.

Benchmark: Receive additional F & A funds to cover the 4.5% inflation rate for Web of Science for the next three years.

- B. Explore options for revenue through N store selling library themed products. Metrics: Develop a business plan.

Benchmark: Develop a pilot product based on the business plan.

- C. Seek additional foundation funds

Metrics: Seek higher funding amounts.

Benchmark: Add one new member to the Dean's Club.

- D. Review bond debt options.

Metrics: Raise the possibility of the University paying off the LDRF 20 year bond debt early.

- E. Analyze library hours for potential cost savings. Metrics: Complete the analysis.
Benchmark: Building hours equal to midpoint of peer group.

<p>Priority 2. Develop services and technologies that will improve engagement with our Libraries' users.</p>

***Description of and rationale for this priority. Relate to the University's Core Values as appropriate:**

The Libraries continues to enhance our services to meet the needs of a digital generation. The Libraries provides user-centered support for the research and creative activities of our students and faculty. A user-centered focus to our services supports recruitment and retention of students and recruitment of faculty as the Libraries serve as a partner in the research and instructional activities of the university community.

***Budget requested or reallocated for this priority in AY2008-2009: (P-Permanent, T-Temporary)**

Existing Unit Funds

Faculty	\$ 43,939 (P)
Staff	\$ 550,928 (P)
Operating	\$ 110,586 (P)

***Budget comments:**

N/A

***List and describe your timeline for completion of the priority. Include benchmark dates for completion. What metrics will be used to evaluate success?**

A. Engage users in indentifying services and technologies they need to be successful

Metrics: Track computer use, seek user input, and identify what services users want and need.

Benchmark: Use of the Libraries should increase or decrease at the same rate that University enrollment changes.

B. Redesign liaison program to meet changing needs of the faculty and students.

Metrics: Redesigned liaison program ready for implementation in fall 2009.

Benchmark: Compare Libraries statistics on services with peer institutions via the ARL Statistics. Increase library instruction sessions per student in step with two peers, Colorado and Iowa State.

C. Revise Libraries web pages based on new templates and user needs.

Metrics: Top pages will be revised based on the new University template model.

Benchmark: Timeline will depend on when new templates are available.

Priority 3. Enhance the Libraries' role as a content provider.

***Description of and rationale for this priority. Relate to the University's Core Values as appropriate:**

The Libraries provide tools, expertise, and training for creating and organizing digital content to support research and instruction. This priority includes the wide range of activities in the Libraries that support digital scholarship. Through this priority, the Libraries are expanding

Appendix 2.

collections and services to address cutting edge research and provision of a 24/7 environment to support student learning. The Libraries will continue to balance access to resources with ownership of resources to provide the best mix of research materials available for our faculty and students. The Libraries new search interface, Encore, provides a Web 2.0 application for the campus for searching multiple campus owned and produced scholarly resources including purchased materials, image databases, the NET Video Archive, Digital Commons, Special Collections materials, and scholarly works from the Center for Digital Research and Humanities.

***Budget requested or reallocated for this priority in AY2008-2009: (P-Permanent, T-Temporary)**

Existing Unit Funds

Faculty	\$ 206,026 (P)
Staff	\$ 70,906 (P)
Operating	\$ 73,205 (P)

PoE

\$ 408,865 (T)

***Budget comments:**

N/A

***List and describe your timeline for completion of the priority. Include benchmark dates for completion. What metrics will be used to evaluate success?**

A. Continue expansion of the CDRH programs.

Metrics: The Center continues to obtain funding from diverse sources and provides support for faculty research teams developing digital humanities projects.

Benchmark: Increased grant support and increased private support reflective of changes in federal programs and economic conditions.

B. Continue building Digital Commons and enhancing options for publication with the University Press.

Metrics: Increase downloads, increase content, and increase the number of contributing participants. Become the electronic archives for University Press out-of-print titles.

Benchmark: Use will reflect at least a 20% increase over 2008-09 use. Additional, faculty written, print-on-demand titles will be added. Agreements with the Press are developed.

- C. Review content organization practices to improve the user's experience with our information discovery tools: Encore tools.

Metrics: Encore harvesting results will be examined and analyzed.

Benchmark: Access problems that are due to metadata structure and content will be reduced by 25%.

Metrics: Order record norms will be created and implemented in 50% of records.

Benchmark: Licenses will be completed for 50% of resources that lack them.

Metrics: Reduction of cataloging backlog by 20%.

Benchmark: In addition, there will be 20% increase in overall cataloging output, including collaboration with Special Collections and Archives on digital projects.

- D. Seek funding to catalog special collections.

Metrics: Submit grants for funding Special Collections cataloging as programs become available. Work with University Press on possible joint grant programs.

Benchmark: Grants submitted if programs become available.

Progress: Have moved some microform collections to LDRF. Are working on moving materials from the Geology Library.

Priority 4. Continue to assess and improve internal organizational environment

***Description of and rationale for this priority. Relate to the University's Core Values as appropriate:**

The Libraries continue to work to create a positive work environment that maximizes use of people's strengths and promotes ongoing learning, resulting in continued improvement in Libraries services.

***Budget requested or reallocated for this priority in AY2008-2009: (P-Permanent, T-Temporary)**

Existing Unit Funds

Faculty \$ 29,901 (P)

Staff \$ 58,542 (P)

Operating \$ 11,000 (P)

***Budget comments:**

N/A

List and describe your timeline for completion of the priority. Include benchmark dates for completion. What metrics will be used to evaluate success?

A. Implement a more robust assessment program.

Metrics: Assess faculty and student perception of Libraries' programs. Assess programs in regard to usefulness to users.

Benchmark: Implement at least one new major assessment program in 2009-10.

B. Continue to build on learning organization values.

Metrics: Emphasize faculty and staff skill building.

Benchmark: Implement recommendations from the Libraries climate survey, ClimateQual, administered in spring 2009.

C. Expand staff development opportunities.

Metrics: Expand targeted staff development opportunities for managerial professional and office service staff.

Benchmark: Bring in one additional program in 2009-10.

Priority 5. Analyze libraries physical spaces to plan for future users and collection needs.

***Description of and rationale for this priority. Relate to the University's Core Values as appropriate:**

As space in the Libraries for services and collections becomes limited, the Libraries need to reassess how space is used to ensure spaces that meet the changing needs of today's students are created while still providing space to preserve and provide access to the significant scholarly collections of the Libraries.

***Budget requested or reallocated for this priority in AY2008-2009: (P-Permanent, T-Temporary)**

Existing Unit Funds

Faculty	\$ 43,939 (P)
Staff	\$ 23,314 (P)

New Funding Needed

\$ 20,000 (P)

***Budget comments:**

N/A

***List and describe your timeline for completion of the priority. Include benchmark dates for completion. What metrics will be used to evaluate success?**

A. Redesign spaces as available to meet student needs for group study space

Metric: Spaces reflect the needs of students for more technology and group work.

Benchmark: Redesign the Love Library Periodicals Room to add in group study space and access to appropriate instructional technology.

B. Implement, when funding is available, flexible technology rich spaces for student use.

Benchmark: Seek funding to add Smart Tech to at least one study room.

Plan for collection space needs in light of the need for additional storage options

Metric: Appropriate environmentally sound spaces are identified for Libraries collections.

Benchmark: Collection space plans are developed.

Website: (http://irp.unl.edu/dmdocuments/fb09_10.pdf)

University of Nebraska-Lincoln Core Values:

- **L**earning that prepares students for lifetime success and leadership;
- **E**xcellence pursued without compromise;
- **A**chievement supported by a climate that celebrates each person's success;
- **D**iversity of ideas and people;
- **E**ngagement with academic, business, and civic communities throughout Nebraska and the world;
- **R**esearch and creative activity that inform teaching, foster discovery, and contribute to economic prosperity and our quality of life;
- **S**tewardship of the human, financial, and physical resources committed to our care.

Role and Mission Statement

The Role of the University of Nebraska-Lincoln

The University of Nebraska-Lincoln, chartered by the Legislature in 1869, is that part of the University of Nebraska system which serves as both the land-grant and the comprehensive public University for the State of Nebraska. Those responsible for its origins recognized the value of combining the breadth of a comprehensive University with the professional and outreach orientation of the land grant University, thus establishing a campus which has evolved to become the flagship campus of the University of Nebraska. UNL works cooperatively with the other three campuses and Central Administration to provide for its student body and all Nebraskans the widest array of disciplines, areas of expertise, and specialized facilities of any institution within the state.

Through its three primary missions of teaching, research, and service, UNL is the state's primary intellectual center providing leadership throughout the state through quality education and the generation of new knowledge. UNL's graduates and its faculty and staff are major contributors to the economic and cultural development of the state. UNL attracts a high percentage of the most academically talented Nebraskans, and the graduates of the University form a significant portion of the business, cultural, and professional resources of the State. The quality of primary, secondary, and other post-secondary educational programs in the state depends in part on the resources of UNL for curricular development, teacher training, professional advancement, and enrichment activities involving the University's faculty, museums, galleries, libraries, and other facilities. UNL provides for the people of the state unique opportunities to fulfill their highest ambitions and aspirations, thereby helping the state retain its most talented youth, attract talented young people from elsewhere, and address the educational needs of the nontraditional learner.

The University of Nebraska-Lincoln has been recognized by the Legislature as the primary research and doctoral degree granting institution in the state for fields outside the health professions. UNL is one of a select group of research universities which hold membership in the American Association of Universities (AAU). Through its service and outreach efforts the University extends its educational responsibilities directly to the people of Nebraska on a state-wide basis. Many of UNL's teaching, research and service activities have an international dimension in order to provide its students and the state a significant global perspective.

The Missions of the University of Nebraska-Lincoln

The role of the University of Nebraska-Lincoln as the primary intellectual and cultural resource for the State is fulfilled through the three missions of the University: teaching, research, and service. UNL pursues its missions through the Colleges of Architecture, Arts and Sciences, Business Administration, Engineering, Hixson-Lied College of Fine and Performing Arts, Education and Human Sciences, Journalism and Mass Communications, Law, the university-wide Graduate Studies, and the Institute of Agriculture and Natural Resources which includes the College of Agricultural Sciences and Natural Resources, the Agricultural Research Division, the Cooperative Extension Division, and the Conservation and Survey Division. Special units with distinct missions include the University Libraries, Extended Education and Outreach, International Affairs, the Lied Center for Performing Arts, the Bureau of Business Research, the Nebraska Educational Television System, the Sheldon Memorial Art Gallery, the University of Nebraska State Museum, the University Press, the Water Center, the Nebraska Forest Service, the Nebraska Statewide Arboretum, and Intercollegiate Athletics.

To capitalize on the breadth of programs and the multidisciplinary resources available at UNL, a number of Centers exist to marshal faculty from a variety of disciplines to focus teaching and research on specific societal issues and to provide technical assistance for business and industry in order to enhance their ability to compete in world markets. Additionally, interdisciplinary programs promote integration of new perspectives and insights into the instructional research and service activities. The University of Nebraska-Lincoln promotes respect for and understanding of cultural diversity in all aspects of society. It strives for a culturally diverse student body, faculty, and staff reflecting the multicultural nature of Nebraska and the nation. UNL brings international and multicultural dimensions to its programs through the involvement of its faculty in international activities, a student body that includes students from throughout the world, exchange agreements with other universities abroad involving both students and faculty, and the incorporation of international components in a variety of courses and curricula.

Teaching, research, and service take on a distinctive character at the University of Nebraska-Lincoln because of its status as a comprehensive land-grant university. These traits provide opportunities for the integration of multiple disciplines permitting students more complete and sophisticated programs of study. Its land-grant tradition ensures a commitment to the special character of the State and its people.

The faculty is responsible for the curricular content of the various programs, and pursues new knowledge and truths within a structure that assures academic freedom in its intellectual endeavors. The curricula are designed to foster critical thinking, the re-examination of accepted truths, a respect for different perspectives including an appreciation of the multiethnic character of the nation, and a curiosity that leads to life-long learning. Additionally, an environment exists whereby students can develop aesthetic values and human relationships including tolerance for differing viewpoints.

Teaching

The people of Nebraska created UNL to provide its citizens with the highest quality of post-secondary education. Therefore, a fundamental mission of the University of Nebraska-Lincoln is teaching. The distinctiveness of the teaching mission at the University of Nebraska-Lincoln lies in its range of undergraduates, the character and quality of the faculty, and the extracurricular environment. The University provides students with a wide choice of courses and career options which often expands the scope of their dreams and ambitions. The size and diversity of the University permits students to mature and to develop their own sense of self-confidence and individual responsibility. The course work is enriched by a faculty that is engaged in active research and creative activity and whose frame of reference is the national and international community of scholars.

Appendix 3.

Having created the first graduate college west of the Mississippi River, the University of Nebraska-Lincoln has historically recognized graduate education to be a central and unique component of its mission. Thus, UNL has primary responsibility in the State for graduate education, especially at the doctoral and professional levels. UNL is unique in possessing the scope of programs necessary for multidisciplinary instruction at the graduate level, a faculty involved in research necessary to support graduate education, and the libraries, laboratories, computer facilities, museums, galleries, and other ancillary resources required for graduate instruction.

Research

Basic and applied research and creative activity represent a major component of UNL's mission, a component that is recognized in Nebraska legislative statutes, and in its status as both a land-grant and an AAU research university. The quest for new knowledge is an essential part of a research university; it helps define and attract the type of faculty necessary to provide a university education; it distinguishes the quality of the undergraduate students' classroom experience; and it is the necessary component of graduate instruction.

As part of its research mission, UNL is dedicated to the pursuit of an active research agenda producing both direct and indirect benefits to the State. The special importance of agriculture, environment, and natural resources is addressed in its research priorities. In addition, UNL conducts a high level of research and creative activities that address in specific ways the issues and problems that confront Nebraska. Through their research and creative activities, faculty at UNL interact with colleagues around the world and are part of the network of knowledge and information that so influences our society. As a consequence, the University serves as the gateway through which Nebraska participates in and shares the gains from technological and cultural developments.

Service

The land-grant tradition creates for the University of Nebraska-Lincoln a special statewide responsibility to serve the needs of Nebraska and its citizens. In addition, many of its service aspects extend to regional, national, and international clientele. Special units such as Extended Education and Outreach, and the Cooperative Extension Division have specific responsibilities to bring the teaching and research resources of the University to a wider clientele. Through Cooperative Extension's partnership with federal, state, and county agencies, UNL has an outreach program in each county in the state. Moreover, all units of the University have a service and outreach mission. To help accomplish this mission, UNL delivers educational services through diverse ways including telecommunications methods and as a participant in the development of regional educational centers especially in those areas where it has statewide responsibilities. The University recognizes its obligation to extend the resources of the University beyond the campus and throughout the State. Serving the needs of Nebraska requires more than responding to the felt needs of the time. UNL must be visionary in its planning and must help the citizens of the state prepare for the future as well as deal with the present.

*Approved by the Board of Regents May 10, 1991
College names modified December 2005*

Website: (<http://www.unl.edu/libr/about/vision.shtml>)

University of Nebraska-Lincoln Libraries Mission Statement

The mission of the University Libraries, as an integral part of the University of Nebraska-Lincoln's diverse academic community, is to provide access to information through the teaching, interpretation, acquisition, organization, and preservation of information resources in all forms, to the UNL community, the state of Nebraska, and beyond.

Our mission is accomplished by fostering a forward-looking environment for the creation, dissemination, and utilization of knowledge, applying the principles of information management.

University of Nebraska-Lincoln Libraries Vision Statement

The UNL Libraries faculty and staff play an active role in facilitating the connection between students/faculty/users and the scholarly record. UNL Libraries provides services and tools to enable discovery of information. The Libraries are engaged with their users in creating a community that values active learning and research processes. Further, the Libraries are stewards of scholarly content and create, organize, and publish scholarly work of the University.

Website: (<http://www.unl.edu/libr/staffdev/core.shtml>)

University of Nebraska-Lincoln Core Competencies

January 1, 2007

- Accountability
- Adaptability
- Communication
- Customer/Quality Focus
- Inclusiveness
- Occupational Knowledge/Technology Orientation
- Team Focus
- Leadership
- Problem Solving/Decision Making*

*Unique to the University Libraries and is not included in the University's list of Core Competencies.

Core Competencies and Key Behaviors

Accountability

Accepts responsibility for own actions and decisions and demonstrates commitment to accomplish work in an ethical, efficient, and cost-effective manner.

Takes responsibility for self-development; actively and continuously learns; efficiently monitors progress on projects.

Adaptability

Adjusts planned work by gathering relevant information and applying critical thinking to address multiple demands and competing priorities in a changing environment.

Adapts readily to changes in policy and procedures; responds well to changes in direction and priorities; leads change; Adjusts to changes in priorities; helps others adapt to change; modifies or changes strategies to ensure the best chance of success.

Communication

Effectively conveys information and expresses thoughts and facts. Demonstrates effective use of listening skills and displays openness to other people's ideas and thoughts.

Presents information or data in a format that is efficient and understandable; writes clearly, logically, and concisely; identifies the critical issues to be communicated in complex situations.

Customer/Quality Focus

Anticipates, monitors, and meets the needs of customers and responds to them in an appropriate manner. Demonstrates a personal commitment to identify customer's apparent and underlying needs and continually seeks to provide the highest quality service and product to all customers.

Responds appropriately and in a timely manner to customers' requests; builds and maintains a positive rapport with customers; takes reasonable risks in satisfying user needs; anticipates user needs and expectations across functions; Ensures user needs are consistently satisfied with the highest standards of quality.

Inclusiveness

Interacts appropriately with all business and community partners, members of and visitors to the campus community, without regard to individual characteristics. Demonstrates a personal commitment to create a hospitable and welcoming environment. Fosters respect for all individuals and points of view.

Treats all customers and coworkers with respect; shows sensitivity; displays inclusive behavior; uses empathy; integrates new library staff members into the organization; encourages and utilizes different viewpoints; foster an environment based on fairness and respect.

Occupational Knowledge/Technology Orientation

Demonstrates the appropriate level of proficiency in the principles and practices of one's field or profession. Demonstrates a commitment to continuous improvement, to include understanding and application of technology (hardware, software, equipment, and processes).

Demonstrate mastery of job skills and necessary applications; displays willingness to take on more challenging work; willingly shares new technology with others; stays informed on new practices, trends, developments, and standards in the field.

Team Focus

Works cooperatively and effectively with others to achieve common goals. Participates in building group identity characterized by pride, trust, and commitment.

Commits to meeting team objectives; participates in group discussions; gives and accepts feedback openly and constructively; supports group decisions and outcomes through actions and communication; looks for areas of common agreement; effectively negotiates and compromises.

Leadership

Communicates the University's vision in ways that gain the support of others. Mentors, motivates, and guides others toward goals.

Takes, supports, and encourages reasonable risks; views failures and mistakes as learning opportunities; envisions future trends; takes ownership in decision making and problem solving; coaches, inspires, and empowers people to achieve strategic objectives.

Problem Solving/Decision Making

Recognizes patterns, draws logical conclusions, and makes recommendations for action. Uses a well-ordered approach to solving problems and sound judgment in making decisions despite obstacles or resistance.

Gathers, utilizes, and interprets relevant information when making decisions; considers the risk, benefit, and impact of decisions; balances reasonable risks against potential gain in making decisions and proposals.

UNL Organizational Chart, Love Library Organizational Charts

Table 1 UNL Organizational Chart

Love Library Organizational Charts

Table 2 Libraries Organizational Chart – Giesecke

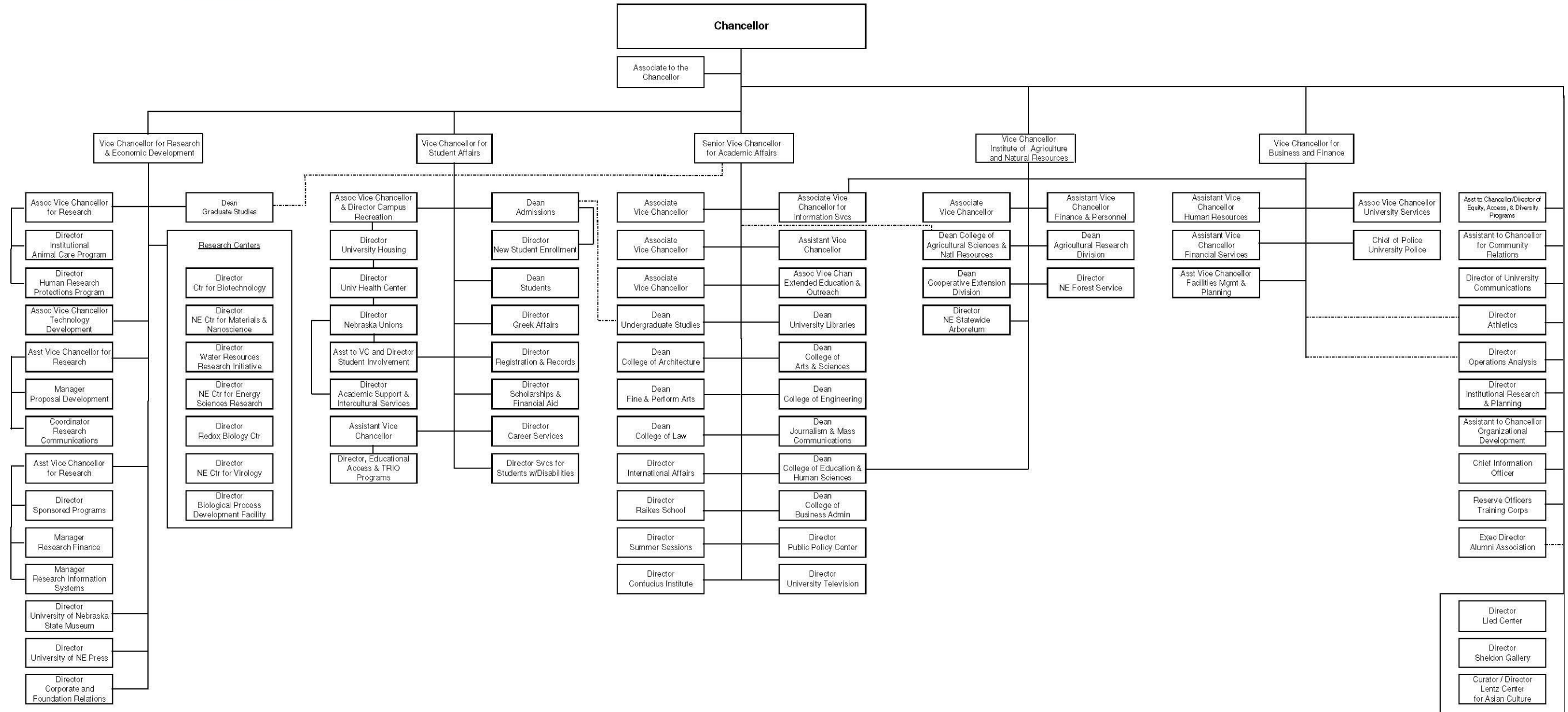
Table 3 Libraries Organizational Chart – Westbrooks/Research & Instructional Services

Table 4 Libraries Organizational Chart – Westbrooks/Technical Services

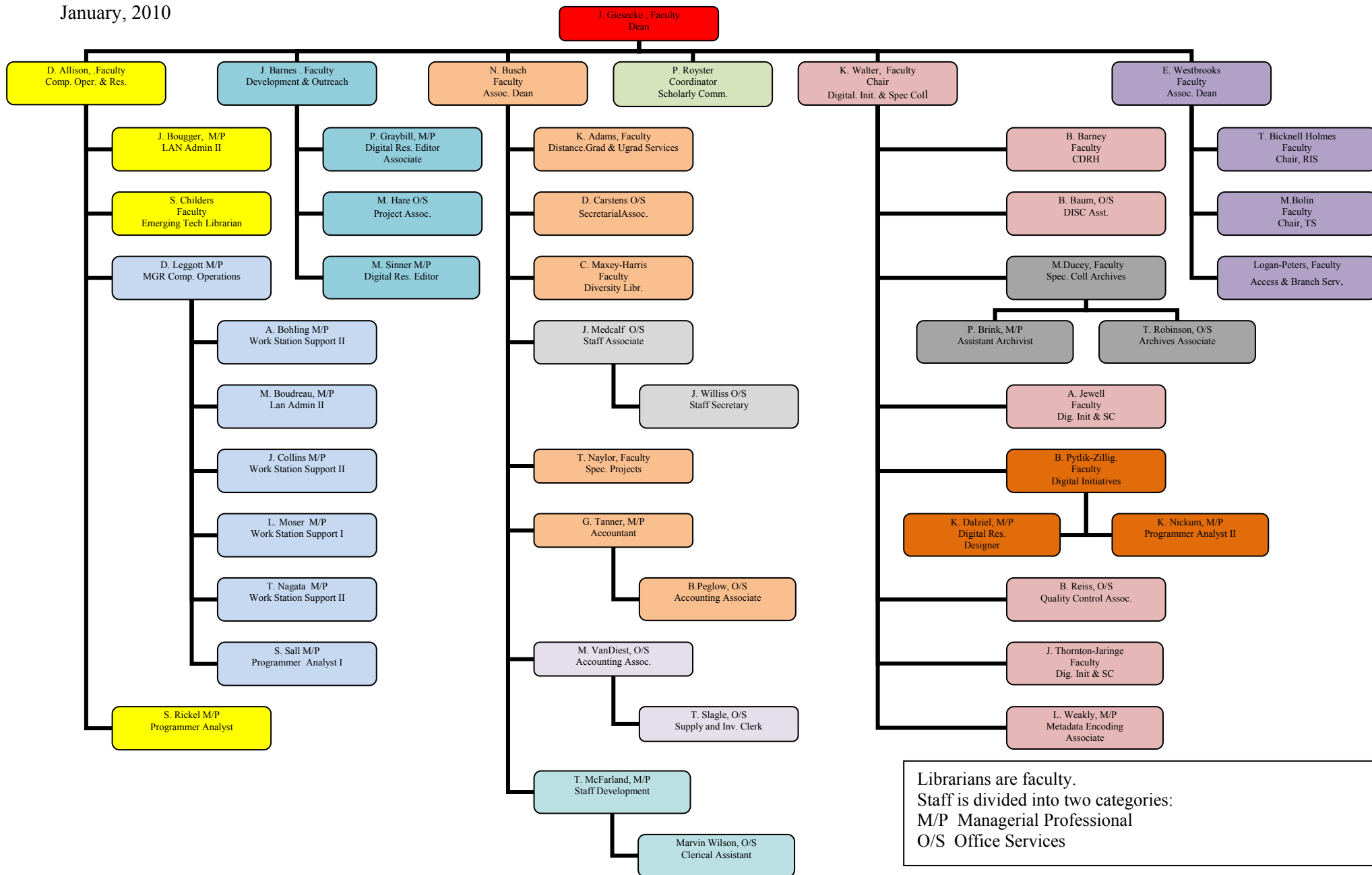
Table 5 Libraries Organizational Chart – Westbrooks/Access & Branch Services



University of Nebraska -Lincoln Administrative
Organization Chart May 2009

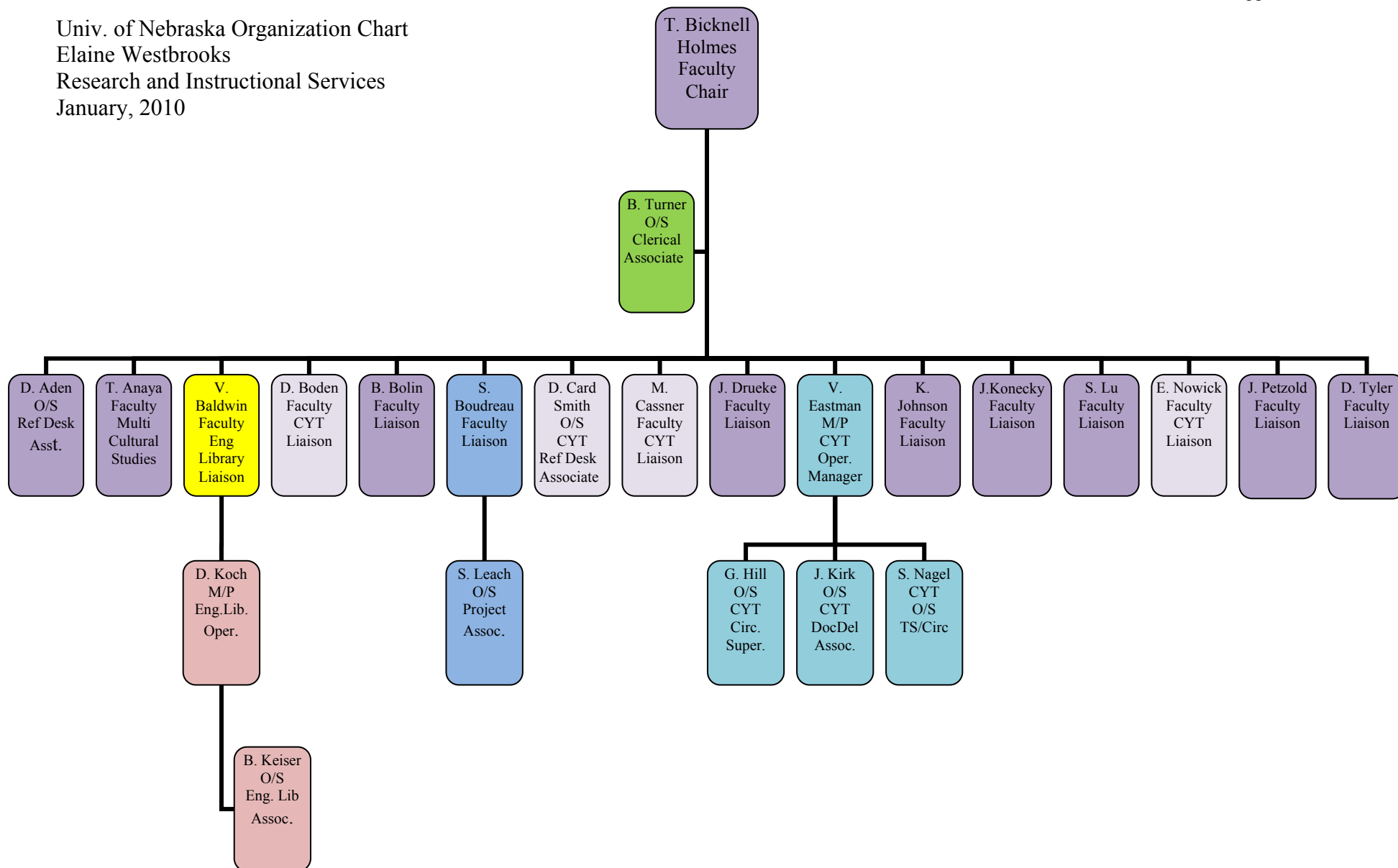


Univ. of Nebraska Libraries Organization Chart
 Joan Giesecke
 January, 2010

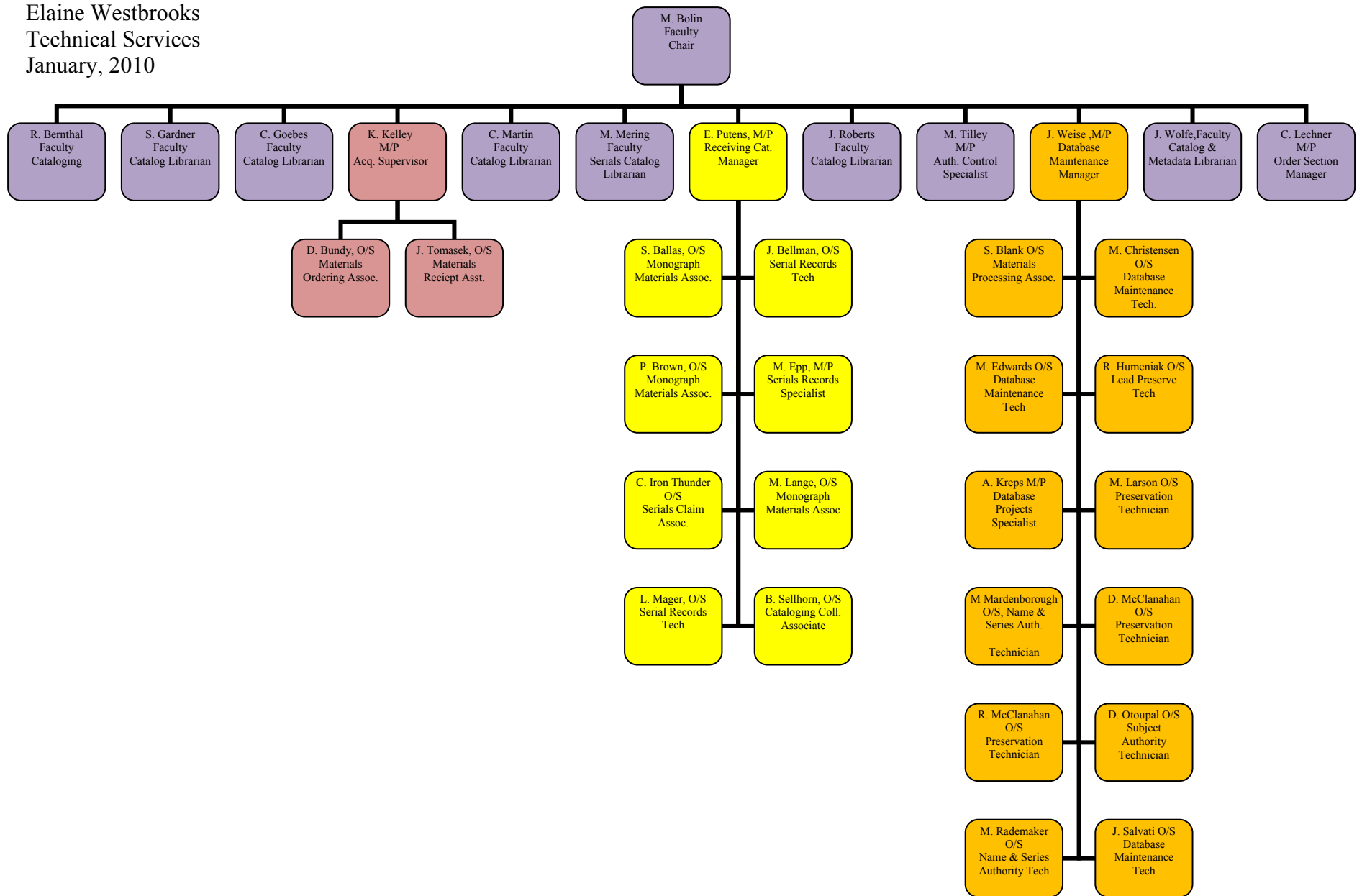


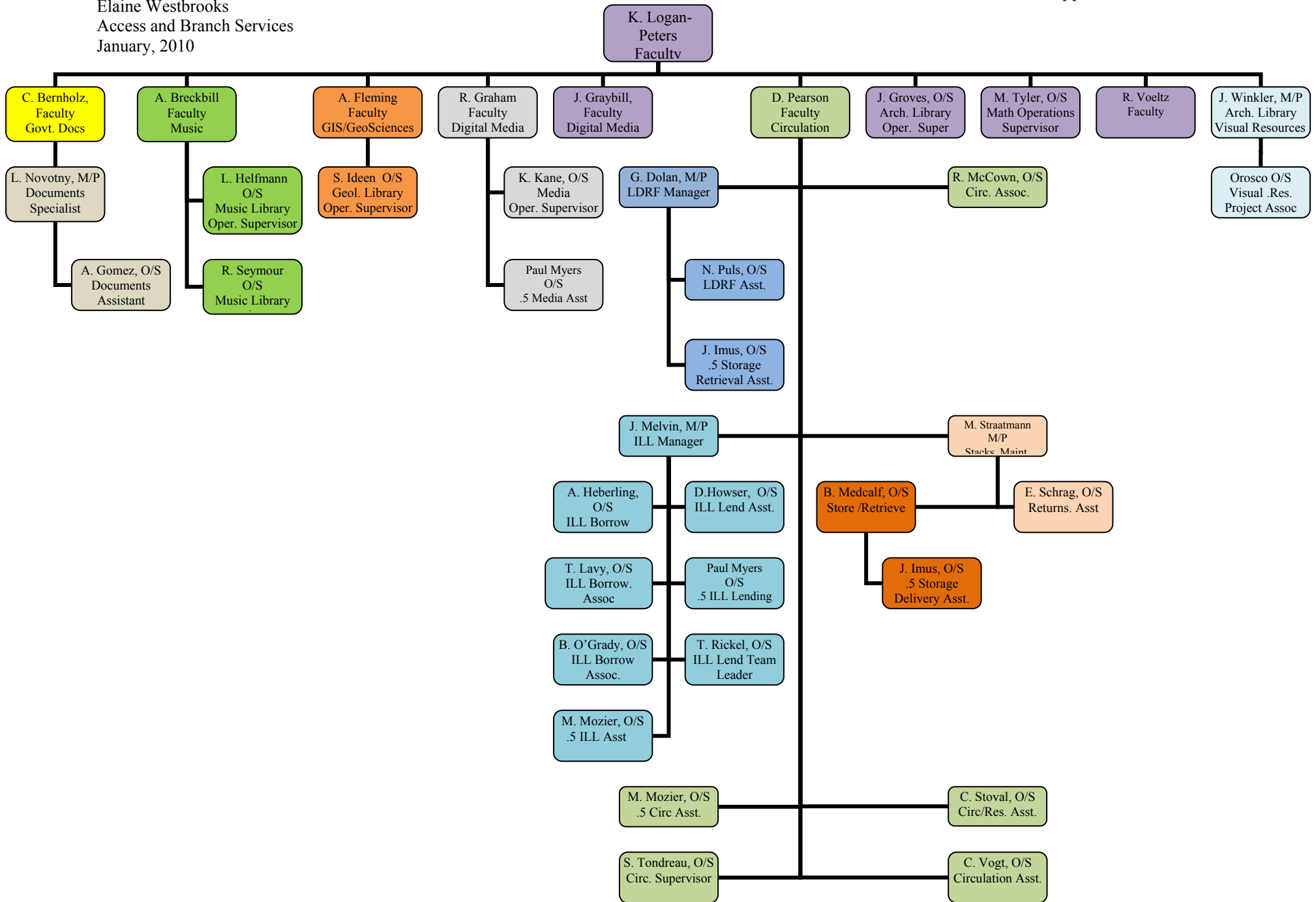
Librarians are faculty.
 Staff is divided into two categories:
 M/P Managerial Professional
 O/S Office Services

Univ. of Nebraska Organization Chart
 Elaine Westbrooks
 Research and Instructional Services
 January, 2010



Univ. of Nebraska Libraries Organization Chart
 Elaine Westbrooks
 Technical Services
 January, 2010





**BYLAWS OF THE FACULTY
OF THE UNIVERSITY LIBRARIES
OF THE
UNIVERSITY OF NEBRASKA-LINCOLN
Revised May 7, 2009**

**ARTICLE I
NAME**

1.1 The name of the organization shall be the Faculty of the University Libraries, hereafter referred to as the Faculty. Individual members of the Faculty hold the rights, privileges and responsibilities detailed in the Bylaws of the Board of Regents of the University of Nebraska and the Bylaws of the University of Nebraska-Lincoln.

**ARTICLE II
OBJECTIVES AND STRUCTURE**

2.1 Within the limits established by the Bylaws of the Board of Regents of the University of Nebraska and the Bylaws of the University of Nebraska-Lincoln, the immediate government of the University Libraries shall be by its own faculty. The Faculty:

2.1.1 Shall provide library service at the University of Nebraska-Lincoln and encourage the professional and scholarly development of its members;

2.1.2 Shall provide a forum for the open discussion by all members of the Faculty, each of whom may participate freely without regard to academic rank. The forum provided by the Faculty shall be conducted in accordance with the principles stated in the section 4.1, Academic Responsibility, of the Bylaws of the Board of Regents of the University of Nebraska (current through January 23, 2009);

2.1.3 May address itself to the administration of the University Libraries; and as appropriate to the faculty of the University and the administration of the University of Nebraska-Lincoln, and to other officials or organizations within or outside the University of Nebraska-Lincoln;

2.1.4 Shall stand in an advisory relationship to the Dean of Libraries and the administration of the Libraries. The role of the Faculty as a whole and through its committees is to guide, counsel, recommend and to advise the Dean of Libraries on matters of policy and program;

2.1.5 Shall adopt rules and regulations for the conduct of its business and approve or disapprove proposals for changes in the Bylaws of the Faculty of the University Libraries of the University of Nebraska-Lincoln.

2.1.6 Shall establish committees for the conduct of faculty business and assign functions and responsibilities to them;

Appendix 6.

2.1.7 Shall consider other business brought before it by the Dean, Faculty, Administrative or Faculty committees, and other persons at the discretion of the Faculty;

2.1.8 Shall consider other items of interest to the welfare of the Faculty.

ARTICLE III MEMBERSHIP

3.1 The membership of the Faculty shall consist of all persons holding specific term and continuous appointments in the University Libraries.

3.2 All members shall have voting privileges.

ARTICLE IV OFFICERS

4.1 There shall be three officers of the Faculty. These shall be 1) Chair; 2) Vice Chair; and 3) Secretary. Responsibilities of office shall be performed as prescribed by these bylaws. Officers shall serve a term of one year or until successors have been elected, except as otherwise specified in these bylaws.

4.2 A Nominations Committee shall be composed of three members of the library faculty. The Nominations Committee shall be elected to serve a term of one year, and shall be eligible for reelection for one additional consecutive year. The Nominations Committee shall be responsible for compiling a slate of officers, committee members for the standing committees, and committee members for the Nominations Committee, and shall accept all bona fide nominations, including self-nominations. This slate shall be submitted in writing to each member of the Faculty at least two weeks prior to any general or special election. In addition, Nominations Committee shall accept nominations from the floor of a Faculty meeting for purposes of general election. It is the responsibility of a Faculty member not attending this meeting to contact a Nominations Committee member to learn the names of any additional nominees.

4.2.1 Procedures and Services. The Nominations Committee shall provide the Secretary with a written statement of the procedures and services of the committee. Any changes in the procedures and services document must be approved by the Faculty of the University Libraries

4.3 Election of officers shall be conducted by mail ballot following the May meeting, with ballots to be received within five working days. Terms of office shall commence with the announcement of the election results by Nominations Committee. Nominations Committee must announce the results of the election within one week.

4.4 Chair.

4.4.1 Duties. The Chair shall:

4.4.1.1. Preside over meetings of the faculty;

4.4.1.2 Act as Chair of the Liaison Committee;

4.4.1.3 Represent the Faculty at administrative meetings;

4.4.1.4 In consultation with the Liaison Committee, may conduct routine correspondence of a courtesy or informational nature on behalf of the Faculty;

4.4.1.5 Appoint a parliamentarian to advise the Chair on matters of procedure, and call attention to any error in the proceedings that may affect the substantive rights of any member or otherwise do harm;

4.4.1.6 Appoint a temporary secretary or parliamentarian in their absence.

4.4.2 Vacancy. A vacancy before the completion of term shall be filled by the Vice Chair until a special election can be conducted according to Nominations Committee procedures.

4.5 Vice Chair.

4.5.1 Duties. The Vice Chair shall:

4.5.1.1 Serve as Chair in the Chair's absence, including attendance at administrative meetings;

4.5.1.2 Serve as Chair Pro Tem in the event the Chair wishes to take part in debate.

4.5.2 Vacancy. A vacancy before the completion of term shall be filled by special election according to Nominations Committee procedures.

4.6 Secretary.

4.6.1 Duties. The Secretary shall:

4.6.1.1 Assemble and organize the agenda of each meeting;

4.6.1.2 Disseminate to each Faculty member a copy of the proposed agenda at least two weeks prior to a regularly scheduled meeting;

4.6.1.3 Publish minutes of each meeting;

4.6.1.4 Disseminate a copy of the Bylaws of the Faculty of the University Libraries copies of the procedural document of each committee, and a list of committee members to new faculty members;

4.6.1.5 Maintain a list of committee members to be distributed annually to all Faculty within two weeks after the general election

Appendix 6.

4.6.1.6 Call meetings according to established procedures.

4.6.2 Vacancy. A vacancy before the completion of term shall be filled by special election according to Nominations Committee procedures.

ARTICLE V MEETINGS

5.1 Scheduling of meetings.

5.1.1 Dates and times. The Faculty shall meet a minimum of four times per year, at dates and times to be determined by Liaison Committee. Three of these four meetings shall normally take place the second Thursdays of September, December and February. A May meeting must be held for purposes of general election. The May meeting shall be known as the Annual Meeting.

5.1.2 Special meetings can be convened on seven calendar days notice. These additional meetings may be called through the Secretary in any one of the following ways:

5.1.2.1 By petition of a standing committee;

5.1.2.2 By action from the floor;

5.1.2.3 By petition of fifteen percent of the total membership of the Faculty;

5.1.2.4 By the Chair of the Faculty.

5.2 Meetings shall be open to all Faculty of the University Libraries and to any others by invitation of the Chair of the Faculty with the consent of the majority of the members of Liaison Committee. Minutes of meetings shall be public information.

5.3 Quorum. A quorum shall consist of thirty-five (35) percent of the Faculty.

5.4 Agenda of Faculty meetings. In the agenda of Faculty meetings unfinished business and new business shall precede reports.

5.4.1 Agenda of Faculty meetings. In the agenda of Faculty meetings unfinished business and new business shall precede reports.

5.5 Voting. Voting shall usually be conducted by a show of hands.

**ARTICLE VI
LIAISON COMMITTEE**

6.1 There shall be an executive committee of the Faculty named Liaison Committee.

6.1.1 Duties. The Liaison Committee shall:

6.1.1.1 Be responsible for coordinating the activities of the standing committees and special committees of the Faculty, and serve as the formal communication link between the Dean of University Libraries and the Committees of the Faculty, and among the committees.

6.1.1.2 Act as a steering committee and assign the subject in question to a standing committee or to a special committee, in cases where the subject matter does not clearly indicate which committee should have responsibility for study and recommendation. The Liaison Committee may require reports from other standing committees with the understanding that each of the committees of the Faculty is responsible to the Faculty as a whole for its activities.

6.1.2 Membership. Liaison Committee shall be composed of the elected officers of the Library Faculty, one representative from each of the standing committees as determined by each committee, one Senator as determined by the Senators. The Dean of Libraries serves as an Ex Officio member without voting privileges. No member may serve more than one constituency. When necessary, one Senator may serve as a substitute for the designated Senator, as long as the Senator is not representing a standing committee.

6.1.3 Meetings. The Committee usually meets once per month. The Committee may meet more frequently, as determined by the business at hand.

6.1.4 Minutes. Liaison Committee shall publish and distribute minutes of its meetings to all Faculty.

**ARTICLE VII
STANDING COMMITTEES**

7.1 The standing committees shall operate as indicated in 7.3 of these bylaws.

7.1.1 The standing committees shall be named:

7.1.1.1 Academic Activities Committee;

7.1.1.2 Committee on Academic Rank and Tenure;

7.1.1.3 Policy, Program and Budget Committee.

7.2 General procedures.

Appendix 6.

7.2.1 Membership in standing committees is established by general election at the May meeting of the Faculty, to commence with the announcement of election results by Nominations Committee. Faculty members are eligible for service on standing committees without regard to academic rank unless otherwise specified in these bylaws.

7.2.2 Term of office. Elected members of standing committees shall have a term of two years: two members elected annually to the Academic Activities Committee; three members elected annually to the Committee on Academic Rank and Tenure; and two members elected in even years, and three elected in odd years, to the Policy, Program and Budget Committee. Members shall be eligible for re-election for one additional consecutive term. No elected Faculty member shall serve on more than one standing committee at the same time.

7.2.3 Vacancies. Vacancies before the completion of term shall be filled by special election according to Nominations committee procedures. When vacancies occur, Liaison Committee shall notify Nominations Committee to conduct a special election. If the remaining term is less than one year, the replacement member shall serve a term of two years plus the remaining term.

7.2.4 Procedures and Services. Each standing committee shall provide the Secretary of the Faculty of the University Libraries with a written statement of the procedures and services of the committee. All procedures and services documents must be approved by the Faculty.

7.2.5 Officers and representatives of standing committees. Each standing committee shall choose a Chairperson, a Secretary, and a Liaison representative from its membership to serve a term of one year, subject to re-election.

7.2.6 Meetings. Each standing committee shall meet quarterly, or more frequently when necessary.

7.2.7 Minutes of meetings. Each standing committee shall publish and distribute the minutes of its meetings as specified in the committee's procedures and services document.

7.2.8 Committee members will disqualify themselves from participation in the discussions in which they are directly and/or personally involved.

7.2.9 Ex officio members. Faculty members with the appointment of Assistant/Associate Dean or higher are not eligible for election to a standing committee, but may serve as ex-officio members.

7.3 Responsibilities and composition of the standing committees.

7.3.1 Academic Activities Committee.

7.3.1.1 The Committee is responsible for encouraging the professional and scholarly development of members of the Faculty, individually and collectively. This includes promoting attendance at professional and scholarly meetings and participation in professional organizations; advising the Dean concerning travel funds; and developing and holding forums and meetings of the Faculty for the discussion of local and national matters of professional interest to the Faculty.

7.3.1.2 The Committee is responsible for encouraging research and publication by promoting existing opportunities and acting as a resource to aid in applications for grants and other special funds.

7.3.1.3 The Committee shall be composed of four elected members.

7.3.2 Committee on Academic Rank and Tenure.

7.3.2.1 The Committee shall review university and/or library policies in the following areas: appointment, reappointment, non-reappointment, promotion, granting of continuous appointment, demotion, transfer, dismissal, removal of members of the Faculty, performance evaluation, and peer review.

7.3.2.2 The Committee shall develop and revise written standards, procedures, and forms, that are pertinent to the areas specified above.

7.3.2.3 The Committee shall inform and advise the Faculty of its findings in the areas specified in 7.3.2.1.

7.3.2.4 The Committee shall be composed of six elected members, at least one of whom must be non-tenured.

7.3.3 Policy, Program and Budget Committee.

7.3.3.1 The Committee shall function as the primary Faculty body to advise the Faculty and the Administration in the following areas:

7.3.3.1.1 Existing and proposed library programs and the policies which guide or determine present and future decisions about such programs.

7.3.3.1.1.1 The Committee does not deal with matters of procedure or routine by which the library programs are implemented.

7.3.3.1.1.2 Any recommendation which the Committee makes with regard to the creation of new programs, changes in existing programs, or the discontinuation of existing programs must address the financial and staff-use impact of such programs or change.

7.3.3.1.2 Budgetary matters.

Appendix 6.

7.3.3.1.2.1 The Committee reviews the Libraries' budget and makes recommendations in matters concerning allocations or expenditures.

7.3.3.1.2.2 The Committee acts as the official Reallocation Committee for the Faculty of the University Libraries, as directed by UNL bylaw 1.10.3 (July 2001).

7.3.3.1.2.3 The Committee functions as the primary Faculty body to advise the Administration on procedures for salary distribution for faculty personnel.

7.3.3.1.2.3.1 The Committee addresses procedural issues; it does not handle complaints involving individual's salaries.

7.3.3.2 The Committee is composed of five elected members, at least one of whom must be non-tenured. In addition, the Administration officer in charge of personnel and budget serves as a nonvoting ex officio member.

ARTICLE VIII SPECIAL COMMITTEES

8.1 Special committees may be created and members appointed by the Liaison Committee or by the Chair of the Faculty to address matters which do not fall within the assigned functions of the standing committees.

ARTICLE IX AMENDMENT OF THE BYLAWS

9.1 A change in these Bylaws can be introduced by a member or committee of the Faculty by submitting the suggested amendment in writing to the Secretary for inclusion on the agenda of the next Faculty meeting. A copy of the proposed amendment shall accompany the agenda.

9.2 Approval of the changes shall require two-thirds (2/3) majority vote at the Faculty meeting.

9.3 Unless a specific date is stipulated, changes in these Bylaws shall become effective immediately upon the approval of the Faculty of the University Libraries and the Board of Regents of the University of Nebraska.

ARTICLE X PARLIAMENTARY AUTHORITY

10.1 The most recent edition of Robert's Rules of Order shall constitute procedural authority for Faculty meetings, unless other procedures are established in the Bylaws of the Faculty of the University Libraries.

Revised September 2009

**UNIVERSITY OF NEBRASKA-LINCOLN
UNIVERSITY LIBRARIES
PROMOTION AND APPOINTMENT CRITERIA**

May 7, 2009

PREFACE

The purpose of promotion and/or continuous appointment is to recognize the faculty members who have accomplished certain milestones in their careers and are ready to assume greater leadership in the Libraries and their area(s) of specialty. The Libraries commits to support the work of the faculty member throughout her or his career. The faculty member commits to continue to grow as a professional and a scholar-practitioner and to contribute significantly to the goals of the University, Libraries, and the profession.

Faculty performance valued in the Libraries is described in the Library Faculty Values/Core Values document. The most important premise for a faculty member is quality performance as a librarian. This premise portrays faculty careers as necessarily dynamic and progressing. Evaluation of the faculty member must be consistent with this premise. The responsibility for the faculty member applying for promotion or continuous appointment is to make clear not only what they have accomplished, but also the significance and impact of their contributions.

The expectations for faculty performance that will lead to promotion and/or continuous appointment are contained in this document. This document also identifies the responsibility that members of the Library Faculty have to support fellow faculty as they work for promotion and/or continuous appointment. Mentoring of colleagues as they continue to learn is a responsibility of all members of the Library faculty.

Performance valued by the Libraries is consistent with the mission and goals of the Libraries and of the Scholar-Practitioner model. The diversity of people and programs in the Libraries necessitates flexibility and sensitivity in carrying out the Libraries' mission.

The faculty members of the Libraries have agreed to the shared values that are embodied in the Libraries' Mission Statement, Library Faculty's scholar-practitioner model, and Core Values. These values describe what it means to be a member of the Library Faculty and are the basis for all expectations for faculty performance worthy of promotion and/or continuous appointment. They also serve as the basis for the granting of tenure and/or rank at the time of hire, for faculty annual evaluations and determinations of meritorious performance.

Mission Statement:

The mission of the University Libraries, as an integral part of the University of Nebraska-Lincoln's diverse academic community, is to provide access to information through the teaching, interpretation, acquisition, organization, and preservation of information resources in all forms, to the UNL community, the state of Nebraska, and beyond.

Our mission is accomplished by fostering a forward-looking environment for the creation, dissemination, and utilization of knowledge, applying the principles of information management.

Scholar-Practitioner Model:

The University Libraries utilizes the scholar-practitioner model to carry out its mission. This model represents and confirms the strong link between scholarly activity and practice, integrating the multiple scholarships of teaching, research, and service.

Our role is to provide access to and preservation of information resources and to teach individuals to become independent, critical thinkers who are information fluent, having the ability to evaluate information and acquire new knowledge.

TENURED AND TENURE TRACK FACULTY

CRITERIA/EXPECTATIONS FOR CONTINUOUS APPOINTMENT AND PROMOTION TO ASSOCIATE PROFESSOR

Continuous appointment is the most significant reward that the University can bestow on a faculty member. The Library Faculty applies rigorous standards before recommending faculty members for continuous or "tenured" appointments. The recommendations are based on demonstrated and documented achievement during a faculty member's probationary period, as well as evidence that the faculty member has met and will continue to meet expectations for continuous appointment. The faculty member must also be committed to the principles stated in the Library Faculty Core Values as they relate to his/her assignments. Work in all areas must be performed at a high professional level, incorporating high standards of integrity, academic responsibility, professional development, and creative achievement.

It is expected that typically 70-75% of a faculty member's time will be spent in performing responsibilities in his/her assigned areas as stated in the position description, with the additional time being spent in relevant scholarly/creative activities and service/outreach. The successful candidate must demonstrate excellence in all three areas. These, along with the Core Faculty Values, are the basis for the continuing appointment and promotion decision. The percentage of time spent in each of the three areas will depend on the candidate's assignments and responsibilities, as well as focus and interests, but activity in all areas is expected. The level of performance, the quality of work, and the significance of these activities determine the candidate's success. Continuing education activities are expected of all librarians. The areas to be used in evaluating candidates for continuous appointment and promotion to associate professor are listed below:

1. Performance in assigned areas of responsibilities for the University Libraries:

Each librarian must demonstrate excellence in his/her assigned area(s) of responsibility as stated in the position description. The following are examples of areas of responsibilities:

- Reference services
- Collection development
- Library and bibliographic instruction
- Bibliographic organization and control
- Acquisitions of library resources
- Computer systems activities
- Management Administration

2. Scholarly/Creative Activities:

Scholarly/Creative activities and contributions are evaluated for quality, quantity, professional significance, and relevance to the Libraries. The following are examples of Scholarly/Creative Activities:

Publications (all formats):

Books; articles in refereed publications; chapters or articles in a book or other publication; substantial bibliographies (excluding in-house); and editing, compiling, indexing, or translating substantial published works. Book reviews supplement this category.

Research:

Tangible evidence of research that will likely result in a publication, paper, poster session, etc. in library and information science or in an area related to the faculty member's areas of responsibility.

Presentations:

Presentations at meetings, conference, or workshops; presentations to local librarians or local non-librarian groups; and presentations of research/scholarly/creative exhibits/programs. This category includes poster sessions at professional meetings.

Teaching beyond assigned areas of job responsibilities:

Teaching university/college courses and presenting workshops outside the Libraries in the candidate's area of expertise.

Teaching a semester or several sessions of a university/college course; presenting a half day or longer workshop to groups outside the Libraries.

Consulting, grants, and awards:

Professional consulting or advisory services outside the university.

Demonstration of ability to procure funding, grants, or donor gifts.

Serve as a reviewer for a grant-funding agency.

Recognitions and outstanding achievements (awards, honor, societies).

3. Service/Outreach to the University Libraries, the University, the profession, and the public:

Professional service efforts may be at the local, state, regional, national, or international level. Each activity is evaluated on a qualitative and quantitative basis, professional significance, and relevance to the Libraries. Following are examples of Service/Outreach.

Service to the University Libraries and University:

Active participation on Libraries, University, or University-related committees and task forces.

Participation in University shared governance.

Presentations or seminars to, or consultations with, faculty and student groups within the University relating to professional matters.

Service as an advisor to student groups recognized by the University.

Service as a representative of the Libraries or University to professional or governmental bodies or agencies.

Service as editor or contributor to in-house publications.

Consulting or advisory service to off-campus programs or research/extension stations.

Professional activities:

Active membership in professional organizations at local, state, regional, national, or international level. (Active membership means holding office, chairing, or being a member of an active committee, etc.)

Service as a moderator or panelist at a conference.

Organizing professional meetings.

Service as an editor of professional publication or scholarly journal.

Service as a referee for a professional publication or scholarly journal.

Service to the public:

Substantial contributions to education, scientific cultural, civic organization and/or private or governmental agencies at community, state, regional, national, or international levels.

Consulting or advisory service to off-campus programs.

CRITERIA/EXPECTATIONS FOR PROMOTION TO ASSOCIATE PROFESSOR ONLY

In all but unusual circumstances, promotion of tenure-eligible faculty to the rank of associate professor takes place at the same time as or before the tenure decision. However, since the decision regarding tenure is based upon broader criteria, the two actions take place separately and require separate decisions. While it is assumed that a faculty member who has earned tenure should also have earned promotion to associate professor, promotion to associate professor carries no guarantee regarding granting of continuous appointment.

Promotion to associate professor is a visible way to recognize exemplary performance of a faculty member and provides an opportunity to assess a faculty member's growth and performance since the individual's initial appointment. It requires successful fulfillment of the "Criteria/Expectations for Continuous Appointment and Promotion to Associate Professor", a demonstrated high professional level of performance, and evidence of significant professional development in scholarly/creative and service/outreach activities. Candidates are evaluated on the basis of the quality and significance of work in their assigned areas of responsibility, scholarly/creative achievements, and service/outreach activities. In addition, associate professors are committed to the University Libraries' Faculty Core Values.

CRITERIA/EXPECTATIONS FOR PROMOTION TO PROFESSOR

The rank of professor is the highest academic rank in the University. The rank of professor is reserved for those faculty members whose achievements are sufficient to merit recognition as distinguished authorities in their field and who hold the professional respect of their colleagues. Usually the candidates have been awarded tenure.

To attain the rank of professor, most phases of a candidate's work must be judged excellent, as evidenced by sustained activity. Such activity would merit national recognition in appropriate arenas. This does not mean, however, that the activity must be of national character or scope. The activity may well be regional or local, but the quality of the work should be sufficient to merit significant recognition. The successful candidate establishes herself or himself as a leader in the profession. Such leadership can be managerial, communicative, or intellectual in nature, and can manifest itself in any aspect of the profession. Measuring up to this standard depends on

the overall quality and significance of the candidate's contributions. Peers and administrators evaluating a candidate for professor should review documentation of the entire academic career to date.

The following examples are characteristic of a professor in the University Libraries:

Sustaining a consistent pattern of growth and professional development that is recognized by her or his stature as a preeminent scholar-practitioner.

Engaging in leadership activities at the library and university levels and leadership in scholarly and professional organizations that leads to an improvement in the professional functioning of those entities.

Regularly contributing scholarly and creative activities and products that are judged by internal and external reviewers as being significant to the improvement of practice and/or to the expansion of the knowledge base.

Mentoring other faculty to be scholar-practitioners.

Contributing to a climate supportive of excellent scholarly work at department, college, and university levels.

Contributing to the accomplishment of the Libraries' goals through her or his special individual strengths.

GUIDELINES FOR YEARS IN RANK

The *Bylaws of the Board of Regents of the University of Nebraska*, section 4.10, states: "The total period of full-time service on a faculty Appointment for a Specific Term prior to acquisition of a Continuous Appointment shall not exceed seven years". The review for continuous appointment begins at the latest in the sixth year of service, generally after five years in the rank as assistant professor. Any member of the library faculty who believes that his/her performance is exceptional and merits continuous appointment before the established date may nominate himself/herself for continuous appointment by submitting a letter for nomination with justification and an up-to-date vita to the Dean of Libraries.

Promotion is based primarily on achievement rather than years in rank. Evidence of high professional achievement and/or previous comparable professional experience may constitute an adequate case for promotion in less than the number of years in rank stated below. At the same time, it is also not intended that everyone who completes the number of years in rank will necessarily be promoted. (In all but unusual circumstances, promotion of tenure-eligible faculty to the rank of Associate Professor takes place at the same time as or before the tenure decision.) The statement below concerning a period of years in rank is to suggest when a member of the library faculty can usually expect to be considered for promotion, given effective performance and professional development.

Length of service in the University Libraries is counted from the date of appointment in rank until the date on which the promotion becomes effective (normally 1 July of the next fiscal year). Normally a period of less than six months is not counted; normally a period of six months to one year counts as a full year.

Promotion to Associate Professor

Five years in rank as Assistant Professor in the University Libraries.

Promotion to Professor

Seven years in rank as Associate Professor in the University Libraries.

Although it is the objective of the University to have all faculty sufficiently qualified to eventually gain promotion to professor, no time limitations impel faculty to seek the highest academic rank of the University. Associate professors with tenure may stay in that rank for the duration of their careers. Ordinarily, in most units, it is highly unusual for faculty to move from associate professor to professor in less than seven years.

PROFESSOR OF PRACTICE FACULTY

It is expected that up to 100% of a faculty member's time will be spent in performing responsibilities in his/her assigned areas as stated in the position description, with any additional time being spent in relevant scholarly/creative activities and service/outreach. The percentage of time spent in each of the three areas will depend on the candidate's assignments and responsibilities, as well as focus and interests. The successful candidate must demonstrate excellence in his/her assigned areas. This along with the Core Faculty Values is the basis for the promotion decision. The level of performance, the quality of work, and the significance of these activities determine the candidate's success. Continuing education activities are expected of all librarians.

CRITERIA/EXPECTATIONS FOR APPOINTMENT TO ASSISTANT PROFESSOR OF PRACTICE

Appointment to the rank of Assistant Professor of Practice requires a faculty member to hold the appropriate terminal degree. In addition, Assistant Professors of Practice are committed to the University Libraries' Faculty Core Values.

CRITERIA/EXPECTATIONS FOR PROMOTION TO ASSOCIATE PROFESSOR OF PRACTICE

Promotion to Associate Professor of Practice is a visible way to recognize exemplary performance of a faculty member and provides an opportunity to assess a faculty member's growth and performance since the individual's initial appointment. It requires successful fulfillment of the "Criteria/Expectations for Promotion to Associate Professor of Practice" and a

demonstrated high professional level of performance. Candidates are evaluated on the basis of the quality and significance of work in their assigned areas of responsibility. In addition, Associate Professors of Practice are committed to the University Libraries' Faculty Core Values.

Candidates are to show activities in the following three areas for promotion to Associate Professor of Practice:

Performance in assigned areas of responsibilities for the University Libraries:

Each librarian must demonstrate excellence in his/her assigned area(s) of responsibility as stated in the position description. The following are examples of areas of responsibilities:

- Reference services
- Collection development
- Library and bibliographic instruction
- Bibliographic organization and control
- Acquisitions of library resources
- Computer systems activities
- Management Administration

Evidence of contributions to advance learning in the field.

Evidence of leadership in assigned areas that has had a significant impact on the department, the Libraries, or the University.

CRITERIA/EXPECTATIONS FOR PROMOTION TO PROFESSOR OF PRACTICE

The rank of Professor of Practice is reserved for those faculty members whose achievements are sufficient to merit recognition as distinguished authorities in their field and who hold the professional respect of their colleagues.

To attain the rank of Professor of Practice, most phases of a candidate's work must be judged excellent, as evidenced by sustained activity. Such activity would merit national recognition in appropriate arenas. This does not mean, however, that the activity must be of national character or scope. The activity may well be regional or local, but the quality of the work should be sufficient to merit significant recognition. The successful candidate establishes herself or himself as a leader in the profession. Such leadership can be managerial, communicative, or intellectual in nature, and can manifest itself in any aspect of the profession. Measuring up to this standard depends on the overall quality and significance of the candidate's contributions. Peers and administrators evaluating a candidate for Professor of Practice should review documentation of the entire academic career to date.

Candidates are to show excellence in the following three areas for promotion to Professor of Practice:

Demonstrated excellence in performance in assigned areas of responsibilities for the University Libraries.

Evidence of Contributions to advance learning in the field.

Evidence of Leadership in assigned areas that has had a significant impact on the department, the Libraries, or the University.

This may include such activities as leadership in professional organizations, materials developed in assigned areas of responsibility that are disseminated widely/nationally, grant funding in assigned areas of responsibility.

The following examples are characteristic of a Professor of Practice in the University Libraries:

Sustaining a consistent pattern of growth and professional development.

Contributing to a climate supportive of excellent work at department, college, and university levels.

Contributing to the accomplishment of the Libraries' goals through her or his special individual strengths.

GUIDELINES FOR CONTRACT LENGTH

The length of Professor of Practice contracts will follow guidelines set out in Section 4.4.8 of the *Bylaws of the Board of Regents* and the Professor of Practice Policy set by the Senior Vice Chancellor for Academic Affairs:

Assistant Professor of Practice – One to three years, renewable

Associate Professor of Practice – One to four years, renewable

Professor of Practice – One to five years, renewable

These contracts are renewable at any rank for the duration of a faculty member's career given available funding.

GUIDELINES FOR YEARS IN RANK

Faculty in the professor of practice track are not required to seek promotion. However, if they choose to, Promotion to Associate Professor of Practice or Professor of Practice is based primarily on achievement rather than years in rank. Evidence of high professional achievement and/or previous comparable professional experience may constitute an adequate case for promotion in less than the number of years stated below. The statement below concerning a period of years in rank is to suggest when a member of the library faculty can usually expect to be eligible for promotion, given effective performance and professional development. However, any member of the library faculty who believes that his/her performance is exceptional and

merits promotion before the established eligibility date may nominate himself/herself for promotion by submitting a letter for nomination with justification and an up-to-date vita to the Dean of Libraries.

Length of service in the University Libraries is counted from the date of appointment in rank until the date on which the promotion becomes effective (normally 1 July of the next fiscal year). Normally a period of less than six months is not counted; normally a period of six months to one year counts as a full year.

Promotion to Associate Professor of Practice

Five years in rank as Assistant Professor of Practice in the University Libraries.

Promotion to Professor of Practice

Seven years in rank as Associate Professor of Practice in the University Libraries.

Although it is the objective of the University to have all faculty sufficiently qualified to eventually gain promotion, no time limitations impel faculty to seek the next highest academic rank.

RESEARCH PROFESSOR FACULTY

It is expected that up to 100% of a faculty member's time will be spent in performing responsibilities in scholarly/creative activities, with any additional time being spent in other related job responsibilities and service/outreach. The percentage of time spent in each of the three areas will depend on the candidate's assignments and responsibilities, as well as focus and interests. The successful candidate must demonstrate excellence in his/her assigned areas. This along with the Core Faculty Values is the basis for the promotion decision. The level of performance, the quality of work, and the significance of these activities determine the candidate's success. Continuing education activities are expected of all librarians.

CRITERIA/EXPECTATIONS FOR APPOINTMENT TO RESEARCH ASSISTANT PROFESSOR

Appointment to the rank of Research Assistant Professor requires a faculty member to hold the appropriate terminal degree. In addition, Assistant Research Professors are committed to the University Libraries' Faculty Core Values.

CRITERIA/EXPECTATIONS FOR PROMOTION TO RESEARCH ASSOCIATE PROFESSOR

Promotion to Research Associate Professor is a visible way to recognize exemplary performance of a faculty member and provides an opportunity to assess a faculty member's growth and performance since the individual's initial appointment. It requires successful fulfillment of the "Criteria/Expectations for Promotion to Research Associate Professor" and a demonstrated high professional level of performance. Candidates are evaluated on the basis of the quality and

significance of work in their assigned areas of responsibility. In addition, Research Associate Professors are committed to the University Libraries' Faculty Core Values.

Candidates are to show activities in the following three areas for promotion to Research Associate Professor:

Evidence of excellence in scholarly and creative activity:

Contributions are evaluated for quality, quantity, professional significance, and relevance to the Libraries. The following are examples of such contributions:

Publications (all formats):

Books; articles in refereed publications; chapters or articles in a book or other publication; substantial bibliographies (excluding in-house); and editing, compiling, indexing, or translating substantial published works. Book reviews supplement this category.

Research:

Tangible evidence of research that will likely result in a publication, paper, poster session, etc. in library and information science or in an area related to the faculty member's areas of responsibility.

Presentations:

Presentations at meetings, conference, or workshops; presentations to local librarians or local non-librarian groups; and presentations of research/scholarly/creative exhibits/programs. This category includes poster sessions at professional meetings.

Teaching beyond assigned areas of job responsibilities:

Teaching university/college courses and presenting workshops outside the Libraries in the candidate's area of expertise.

Teaching a semester or several sessions of a university/college course; presenting a half day or longer workshop to groups outside the Libraries.

Consulting, grants, and awards:

Professional consulting or advisory services outside the university.

Significant contributions to efforts to procure funding, grants, or donor gifts.

Serve as a reviewer for a grant-funding agency.

Recognitions and outstanding achievements (awards, honor, societies).

Performance in assigned areas of responsibilities for the University Libraries

Evidence of leadership in assigned areas that has had a significant impact on the department, the Libraries, or the University.

CRITERIA/EXPECTATIONS FOR PROMOTION TO RESEARCH PROFESSOR

The rank of Research Professor is reserved for those faculty members whose achievements are sufficient to merit recognition as distinguished authorities in their field and who hold the professional respect of their colleagues.

To attain the rank of Research Professor, most phases of a candidate's work must be judged excellent, as evidenced by sustained activity. Such activity would merit national recognition in appropriate arenas. This does not mean, however, that the activity must be of national character or scope. The activity may well be regional or local, but the quality of the work should be sufficient to merit significant recognition. The successful candidate establishes herself or himself as a leader in the profession. Such leadership can be managerial, communicative, or intellectual in nature, and can manifest itself in any aspect of the profession. Measuring up to this standard depends on the overall quality and significance of the candidate's contributions. Peers and administrators evaluating a candidate for Research Professor should review documentation of the entire academic career to date.

Candidates are to show excellence in the following three areas for promotion to Research Professor:

Demonstrated excellence in performance in assigned areas of responsibilities for the University Libraries.

Evidence of Contributions to advance learning in the field.

Evidence of Leadership in assigned areas that has had a significant impact on the department, the Libraries, or the University.

This may include such activities as leadership in professional organizations, materials developed in assigned areas of responsibility that are disseminated widely/nationally, grant funding in assigned areas of responsibility.

The following examples are characteristic of a Research Professor in the University Libraries:

Sustaining a consistent pattern of growth and professional development.

Contributing to a climate supportive of excellent work at department, college, and university levels.

Contributing to the accomplishment of the Libraries' goals through her or his special individual strengths.

GUIDELINES FOR CONTRACT LENGTH

The length of Research Professor contracts will follow guidelines set by the Senior Vice Chancellor for Academic Affairs:

Research Assistant Professor– One to three years, renewable

Research Associate Professor – One to five years, renewable

Research Professor – One to five years, renewable

These contracts are renewable at any rank for the duration of a faculty member's career given available funding.

GUIDELINES FOR YEARS IN RANK

Faculty in the Research Professor track are not required to seek promotion. However, if they choose to, Promotion to Research Associate Professor or Research Professor is based primarily on achievement rather than years in rank. Evidence of high professional achievement and/or previous comparable professional experience may constitute an adequate case for promotion in less than the number of years stated below. The statement below concerning a period of years in rank is to suggest when a member of the library faculty can usually expect to be eligible for promotion, given effective performance and professional development. However, any member of the library faculty who believes that his/her performance is exceptional and merits promotion before the established eligibility date may nominate himself/herself for promotion by submitting a letter for nomination with justification and an up-to-date vita to the Dean of Libraries.

Length of service in the University Libraries is counted from the date of appointment in rank until the date on which the promotion becomes effective (normally 1 July of the next fiscal year). Normally a period of less than six months is not counted; normally a period of six months to one year counts as a full year.

Promotion to Research Associate Professor

Five years in rank as Research Assistant Professor in the University Libraries.

Promotion to Research Professor

Seven years in rank as Research Associate Professor in the University Libraries.

Although it is the objective of the University to have all faculty sufficiently qualified to eventually gain promotion, no time limitations impel faculty to seek the next highest academic rank.

**UNIVERSITY OF NEBRASKA-LINCOLN
UNIVERSITY LIBRARIES**

**APPOINTMENT AND PROMOTION
PROCEDURES AND DELIBERATIONS**

February 4, 2008

I. TENURE TRACK AND TENURED CANDIDATES

Non-tenured Faculty at the rank of Assistant Professor

Tenure-leading faculty of the University Libraries who hold the rank of assistant professor are subject to consideration for continuous appointment (tenure) and promotion as determined by the Personnel Officer using the *Bylaws of the Board of Regents of the University of Nebraska* (latest edition), the *Operational Policies of the University of Nebraska* (latest edition), *Bylaws of the University of Nebraska-Lincoln* (latest edition), and the *University Libraries' Promotion and Appointment Criteria*. In addition to notification at the time of hire, each faculty member is notified of the date of his/her candidacy at, or approximately, one year before he/she is subject to a continuous appointment and promotion decision. Any member of the library faculty who believes that his/her performance is exceptional and merits continuous appointment and/or promotion before the established date may nominate himself/herself for continuous appointment and/or promotion by submitting a letter of nomination, with appropriate justification, and a current curriculum vitae to the Dean of Libraries. Before letters of external review are solicited, the candidate must submit a letter of nomination. Nominations for early continuous appointment and/or promotion may also be made by any member of the faculty with the consent of the person being nominated. Early continuous appointment and promotion implies that a candidate has exceeded in the shorter time period the type of sustained high level performance that would be expected over the normal probationary period. Failure to be awarded continuous appointment and/or promotion after early nomination shall not prejudice later consideration.

Non-tenured Faculty above the rank of Assistant Professor

Tenure-leading faculty of the University Libraries who hold a rank above assistant professor are subject to consideration for continuous appointment (tenure) as determined by the Personnel Officer using the *Bylaws of the Board of Regents of the University of Nebraska* (latest edition), the *Operational policies of the University of Nebraska* (latest edition), *Bylaws of the University of Nebraska-Lincoln* (latest edition) and the *University Libraries' Promotion and Appointment Criteria*. In addition to notification at the time of hire, each faculty member is notified of the date of his/her candidacy at, or approximately, one year before he/she is subject to a continuous appointment decision. Any member of the library faculty who believes

that his/her performance is exceptional and merits continuous appointment before the established date may nominate himself/herself for continuous appointment by submitting a letter of nomination and a current curriculum vitae to the Dean of Libraries. Before letters of external review are solicited, the candidate must submit a letter of nomination. Nominations for early continuous appointment may also be made by any member of the faculty with the consent of the person being nominated. Early continuous appointment implies that a candidate has exceeded in the shorter time period the type of sustained high level performance that would be expected over the normal probationary period. Failure to be awarded continuous appointment after early nomination shall not prejudice later consideration.

Tenured Faculty not yet fully promoted

Any tenured member of the library faculty who believes that he/she should be promoted may nominate himself/herself for promotion by submitting a letter of nomination a current curriculum vitae to the Dean of Libraries. Before letters of external review are solicited, the candidate must submit a letter of nomination. Nominations for promotions may also be made by any member of the faculty with the consent of the person being nominated.

Time of Hire Considerations

The Dean's Office may ask the CAP Committee to consider tenure and rank for a candidate at the time of hire. Candidates are judged by the same criteria as other candidates for tenure and promotion. The Dean's Office provides copies of the *University Libraries Promotion and Appointment Criteria, Performance Expectations for Library Faculty* and *Library Faculty Values Statement* to the candidate. The Dean's Office asks candidates to provide documentation that will aid the CAP Committee in its deliberations

II. PROFESSOR OF PRACTICE CANDIDATES

Faculty at the rank of Assistant Professor of Practice

Faculty of the University Libraries who hold the rank of assistant professor of practice are subject to consideration for promotion as determined by the Personnel Officer using the *Bylaws of the Board of Regents of the University of Nebraska* (latest edition), the *Operational Policies of the University of Nebraska* (latest edition), *Bylaws of the University of Nebraska-Lincoln* (latest edition), and the *University Libraries' Promotion and Appointment Criteria*. In addition to notification at the time of hire, each faculty member is notified of the date of his/her eligibility at, or approximately, one year before he/she is eligible for promotion. Any member of the library faculty who believes that his/her performance is exceptional and merits promotion before the established date may nominate himself/herself for promotion by submitting a letter of nomination, with appropriate justification, and a current curriculum vitae to the Dean of Libraries. Before letters of external review are

solicited, the candidate must submit a letter of nomination. Nominations for early promotion may also be made by any member of the faculty with the consent of the person being nominated. Early promotion implies that a candidate has exceeded in the shorter time period the type of sustained high level performance that would be expected over the normal probationary period. Failure to be awarded promotion after early nomination shall not prejudice later consideration.

Faculty at the rank of Associate Professor of Practice

Any member of the library faculty who believes that he/she should be promoted may nominate himself/herself for promotion by submitting a letter of nomination a current curriculum vitae to the Dean of Libraries. Before letters of external review are solicited, the candidate must submit a letter of nomination. Nominations for promotions may also be made by any member of the faculty with the consent of the person being nominated.

Time of Hire Considerations

The Dean's Office may ask the CAP Committee to consider rank for a candidate at the time of hire. Candidates are judged by the same criteria as other candidates for promotion. The Dean's Office provides copies of the *University Libraries Promotion and Appointment Criteria, Performance Expectations for Library Faculty* and *Library Faculty Values Statement* to the candidate. The Dean's Office asks candidates to provide documentation that will aid the CAP Committee in its deliberations

III. CANDIDATE PREPARATIONS FOR CONTINUOUS APPOINTMENT AND/OR PROMOTION

A. External Review Requirements for Candidates

In the following procedures, “external review” will mean the following:

For Assistant Professor of Practice candidates seeking the rank of Associate Professor of Practice an external review is completed by peers external to the University Libraries, but reviewers may be selected from within the UNL community.

For tenure track and tenured candidates, and Associate Professor of Practice candidates seeking the rank of Professor of Practice an external review is completed by peers external to the University of Nebraska-Lincoln.

B. Candidate prepares external review portfolio.

Items included in the external review portfolio are listed [Attachment B](#).

Criteria for continuous appointment and/or promotion shall not be included in the external review portfolio.

Nothing can be added to the external review portfolio without the knowledge of the candidate. The candidate has a right to review, object to, and respond in writing to any added materials with the response becoming a part of the file.

C. Candidate prepares documentation for promotion and/or continuous appointment.

The Personnel Officer advises each candidate on the appropriate documentation according to the Documentation Request of the University of Nebraska-Lincoln, University Libraries version. A candidate may also request a colleague or colleagues to assist in preparing appropriate documentation. Both the candidate and the advisor(s) should be aware of the potential conflict of interest should the advisor(s) be required to vote on the nomination later in the process. An agreement to provide counsel and advice to the candidate does not imply a commitment to support the candidate's nomination. It is the obligation of department chairs and section supervisors to advise candidates as to the form and substance of the documentation files. However, the individual being nominated has the sole obligation to compile documentation supporting his/her candidacy.

The candidate should arrange the documentation in accordance with the outline in the *University of Nebraska-Lincoln Documentation Request, University Libraries version*. (Tenured and tenure track faculty see Attachment A. Professor of Practice faculty see Attachment C.)

Nothing will be added to the documentation without the knowledge of the candidate.

Anyone with relevant information for inclusion into the file may proffer that information at any level of consideration to the Chair of the Continuous Appointment and Promotion Committee. The Chair determines, after consultation with the candidate, whether to include the material. The candidate has a right to review, object to, and respond in writing to any added materials with the response becoming a part of the documentation file prior to any further consideration. (*Guidelines for the Evaluation of Faculty: Annual Evaluations, Promotion and Tenure, V. D. 3*)

All external letters of review and any candidate's comments on the reviews are part of documentation and will be kept in a secure location in the Dean's Office for review by the Continuous Appointment and Promotion Committee members.

In consultation with the Personnel Office, the candidate shall make his/her documentation available for review by Committee members at least seven working days before the deliberations of the Committee.

D. Schedule for the preparation of the external review portfolios for candidates under consideration for continuous appointment and promotion.

1. By September 1, the candidate and supervisor are notified by the Personnel Officer that they need to create and submit a list of at least 4 potential external

reviewers to the Dean of Libraries; 2 of the 4 recommendations must have been made by the candidate and the remainder by the candidate's supervisor. The list, with his/her letter of nomination, and a current curriculum vitae, is submitted to the Dean no later than September 15. The candidate is entitled to know how and by whom the panel of potential reviewers is identified and selected, and has the right to object. The final identification of the reviewers remains the responsibility of the Dean of Libraries. Those individuals selected to provide external reviews should represent an appropriate subset of peers, whenever possible, and should have no or only limited professional or personal relationships with the candidate. External reviewers must occupy a rank equal to or above that being considered for the candidate. The external reviewers assess the candidate's professional achievements. They are directed not to recommend for or against continuous appointment or promotion.

By September 15, a faculty member who wishes to be a candidate for early continuous appointment submits his/her letter of nomination and a current curriculum vitae to the Dean of Libraries. With this letter he/she submits a list of at least 4 potential external reviewers; 2 of the 4 recommendations must have been made by the candidate and the remainder by the candidate's supervisor. The candidate is entitled to know how and by whom the panel of potential reviewers is identified and selected, and has the right to object. The final identification of the reviewers remains the responsibility of the Dean of Libraries. Those individuals selected to provide external reviews should represent an appropriate subset of peers, whenever possible, and should have no or only limited professional or personal relationships with the candidate. External reviewers for tenured / tenure-track faculty must occupy a rank equal to or above that being considered for the candidate. The external reviewers assess the candidate's professional achievements. They are directed not to recommend for or against continuous appointment or promotion.

2. Prior to the Dean contacting external reviewers, the candidate must complete and sign the [Waiver of Right to See Information](#) .
3. By October 1, the Dean of Libraries contacts the recommended potential external reviewers to secure their agreement to do an external review. At least 3 reviewers from the list must be selected; however, all reviewers on the original list are contacted. If less than 3 reviewers from the original list agree to do an external review, the candidate and supervisor are immediately contacted to provide additional names, until the minimum of 3 reviewers is secured. The Dean may delegate this responsibility to the Chair of the Continuous Appointment and Promotion Committee.
4. By October 15, the Dean sends a cover letter and the external review portfolio to the reviewers. The Dean may delegate this responsibility to the Chair of the Continuous Appointment and Promotion Committee.

5. External letters of review are to be received by November 15.
 6. As per the stipulations agreed to by the candidate in the [Waiver of Right to See Information](#), the candidate has 5 working days to comment on the external letters of review, if he/she so chooses.
- E. Schedule for the preparation of the external review portfolio for candidates under consideration for promotion only.
1. By October 1, a faculty member who wishes to be candidate for promotion submits his/her letter of nomination to the Dean of Libraries. With this letter he/she submits a current curriculum vitae and a list of at least 4 potential external reviewers; 2 of the 4 recommendations must have been made by the candidate and the remainder by the candidate's supervisor. The candidate is entitled to know how and by whom the panel of potential reviewers is identified and selected, and has the right to object. The final identification of the reviewers remains the responsibility of the Dean of Libraries. Those individuals selected to provide external reviews should represent an appropriate subset of peers, whenever possible, should have no or only limited professional or personal relationships with the candidate. External reviewers for tenured / tenure-track faculty must occupy a rank equal to or above that being considered for the candidate. For candidates for full professor who may be well known by their colleagues in the field, the chosen reviewers should be highly respected faculty members in their field who can provide objective assessments of the candidates. The external reviewers assess the candidate's professional achievements. They are directed not to recommend for or against or promotion.
 2. Prior to the Dean's contacting external reviewers, the candidate must complete and sign the [Waiver of Right to See Information](#).
 3. By November 1, the Dean of Libraries contacts the recommended potential external reviewers to secure their agreement to do an external review. At least 3 reviewers from list must be selected; however, all reviewers on the original list will be contacted. If less than 3 reviewers from the original list agree to do an external review, the candidate and supervisor shall be immediately contacted to provide additional names, until the minimum of 3 reviewers is secured. The Dean may delegate this responsibility to the Chair of the Continuous Appointment and Promotion Committee.
 4. By November 15, the Dean sends a cover letter and the external review portfolio to the reviewers. The Dean may delegate this responsibility to the Chair of the Continuous Appointment and Promotion Committee.
 5. External letters of review are to be received by December 15.

6. As per the stipulations agreed to by the candidate in the [Waiver of Right to See Information](#), the candidate has 5 working days to comment on the external letters of review, if he/she so chooses.
- F. If the candidate wishes to exercise the right to appear before the Continuous Appointment and Promotion Committee, he/she must submit a written letter so indicating to the Personnel Officer before the beginning of deliberations. The Personnel Officer adds the letter to the candidate's documentation and notifies the Chair of the Committee of the candidate's intention.
- G. At any point prior to the beginning of the Committee deliberations, a candidate may withdraw his/her name from consideration by writing to the Dean. Refusal to be considered for continuous appointment at the mandatory time, however, is equivalent to resignation no later than at the end of the probationary period.

IV. PROCEDURES FOR CONTINUOUS APPOINTMENT AND PROMOTION COMMITTEE DELIBERATION

- A. Continuous Appointment and Promotion Committee deliberations are conducted using the procedures listed below. Each candidate is judged solely against all of the University of Nebraska-Lincoln Libraries' continuous appointment and/or promotion criteria in effect since his/her appointment. Comparisons between candidates are not acceptable.
- B. The Continuous Appointment and Promotion Committee consists of all tenured faculty of the University Libraries at the rank of Associate Professor or Professor with the exception of the Dean of Libraries, associate dean(s), and assistant dean(s). It is the privilege and responsibility of all eligible tenured faculty members to participate fully in the deliberations.
- C. **PRIOR TO THE MEETING**
 1. The COART Chair in consultation with the Dean of Libraries sets the dates of the Continuous Appointment and Promotion Committee deliberations and notifies all faculty members of these dates. Based on these dates, the Personnel Officer notifies the candidate when his/her documentation must be available for review. Deliberations take place after the completion of the annual evaluation process.
 2. COART conducts the elections of the Chair and Vice Chair prior to September 15 of each year. Each faculty member eligible to serve on the Continuous Appointment and Promotion Committee (CAPC) casts two votes. The Chair of the Committee is the member receiving the most votes, and the Vice Chair is the member receiving the next highest number of votes. The person receiving the third highest number of votes serves as alternate vice chair. A faculty member may serve as Chair or Vice-Chair only once in any six-year period. Newly tenured faculty members are ineligible for CAPC office for two years from the

date of their tenure. Faculty members hired with tenure are ineligible for CAPC office for two years from the date of their arrival at the UNL Libraries. In a year where the number of CAPC members eligible to serve as officers falls below three, all CAPC members will become eligible for election. COART is responsible for notifying library faculty of the results of the elections. In the case of a tie vote, COART will break the tie by drawing names to select the officers. The responsibilities of the Chair and Vice Chair begin on October 1 of each year.

3. COART reminds the members of the Continuous Appointment and Promotion Committee to review the promotion and/or continuous appointment documents and the candidate's documentation Committee members are notified if the Committee will not meet due to lack of candidates.
4. The Continuous Appointment and Promotion Committee Chair, in consultation with the Personnel Officer, notifies Committee members if new materials have been added to candidates' documentation.
5. The Committee Chair notifies the candidates and their immediate supervisors to be available to testify during the deliberations. The Chair issues a tentative schedule for the deliberations to the candidates, the candidates' supervisors and the Committee members.
6. All Committee members review the promotion and/or continuous appointment documents and the candidates' documentation.
7. Committee members prepare their testimony on each candidate. They should also consider other people whose testimony might be important to the deliberations. The testimony of Committee members must be based on primary, not hearsay evidence.
8. COART prepares a ballot and a certificate for each candidate and gives them to the Vice Chair.

D. DURING THE MEETING

1. The Committee Chair calls the meeting(s) to order and reads appropriate sections of current documents for promotion and/or continuous appointment. These sections pertain to the criteria which Committee members employ in deliberating on candidates for promotion and/or continuous appointment and the procedures which the Committee follows in its deliberations. The Chair assumes responsibility for conducting the meeting(s), participates in the discussion, and votes. The Vice-Chair takes the minutes of the deliberations, participates in the discussion, and votes.
2. The Chair announces the names of the candidates and the order in which they will be considered:

- a. First, candidates for Continuous Appointment and Promotion are considered alphabetically.
- b. Second, candidates for Continuous Appointment alone (without Promotion) are considered alphabetically.
- c. Tenured candidates for Promotion alone are considered alphabetically within rank, associate prior to full.
- d. Finally, Professor of Practice candidates for Promotion are considered alphabetically within rank, associate prior to full.

Changes in the order will be considered only under extreme circumstances and with the approval of the other candidates and the supervisors of the candidates.

3. As each candidate is considered for deliberation, the Committee follows these procedures:
 - a. If the candidate under consideration is a member of the Committee, he/she is asked to leave the room during the deliberations on his/her candidacy.
 - b. Committee members are given the opportunity to review the candidate's file.
 - c. A candidate is judged against criteria that reflect his/her assigned responsibilities throughout his/her time at the University Libraries.
 - d. During the deliberations the Chair gives each Committee member the opportunity to give testimony and to suggest persons that he/she thinks should testify and keeps any individual Committee member from dominating the discussion. The Committee may request anyone, including the candidate, to appear before it.
 - e. All discussions must be based on the material submitted in the file. While understandably a candidate's colleagues may have other knowledge of the candidate based on departmental interaction, etc., it is very important that the review be based only on material in the file. Part of the task of constructing an appropriate file is making sure that all relevant information is contained in it. (The current version of the Tenure and Promotion Review Memorandum to Deans, Chairs, and Directors from the Senior Vice-Chancellor for Academic Affairs.)
 - f. It is the duty of the Chair to monitor the meeting(s) for fairness. If the Chair determines that the deliberations are straying from the guidelines, he/she must stop the proceedings and advise the Committee.

- g. Each person who testifies is informed by the Chair that he/she must give primary evidence, not hearsay evidence. The immediate supervisor may give evidence received in his/her capacity as supervisor.
- h. When all Committee members have had the opportunity to testify, the Chair reviews the names of the persons the Committee has suggested to call in to testify. The Vice-Chair contacts those persons on which the Committee agrees. During the deliberations the immediate supervisor must testify. Written testimony is accepted under extenuating circumstances.
- i. The Committee Chair determines if new negative evidence is presented. New derogatory material of such a substantive nature as to affect the decision shall not be introduced at the meeting unless the candidate is given the opportunity to respond. It is the responsibility of the Chair to make the necessary judgments concerning the substantive nature of any new material, to convey new information to the person being evaluated and, if necessary, to delay the vote or decisions until the person has had the opportunity to respond. New material does not include normal discussion, evaluation and interpretation of the record. It does not include opinions formulated by Committee members related to credentials and activities presented in the candidate's file. Nor does it include observations made by the evaluator associated with the candidate's conduct of work, relationship with a Committee and service activities, or other interpersonal types of relationships. What is intended by the substantive new material requirement relates to issues and activities extending beyond those displayed in the candidate's file that are not merely interpretations, elaborations, and opinions related to those activities.
- j. Prior to voting, the Chair gives a final opportunity for testimony to determine if the discussion is finished. New materials provided by the candidate for consideration are accepted at any point prior to the Committee's vote.
- k. Committee members do not vote on candidates when they have not heard all the testimony given. They can vote on later candidates if they have heard all the testimony.
- l. For each candidate for promotion and continuous appointment, two separate votes are taken, the first for continuous appointment, the second for promotion in rank. For each candidate for promotion only, a single vote is taken.
- m. The Committee votes by secret ballots. When the Committee is ready to vote on a candidate, the Vice Chair distributes the ballots. When the ballots are marked, the Vice Chair collects and tallies them, and the Chair verifies the

- n. tally. The Chair announces the results to the Committee. If the committee is voting on continuous appointment and promotion, first the vote on continuous appointment is taken, tallied and announced before the vote on promotion is taken.
- o. The Vice Chair then completes and signs the certificate(s) attesting to the tally of the ballots, which is also signed by the Chair and is kept by COART for a period of at least one year.
- p. To substantiate the votes, the Chair summarizes the Committee's reasons for its votes, giving members an opportunity for input.
- q. At the close of the session, the Chair reminds the Committee members that the deliberations are confidential.

E. AFTER THE MEETING

- 1. As soon as possible after the Committee's deliberations on all candidates, the Chair notifies each candidate of the Committee's tally and communicates the tally to the Dean. The Chair may not reveal the content of the deliberations to the candidate but may indicate whether or not the deliberations followed the written procedures.
- 2. As soon as possible after the Committee's deliberations, the Chair drafts a letter to the Dean for each candidate, including the tally of the vote and the Committee's reasons for its votes. The letter should include an assessment of the quality, significance and impact of the candidate's record in each of his/her areas of responsibility.
- 3. The Chair gives a copy of each letter to the Vice Chair for review. Any other Committee member who wishes to review a letter may do so by contacting the Chair. All comments must be returned within the deadline set by the Chair.
- 4. Within one week of the completion of the deliberations for all candidates, the Chair gives to each candidate a copy of his/her letter. The original letter for each candidate is added to his/her file.
- 5. The candidate has 5 working days to respond in writing to the letter, if he/she desires. Any response is added to his/her file. After the 5 working days, the file is forwarded to the Dean of Libraries.

V. ADMINISTRATIVE REVIEW AND DECISION PROCESS

- A. The Dean of Libraries reviews the entire record to ensure that the correct standards are being applied by the Committee in an appropriate manner. The Dean is responsible for making an independent recommendation to the Senior Vice-Chancellor for Academic Affairs. If the Dean's recommendation is the same as the majority vote of the Committee, the Dean notifies the Chair of the Committee. If the Dean's recommendation is different from the majority vote of the Committee or if the vote was a tie, the Dean meets with the entire Committee. At the Committee meeting, the Dean informs the Committee of the reasons for his/her recommendation. Either the Dean or the Committee Chair may request a joint meeting of the Committee and the Dean to further discuss any recommendation.

After the final communication between the Dean of Libraries and the Committee, the Dean then notifies the candidate in writing of the Committee's votes and the Dean's recommendation.

The Dean writes a transmittal letter to the Senior Vice-Chancellor for Academic Affairs and gives each candidate a copy of his/her letter. The original letter for each candidate is added to his/her file. This letter should include an assessment of the quality, significance and impact of the candidate's record in each of his/her major areas of responsibility.

Before the file is forwarded to the Senior Vice-Chancellor for Academic Affairs, the candidate has 5 working days to respond to the letter in writing, if he/she desires. Any response is added to his/her file

- B. A candidate may request reconsideration (Bylaws 4.8(a)) of the decision by the group or Dean. Reconsideration reports become part of the documentation file.

If the candidate is not recommended for tenure and/or promotion by the committee, the candidate will receive a letter with the reasons for the vote(s) from the Committee Chair and the candidate may write a rebuttal argument and/or request reconsideration. The candidate must be informed of the right to request reconsideration of the decision as provided in Regents Bylaws, 4.8(a). No negative recommendation shall be forwarded until the reconsideration is complete. The committee shall establish time lines for the candidate to request reconsideration of a decision. If the candidate requests reconsideration of a decision within these time lines, such request shall be granted as expeditiously as possible. In order to respond, the candidate must be given the opportunity to review the file. The candidate may add new materials until the committee's reconsideration vote. The committee must schedule the review process so that any reconsideration shall be completed in time to meet established submission deadlines for the next level of consideration. The purpose of the statement of reasons is to give an unsuccessful candidate an opportunity to prepare a rebuttal argument. rebuttal argument.

The Committee Chair is responsible for counseling any candidate rejected by the Committee regarding procedures. The Committee Chair may invite one member of the Committee to sit in on a formal counseling session as an observer. The observer does not discuss the matter with the candidate. In the event of a reconsideration, the Chair reconvenes the Committee.

- C. The Dean of Libraries then notifies the Senior Vice Chancellor for Academic Affairs of his/her recommendation(s). If any of his/her recommendation(s) differ(s) from the majority vote of the Continuous Appointment and Promotion Committee, the Dean of Libraries notifies the Vice Chancellor of the difference(s), stating the reasons for his/her recommendation(s).
- D. The Associate Dean for Administration or his/her designee works with the candidate to prepare his/her documentation file before submitting it to the Vice Chancellor.
- E. In the case of non-tenured faculty, regardless of the decision of the Committee or the Dean of Libraries, the documentation file is transmitted to the Senior Vice Chancellor for Academic Affairs for consideration.

In the case of tenured faculty, if either the majority vote of the Committee or the recommendation of the Dean of Libraries favors promotion, the documentation file is transmitted to the Senior Vice Chancellor for Academic Affairs for consideration. If however both the majority vote of the Committee and the recommendation of the Dean do not favor promotion, the promotion process terminates. The candidate has the right to appeal the decision.

- F. If a candidate and/or Committee member believes the procedure, the Committee's votes, or the decision by the Dean of Libraries was discriminatory or illegal, a grievance may be filed.

2003 APR REPORT

University Libraries
University of Nebraska -Lincoln

Academic Program Review
Report

June 1-4. 2003

Final Report Submitted June 10, 2003

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I. Abstract

This is a very transitional period for the University of Nebraska Libraries. They are beginning to implement major organizational changes. The Love Library has been newly remodeled. There is an increased desire for and dependence on electronic resources by library users -all while facing reductions in human and other resources. These factors all make an Academic Program Review of the Libraries at this time especially challenging.

In addition to being a transitional period for the UNL Libraries, this is also a very difficult time for libraries in higher education. The number of publications worldwide increases each year. The cost of scholarly publications has risen astronomically during the last 15 years and is expected to continue rising. During this period the cost of serials have increased over 200%. There is greater interest in new areas of interdisciplinary and global studies on most campuses. At the same time, public higher education has been experiencing unprecedented budgetary shortfalls making it especially difficult for the university libraries to meet the expectations and needs of their users.

At the University of Nebraska, budget cuts have clearly impacted the collections and staffing. They have just completed one of many serials cancellation projects and they have fewer library faculty than most of their peer libraries. In spite of these difficulties, the UNL libraries have maintained high service standards and have expanded into new areas of scholarship, partnering with other UNL faculty to digitize and provide better electronic access to some of their most unique and valuable special collections.

All in all, the Libraries are doing an impressive job within the scope of their budgetary capability. The following brief report outlines the primary observations made by the Review Team with respect to library services, collections, facilities, budget, and personnel. This report also offers four recommendations based on our analysis of the self-study as well as our interviews with UNL administrators, many library faculty, a more selective group of library staff, and a range of library users. These recommendations focus on the impact of budgetary developments on the Libraries' ability to meet the University's goals, transforming Library 110, helping the untenured library faculty to better understand what is expected of them for promotion and tenure, and increasing the diversity of the library faculty. Three of these four recommendations should be fairly easily implemented by the Libraries. We recognize the challenges of increasing the revenue stream in the current economic climate.

Some of the issues raised in the specific questions that were presented to the review team are mentioned throughout the Observations section. To make sure that we address all these questions, there is a final separate section, where each of the questions is followed by a response.

II. Assessment of the Self Study Document

The self-study document was well written, comprehensive and well organized. Everyone

with whom we met was thoughtful, honest, and forthcoming in response to our questions. We had an excellent meeting with the library faculty at the end of our visit. They were generally quite receptive to our perceptions and recommendations.

III. Program Goals and Rationale

The Libraries' goals and rationale are appropriate for their program and are consistent with overall University goals. It will be challenging for the Libraries to meet these goals with current budgetary constraints and especially if further cuts become necessary.

IV, V, VII. Program Activities, Resources, and Development -Observations

The following observations made by the review team address the activities and resources of the Libraries.

Observations

Services

- Library users throughout the groups we interviewed clearly appreciate the availability of remote access to electronic resources and services offered by the Libraries. These resources and services are especially critical for distance students. We also heard considerable praise for the Libraries' support of the distance education students. In our estimation, the Libraries have done an excellent job of shifting from in-house to remote use of information resources within the limitations of the collection development budget.
- The faculty, students, and citizens of Nebraska are well served by the extraordinarily high level of cooperation and support among the four University of Nebraska universities (UNO, UNL, UNK, UNMC). This cooperation includes activities such as a shared catalog, joint licensing of electronic resources, and staff development and training.
- The Libraries have made impressive advances with their Digital Initiatives. They might consider becoming a center for digital projects to which other universities could bring their projects.
- The ability to identify and use appropriate information resources has never been more important for students at all levels. The library faculty clearly recognize this importance and they have the critical expertise to provide this instruction. There was considerable satisfaction expressed about the effectiveness of course-related library instruction offered for upper division and graduate students. Conversely, there was considerable dissatisfaction expressed regarding Lib 110. It is especially noteworthy that these same students were otherwise quite complimentary about the library facilities, staff, and services. Library science research confirms that library

instruction offered at the time of need and that is directly pertinent to specific course assignments, is considerably more effective for students than instruction given in isolation.

- The Deans were very complimentary about the Libraries especially in light of the many budgetary challenges facing them. They were especially complimentary about the efforts of library faculty to meet the needs of their students and faculty.
- The Libraries have collaborated with a number of academic departments in many worthwhile ways. Additional collaborative projects are possible with other partners such as Graduate Studies including a library representative present at exit meetings for program reviews for academic departments; the development of an electronic thesis and dissertation program, library membership (possibly ex officio) on the Graduate Council; and workshops with graduate students about reasonable expectations of the libraries as they go to the academy as faculty.
- Similarly, the Associate Vice Chancellor for Research expressed interest in workshops on grantsmanship targeted to funding agencies that specifically support library initiatives.

Collections

- It is apparent from the self-study and from our meetings throughout the visit that the Libraries recognize the importance of collections in a research university but neither the five strategic priorities (with the exception of reference to electronic resources) nor the new organizational structure seem to reflect an emphasis on collections. Clearly, the statistics show that the acquisition budget is the lowest among their peer group. It will be impossible for the university to achieve its goals as a research institution without a greater emphasis on collections.
- It is unclear to the review team, because of the unavailability of the Coordinator for Collection Development, that the Library has a mechanism to ensure balance in the collections and adequate attention to the development of its core collection.

Facilities and Budget

- The remodeling of Love Library is truly commendable and will greatly enhance the university's ability to meet its goals. Even though students increasingly use electronic resources, experience at other universities has shown that they still want and use library facilities that are welcoming, easy to navigate, and have knowledgeable staff who can help them make the best use of their research and study time.
- The Libraries have had noteworthy success in fundraising since the last review.

- It came to our attention that finding matches for possible library grants is sometimes difficult.

Personnel

The University of Nebraska Libraries have accomplished a great deal with a very small, dedicated staff over the last five years.

The process undertaken by the Libraries for organizational restructuring was an open process with library faculty and staff involvement. This is commendable. As the Libraries grow into this new organizational structure, the process needs to be equally open with respect to assessing what works and what does not, and with readjustments made accordingly. It will be important not to lose sight of possible issues that may emerge from staff who have multiple reporting lines.

The Libraries have made real efforts to promote a working environment that is inclusive for all staff. However, we saw no evidence of specific strategies for recruiting a more diverse workforce. The changing demographics of the country coupled with the aging of our profession make this an especially good time to improve the diversity of library faculty at UNL.

There seems to be some confusion among the untenured library faculty regarding differing interpretations of the criteria for promotion and tenure. It appeared that untenured library faculty had inconsistent interpretations and advice from mentors and department chairs regarding the criteria.

The UNL library faculty has an impressive record of contributions to the published knowledge of the library profession and involvement in professional activities. This is especially commendable given their workload. Throughout our visit, we met professionals who are very engaged in the issues and challenges of their work.

VI. Program Evaluation/Assessment

The implementation of the Spring 2003 Liquid+ was an excellent effort to assess library user expectations and how well the Libraries are meeting these expectations. Other earlier user surveys have been conducted by the Libraries to assess user satisfaction with various aspects of the Libraries program. Based on the information in the self-study, the Libraries have made efforts to improve any areas of its program that are identified through these methods. They have also offered student course evaluations for Library 110. Since not all students submit evaluations, it is difficult to get a full picture from these evaluations. The library faculty member who sees these evaluations notes that evaluations tend to be submitted by students whose opinion reflect the two extremes -those who loved the course and thought they learned a lot and those who thought it was awful and a waste of time. This is typical of voluntary course evaluations.

The Dean of Libraries at UNL has considerable expertise on assessment techniques for libraries. She has taught a number of national workshops and preconference on research techniques for libraries. Under her leadership, the University Libraries are well positioned to continue to conduct useful and liable assessment activities on the libraries services.

VIII. Summary Recommendations

- *Recognizing the realities of the current economy, the University and the Libraries Need to redouble their efforts to increase the Libraries 'revenue stream in multiple Ways to meet the University and the Libraries 'goals. Increased development activities for the Libraries will lead to an increased need for Foundation support, perhaps justifying that the Foundation assign a full-time Director of Development to the Libraries.*

Based on the Libraries' recent success with fundraising, greater emphasis on development activities may well be productive. Clearly the Libraries have been quite successful securing grants for special projects. This activity should remain a priority. But fundraising and grants will not be a panacea. They will not be able to provide the revenue for daily operations, core collections, and basic services.

- *Explore the feasibility of transforming Library 110 to an online tutorial and identify strategic courses in which this content can be integrated into coursework.*

The most successful use of Library 110 has been with Agriculture and Music where it has been imbedded into a required course with appropriate research assignments, making the content of Library 110 clearly pertinent to the students who have taken these courses. Where the course is standing alone, it has been much less successful and has not been seen as useful or necessary by most students. This could be a good time, with the necessary support from university administrators, to identify appropriate courses in other disciplines and incorporate the content of Library 110 into these courses. Also, this could be a good time to make the online version of Library 110 more fun and visually attractive to students who are accustomed to exciting digital games and learning packages, and offer this version as a non-credit online tutorial.

- *The Libraries must provide clearer guidance to untenured library faculty that ensures consistent interpretations of the criteria for promotion and tenure.*

Nearly all of the untenured library faculty expressed confusion and some anxiety about how the criteria for promotion and tenure are interpreted. This confusion seems to result from differing messages received from their department chairs and other mentors. When the untenured faculty compare this information with each other, differing messages from each other add to the confusion and anxiety. Apparently the Libraries rewrote their criteria several years ago and it is likely that some of the mentors and

department chairs are not yet entirely clear on how to interpret the criteria. The Libraries can easily rectify this situation by making sure that everyone fully understands the existing criteria and that there is a consistent interpretation of it.

- *Strategies must be developed for achieving a more diverse library faculty. One such strategy may be the development of a minority residency program, which has been successful at other university libraries.*

The Libraries definitely need to develop some concrete strategies. There are a number of models in other libraries, such as residency programs, that may help them design something that will work for UNL. The Dean of Libraries at UNL has been a national leader in diversity efforts for Libraries. We know that she is committed to these efforts. The revenue generated from the new fee may offer her a new opportunity to create a residency program and/or develop other strategies to help with this problem.

Focus Questions

1. Is the proposed new organizational structure adequate/appropriate for fostering the integration of programs, services, and faculty/staff in the unit? Does the realignment of responsibilities make programmatic sense?

It is too early to know, and they are still working out the details. We recognize and appreciate the consultative nature of the process. Given some time to implement, a closer look at the new structure with respect to programs, services, and faculty and staff would be appropriate.

2. Currently the Libraries Digital Scholarship and Literacy program is being developed separate from the other programs and services of the Libraries. How does the Libraries plan to affect the integration of its program and its associated faculty and staff, with more traditional programs and services?

We view this as an evolutionary process not an integration process. As it continues to grow in size and scope, more individuals will be involved in these programs and services.

3. Evaluate the appropriateness of the Libraries stated program goals and program priorities. Are they the right ones, given current resources and trends in higher education?

The program goals flowed from the Strategic Plan of 2002. As a result, no mention is made of continuing to develop print collections. Though unmentioned in the program goals nor immediately apparent from the reorganization model, the libraries will clearly continue to develop print collection. The three priority program -Digital Scholarship and Literacy Program, Digital Curriculum Development Program, and Library Instruction- are appropriate priorities given current resources and trends in higher education. However, the review team's comments regarding Library 110 are addressed in the observations and recommendations.

4. Evaluate Library 110. Does the content and format support stated student learning outcomes?

See comments on pages 3-4 and 6 under Services and Summary Recommendations.

5. Two library faculty members are most active in external grant activity. Should and how can the culture of grant activity be more widely encouraged facilitated? In which areas?

The Libraries have been quite successful in competing for grants. It not unusual for a limited number of individuals to secure grants on behalf of the University Libraries. There are a limited number of federal agencies, foundations, and other sources that support library-type initiatives. When we met with the Associate Vice Chancellor for Research, discussion of collaboration centered around possible specialized seminars that could be designed and held for library faculty with less experience in grantsmanship. These could be specifically focused on library funding sources.

6. Assess the process just used to prioritize serials, both in terms of outcomes and of effective communication with users.

The process, as designed, was excellent. The iterative nature of the approach and the hard work of the library faculty resulted in a satisfactory outcome to a difficult situation. This kind of process is dependent on the expertise and communication skills of all parties. In all organizations, the skills are not consistently held by all individuals. This reality resulted in a less than perfect implementation of the process.

7. Evaluate the libraries 'response to the shift from the in-house to remote use.

See comment on page 2 under "Services".

8. Given that a high density storage facility will become a reality, which space needs are most critical?

A high density storage facility will offer a welcomed opportunity to reassess space needs for the entire library system such as additional group studies rooms and more state of the art technology areas.

9. Evaluate the strengths of the Libraries in terms of support of the University community and outreach to the community. Are there any weaknesses or deficiencies in providing service to various constituencies?

In every session with University community constituents, the Libraries' services and staff were praised. It is generally accepted that the Libraries play a critical role in outreach to the Nebraska community such as interlibrary loan, distance education, and other research needs.

BRINLEY FRANKLIN FINANCIAL ANALYSIS REPORT



REVIEW OF LIBRARY FUNDING

Brinley Franklin

Roy Mersky

January, 2007

THE UNIVERSITY OF NEBRASKA – LINCOLN
REVIEW OF LIBRARY FUNDING

EXECUTIVE SUMMARY

Neither the University Libraries nor the Law Library is financially positioned to sustain its current support for the University's academic and research programs. Moreover, both the University Libraries and the Law Library's sources of funding rely more heavily on student fees and development income than other state schools and the University's Regent-approved peers.

The University Libraries, consisting of the Don L. Love Library and six branch libraries, is receiving slightly less state-aided funding than its Regent-approved peers. At the same time, library credit hour fees are less than all but one of their peers with library credit hour fees. The Law Library is receiving substantially less state-aided funding than its peers and relies much more heavily on student fees and private giving than its peers. Given the findings with respect to the two libraries, some recommendations are library-specific. Proposals to increase library funding include:

Law Library

- Increase the amount of state-aided funding to the Law Library;
- Allocate principal and/or earnings from a new university cola contract to support the Law Library;
- If the University is sympathetic, go directly to the State Legislature with a proposal to increase the Law Library's line item budget as a University System priority, given its support through its legal collections and services like document delivery to the entire University System, including the Institute of Agriculture and Natural Resources.

University Libraries

- After spending down library reserves in FY '08 and FY '09, increase the Library credit hour fee in FY '09 by 50 cents to \$2.50. This would represent the first increase in the Library credit hour fee during its five year existence;
- Perform an OMB Circular A-21 library cost study from July, 2007 until December, 2008 to increase indirect cost recovery related to libraries by approximately \$370,000/year and use the increased recovery, perhaps as early as FY 2010, for library expenses supporting researchers;

- Retain the University Libraries as a University development priority and emphasize gifts that give the Library Dean the most flexibility in spending.

Law Library and University Libraries

- Encourage Deans to include relevant library materials expenses in research awards start-up costs;
- Establish a Programs of Excellence (POE) line item for library support of POE programs;
- Permit the Library Dean and the Law Librarian to retain some amount of vacated salary lines when they rehire faculty.

THE UNIVERSITY OF NEBRASKA – LINCOLN REVIEW OF LIBRARY FUNDING

INTRODUCTION

The University of Nebraska- Lincoln (Nebraska, the University) received a Program of Excellence award in FY 2007 to conduct a review of its library funding. The libraries at the University of Nebraska- Lincoln include the Marvin and Virginia Schmid Law Library (the Law Library, Schmid Library), which reports to the Dean of the Law School, and the University Libraries, which reports to the Dean of Libraries and consists of the Don L. Love Library and six branch libraries.

While the University has submitted and received increases in its compensation-related budget lines in recent years, it has not received adequate increases in its library acquisitions, serials, and operating expenses budget lines. *The Chronicle of Higher Education 2004 Almanac Issue* included the University of Nebraska at Lincoln on its list of fifteen research institutions where total library expenditures had increased the least during the most recent five year period. In its recent FY 2008 and FY 2009 biannual budget submission, the University did not request increases in its library acquisitions, serials, and operating expenses budget lines due to the overarching need to address large increases in health care insurance and utilities costs.

To assist the University in dealing with the apparent flat funding for library acquisitions and serials for at least the next two years, the University of Nebraska- Lincoln used a Program of Excellence award to engage two library consultants to assess library funding at the University and provide information and recommendations relative to financial support for its libraries.

The scope of the consultants' work included a three day campus visit and the preparation of this final report to summarize findings and offer recommendations to improve library funding at the University of Nebraska-Lincoln.

While on-campus, one or both of the two consultants met with:

- The Dean of Libraries, the Dean of the Law College, and the Director of the Law Library;
- The Libraries Associate Deans and various library staff;
- The Assistant Vice Chancellor for Financial Services;
- The Vice Chancellor for Research, the Associate Vice Chancellor for Research, and the Assistant Vice Chancellor for Research;
- The Director of Institutional Research and Planning and the Assistant Vice Chancellor for Facilities, Management, and Planning;
- The Assistant Vice Chancellor for Academic Affairs;
- The Associate Vice Chancellor for Information Services and the Associate Vice Chancellor for Academic Affairs;
- The Co-Directors of the Center for Digital Research in the Humanities; and
- The Director of Admissions.

The consultants were also provided with considerable financial and background information both prior to and during their campus visit. At their last campus meeting, they briefed the Senior Vice Chancellor for Academic Affairs on their preliminary findings and recommendations.

At the outset of the consultants' campus visit, they determined that the Law Library and the University Libraries were funded quite differently and would require individualized treatment with respect to findings and recommendations. For example, the University Libraries are receiving slightly less state-aided funding than their peers and its library credit hour fees are less than all but one of their peers with library credit hour fees. The Law Library, on the other hand, is receiving considerably less state-aided funding than its peers and relies much more heavily on student fees and private giving than its peers.

The consultants' principal findings and recommendations are organized into sections for the Law Library and the University Libraries and are sub-divided to address the various funding issues the two consultants were asked to address.

SCHMID LAW LIBRARY

Background - As the only public and the only nationally ranked law school in Nebraska, the University of Nebraska College of Law plays an important role in the jurisprudence of the state, in the academic reputation of state-funded institutions of higher learning, and in public education. The Schmid Law Library supports and serves an increasingly diverse constituency, ranging from, among others, licensed practitioners and the judiciary, public librarians (who in turn serve pro se clients), public interest groups working with state government, and the state's prison system. While the Library's primary responsibilities are to the law school faculty and students, it is expected to both support the work and research needs of scholars engaged in interdisciplinary research across campus and across the state, and to support the legal research needs of the general citizenry of the state. Statistics indicate that more than 20% of the reference and document delivery requests received by the Law Library originate outside of the law school community.

Within the law school, the Library's principal obligation involves the acquisition, communication, and preservation of the scholarly record and of scholarly discourse. In law, that discourse is increasingly broad, incorporating foreign and international materials (which are acquired only at very high costs), interdisciplinary scholarship, and empirical resources. Law faculty and students alike are looking beyond traditional legal research resources and integrating a variety of materials into their scholarly work. The ability of the law school to attract and retain scholars is, to a significant extent, a function of the availability of these resources and of the ability of the Law Library and its staff to ensure their accessibility to faculty.

The Library is required to both maintain and update the critical mass of traditional legal research materials in a variety of formats (law students and faculty may have access to electronic resources, but members of the public and Bar, as well as non-law students and faculty at the University will continue to require access to print resources), and to develop collections that reflect new areas of scholarly inquiry. Expenses incurred in developing these new collections are not single, one-time items; rather, the nature of legal information requires a consistent investment of funds in materials in order to maintain their value.

Among the wider University of Nebraska community, the Schmid Library serves as a resource for scholars in history, government, political science, economics, and other disciplines. Undergraduate and graduate students alike regularly use the Library's resources and facility, and take advantage of its staff's expertise. Libraries throughout the state rely on the Schmid Library to provide, through interlibrary loan and document delivery programs, materials that are available in Nebraska only through the Law Library. Law firms and other private libraries are winnowing their print collections; as these collections dwindle, practitioners in the state become more dependent on Schmid's collections and its continued subscription to expensive print and electronic resources (resources that may not be needed frequently by any one firm, but which are invaluable when the need does exist).

Funding sources and expenditures - Operating funds for the Schmid Law Library are received from three sources: state allocations, law school endowment monies, and student fees.¹ In 2006, Library expenses and funding were as follows:

Total expenditures:	\$1,426,570
Operating expenses:	792,270
Personnel and benefits:	634,300
Total income:	
State allocations:	\$ 863,067*
Student fees:	210,000
Foundation:	353,503

** State allocations covered all expenses associated with staff salaries and benefits and \$228,767 of the Library's operating expenses.*

State funds represented 60% of all Library expenditures and covered less than 30% of its operating expenses. Student fees accounted for 26.5% of the Library's operating expenses and foundation funds 44.6% of those expenses. Student fees and foundation funds collectively account for an unusually high percentage of operating expenses (more than 61%); state allocations for operating expenses are correspondingly low (less than 30%). In fact, for fiscal year 2005 (the most recent year for which such information was provided), the percentage of Library operating expenses covered by state funds at Nebraska was less than half of that percentage for all of the following peer schools:

¹ Figures in this report were derived from materials furnished to the author by the Law Library (specifically, documents titled *Comparison of Schmid Law Library Funding with Peers* and *Budget Accounts & Amounts FY2007* (which actually provides data going back to fiscal year 2003) and email correspondence with the Law Library director), and from the 2005 American Bar Association Report on ABA-Approved Law School Libraries. Figures reported in those documents as 'operating expenses,' 'total expenses for books, materials and operations,' 'total spending,' and 'amount spent on library materials' for various periods are different and do not correspond to similar figures on other documents. Figures cited in this report are based on the documents provided to the author or reported by the Law Library to the ABA.

	Operating Expenses	State Funds	as a %	Student Fees	as a % 2	Endowment Income	as a % 3
Iowa	\$2,292,000	\$1,910,000	-83%	\$382,000	-17%	\$0	0%
Minnesota	\$1,560,000	\$1,400,000	-90%	\$0	0%	\$160,000	-10%
Ohio State	\$1,561,435	\$1,445,981	-92.50%	439,000	-2.50%	\$76,454	-5%
Colorado	\$1,080,000	\$1,045,000	-97%	\$500	-0.04%	\$34,500	-3%
Illinois	\$1,048,000	\$998,000	-95%	\$40	0%	\$50,000	-5%
Missouri	\$736,785	\$505,250	-68.50%	\$159,373	-21.50%	\$72,162	-10%
Kansas	\$622,000	\$460,000	-74%	\$155,000	-24%	\$7,000	-1%
Nebraska	\$678,000	\$228,000	-34%	\$210,000	-31%	\$240,000	-35%

Consequently, law student fees and law school endowment funds are, in fact, subsidizing and supporting non-law school use of the Library. Substantially increased state allocations to the Law Library would bring the funding situation more in line with Nebraska's peer schools and more accurately reflect the benefits and services provided by the Library to the judiciary, to state agencies and state government, and to the general public.

The operating budget of the Library has decreased in each of the years beginning in 2003, as evidenced by the following table. The proposed operating budget for fiscal year 2007 is nearly 17% less than the Library's fiscal year 2003 operating budget. From 2005 to 2006 alone, the Library's operating budget decreased by more than \$95,000.

Books, materials and operations expenses

FY 2003	FY 2004	FY 2005	FY 2006	FY 2007 (proposed)
\$899,392	\$889,547	\$875,867	\$780,631	\$749,500

Compared to all academic law libraries reporting to the ABA in its *2005 Report on ABA-Approved Law Libraries* (a total of 189 libraries), Schmid Law Library ranked 136th in amounts spent on library materials (essentially, operating expenses) and 162nd on total law library expenditures. Nebraska's peer schools ranked as follows:

2005 Total Law		
Peer School	Library Expenditures	Rank*
U. of Iowa	\$4,829,573	11
U. of Minnesota	4,037,529	14
Ohio State U.	2,845,001	46
U. of Colorado	2,226,776	85
U. of Illinois	2,077,815	98
U. of Missouri	1,739,051	139
U. of Kansas	1,541,160	160
U. of Nebraska	1,520,341	162

**Rank indicates expenditures relative to all 189 academic libraries reporting in 2005.*

During the period from 2003 to 2006, the amounts paid by the Library for LexisNexis and Westlaw have increased 18% and 11.6%, respectively. Since 2001, the *Price Index for Legal Periodicals* compiled by the American Association of Law Libraries indicates that legal treatises have increased in cost by 50%, legal encyclopedias by 100%, and court reporters by 120%. Statistics available from the Association of Research Libraries show that annual funding increases of 3% to 5% are standard among large academic libraries. But the Law Library's budget has significantly decreased; its funds diminish each year (at a time when costs are rising in amounts far exceeding inflationary rates). The ability of the Law Library to support the scholarship of the law school community and to continue to provide a resource to the practicing bar, the state judiciary, state government, and the general public is jeopardized.

Outlook - Library materials continue to increase in cost. Unless the Library can rely on consistent and predictable sources and amounts of funding that reflect inflationary pressures, increasing costs of materials, the widening scope of law scholarship and inquiry, and the changing expectations of new generations of students, the Library will be able to support neither the demands of the law school community nor the needs of state government, the practicing bar, and the general public. Decreases in the Library's budget have left gaps in its collections; in order to bring the Library back to a position of strength in its collections, an additional investment of at least \$100,000 would be required, together with annual operating budget increases of at least 7%.

Expenses for traditional legal information materials are expected to continue to increase fairly dramatically. As publishers of traditional legal research materials cope with user demand for electronic resources, a smaller group of purchasers (primarily large academic and government law libraries) will continue to acquire print resources. The costs of print resources can be expected to continue to climb with this smaller market.

The Library's current mix of traditional and electronic resources seems appropriate, given the nature of the Library's patrons. Electronic resources, however, continue to multiply in number and scope, and a variety of acquisition models exist. Subscription databases require that the Library annually pay significant fees or lose the entire value of its investment in the resource. Electronic resources that may be acquired by purchase have substantial up-front costs, and more modest annual fees. To date, the Library has been able to afford subscription databases that require annual license fees and no up-front purchase costs (e.g., the BNA network). But the Library has not been able (due to insufficient funding) to acquire those databases (which many other academic law libraries have added to their collections) that are available for purchase and that entail significant up-front acquisition costs (e.g., the *Making of Modern Law*).

Electronic resource vendors usually license their products to the law school on the condition that access to the materials is restricted to the law school community. If the Library is to continue to support the legal research needs of interdisciplinary faculty at the university, of the state judiciary and state government, as well as of the general public, the Library must continue to acquire research materials in both electronic and traditional formats.

Legal scholarship has traditionally been published in law school-subsidized journals. Subscription costs to these law reviews have historically been very low. Many faculty members

have been dissatisfied with the law review publication process and the lack of peer review associated with this publication model. As a result, more legal scholars are opting to publish in new journals, published not by law schools, but by commercial vendors. The costs of subscriptions to these commercially published materials are significantly higher than to traditional law reviews (often as many as six times more expensive). This trend away from law review publication toward commercial publication is likely to continue, with the corresponding result that the Library's subscription costs are expected to see very high increases.

As a public institution, the law school has an obligation to both make its resources accessible to Nebraska's citizens and to ensure the preservation of unique materials and the record of scholarship produced at the law school. The Law Library shares its expertise and resources through outreach programs to public libraries throughout the state and through its online resources. Its ability to harvest and preserve scholarship at the law school depends upon the availability of funds to support its role as the institutional repository. Service as an institutional repository in today's environment requires that new types of scholarly communication (e.g., blogs, list-servs, datasets, papers published only electronically) be harvested, captured, organized, and made accessible. Technology that will enable the Library to serve as the institutional repository of the law school is expensive and the extent of staff support required for the Library to fulfill this role is significant.

Unlike lawyers in many states, individuals licensed to practice law in Nebraska are not currently required to undertake continuing legal education. Such a requirement has, however, been proposed. In the event that continuing legal education does become mandatory for Nebraska attorneys, it is likely that the law school's (and other) continuing legal education programs will significantly expand. Demands on legal information resources and the Library can be expected to correspondingly increase. The materials required to support these types of programs will require the Library to purchase and continually update materials directed at the practitioner; these materials are among the more expensive to acquire and maintain.

The good news is that the Library's physical facility should be adequate in terms of amount of space for at least the next ten years. The facility may, however, require updating to reflect the changing nature of students' interaction with the Library (e.g., to encourage collaboration and communication).

Recommendations

- *Increase state funding* - Perhaps the most striking imbalance in the Law Library's funding relates to the relatively small contribution of state funds to the Library's operations. Allocations of state funds to the Library should be dramatically increased to reduce the burden on endowment funds.
- *Appeal to the state legislature* - The Law Library supports the Nebraska legal community and general public. It provides support both through its collections (e.g., interlibrary loan and document delivery programs) and through the expertise of its staff (e.g., instruction for public librarians). With the approval of the president of the System, a proposal should be made to increase the amount of the law library's line item in the state budget.

Appendix 9.

- *Allocate proceeds from the new beverage contract* - A portion of proceeds from the University's renegotiated beverage contract might be allocated to the Law Library.
- *Incorporate collection development and other Library support costs in new faculty and research award costs* - As new faculty members are hired, their research interests must be supported. As the areas of scholarly inquiry in law expand, and as the sources integral to discussion in those areas multiply, the Library will be expected to acquire a variety of different and expensive resources that support new areas of scholarship and new faculty interests. Budgets for new faculty, new centers, and new clinics at the law school must include a Library component which would reflect additional costs of collections that would support these activities and scholarship.
- *Include a library component in Program of Excellence funding* - Programs of Excellence at the law school bring with them added demands on the Library. All PoE proposals should include an item that discusses and accounts for the costs of new collections and resources to support the programs.
- *Create eligibility for the Law Library to apply for and receive Programs of Excellence grants* - The Law Library should be encouraged and allowed to directly apply for PoE funds in order to acquire resources to, in turn, support faculty requests for PoE funding.
- *Revert a portion of the funds from vacated or reduced faculty lines to the Law Library* - When faculty members retire or are replaced and funds from salaries are returned to the law school, a portion of those funds might be allocated to the Law Library, to at least in part offset the costs of supporting new faculty members and as a way to help bring the Library back to a position of strength relative to its peers.

UNIVERSITY LIBRARIES

Funding Sources – The University Libraries sources of funds include: State-aided funding; a library credit hour fee and a portion of the student technology fee; Foundation accounts; and grant funding and other miscellaneous revenue sources such as interlibrary lending fees, fines and lost books income. In FY 2005/2006, the mix of funding sources was as follows:

State-aided funding	\$11,138,104	80.72%
Library credit hour fee	\$1,055,245	7.65%
Student technology fee	\$165,000	1.20%
Foundation accounts	\$877,244	6.36%
Indirect cost revenues	\$110,727	0.80%
Other income (including grants, interlibrary lending, fines, and lost books)	\$451,371	3.27%

Expense Analysis – The University Libraries (including the Law Library) reported the following expenses to the Association of Research Libraries for FY 2004/2005:

Salaries and Wages:	\$6,134,461
Library Materials:	\$6,572,861
Operating Expenses:	\$2,150,177

Outlook – The University of Nebraska’s biennial budget submission to the Nebraska legislature included flat funding for library acquisitions, serials, and operating expenses. In light of this, the University Libraries are unlikely to receive increases in state-aided funding for library materials and operating expenses in fiscal years 2007/2008 and 2008/2009. The University is hoping to receive a 3% increase in faculty and managerial professional salaries from the Legislature for FY 2007/2008 and FY 2008/2009. Revenue from the library credit hour fee (\$2/credit hour) has been increasing slowly based on minimal increases in credit hours and enrollment is not expected to grow substantially in the near future. The share of the student technology fee paid to the Library has not and is not expected to increase. The indirect cost revenue paid to the Library through the Office of Research has been stable and is not expected to increase. Foundation account spending is expected to grow proportionately as are grants and other income.

Library expenses, on the other hand, are expected to increase steadily. Library salaries for current staff will likely keep pace with inflation; expenditures for new hires will have to be competitive to recruit in an environment where librarians are leaving the profession at a faster rate than they are entering the field. While increases in the cost of library journals have slowed somewhat in recent years, on average according to the April, 2006 issue of *Library Journal*, the cost of academic library journals is currently increasing by roughly 7-9% annually. The cost of journal titles in EBSCO Publishing’s *Academic Search Premier*, a standard undergraduate package of full text journals, has an overall projected increase of 9.4% this year.

Providing access to scholarly literature for researchers is a particular challenge. In some of the University of Nebraska-Lincoln’s primary fields of funded research, the average price per journal title in 2006 is as follows:

Chemistry	\$3,254
Physics	\$2,850
Engineering	\$1,756
Biological Sciences	\$1,548
Agriculture and Natural Resources	\$890
Psychology	\$452
Education	\$327
Sociology	\$310

The University’s funded research has grown 113% in six years and the Vice Chancellor for Research anticipates that the University will continue to attract even more sponsored research funding in the near future. This rapid growth at a time of flat library collections funding presents

a perplexing problem as the University hires new researchers who require access to publications in increasingly specialized and emerging interdisciplinary fields to support their work.

Peer Comparisons

Sources of Library Funding

The University Libraries receive less state-aided funding than either their Regent–approved peer group for which information is available or a broader group of Association of Research Libraries public university libraries. The University Libraries consequently rely more heavily on student library and technology fees and development income than either their Regent-approved peer group or public academic research libraries in general. The data available is as follows:

Library	Tuition/State Funds	Student/Library Fees	Endowment Income	Indirect Cost Revenue	Other Funding Sources
Colorado	70.00%	10.00%	5.00%	10.00%	5.00%
Illinois	91.14%		5.56%	1.53%	1.77%
Iowa	90.60%		4.00%		5.40%
Kansas	91.20%	3.40%	4.30%		1.10%
Missouri	94.90%		3.70%	0.04%	1.36%
Ohio State	95.00%		3.00%	0.25%	1.75%
Purdue	88.54%		7.62%		3.84%
Peer Average	88.77%	1.91%	4.74%	1.69%	2.89%
28 ARL Public Univ Libraries	85.80%	5.15%	4.71%	0.95%	3.40%
Nebraska	80.72%	8.85%	6.36%	0.80%	3.27%

Among its peers, only the University of Colorado Libraries receives less of its budget from tuition and state funds than the University of Nebraska. At the Colorado at Boulder, the University has performed a series of library cost analysis studies over the years to optimize its indirect cost recovery related to sponsored research and those revenues now represent 10% of its library’s funding. Among the Big 12 Universities, six do not have student library fees. Of the six Big 12 Universities with student fees, only Kansas University’s library fee per credit hour is lower than Nebraska’s.

Texas A&M	\$6 plus 15.80 university enhancement fee
Texas Tech	\$16 per credit hour
Oklahoma	\$9.50 per credit hour
Oklahoma State University	\$9.40 per credit hour
Nebraska	\$2 per credit hour
Kansas	\$1 per credit hour
Baylor	No student library fee
Colorado	No student library fee
Iowa State	No student library fee
Kansas State	No student library fee
Missouri	Receives portion of \$10 per credit hour tech fee
Texas	No student library fee

Library Expenditures

The University Libraries' total expenditures in FY 2005 were about the same as library expenditures at Colorado State University and the University of Missouri. Among its comparatively sized peers, library expenditures were significantly higher at the Universities of Iowa, Kansas, Colorado, and Iowa State. Some of the Regent-approved peers with considerably larger student bodies (e.g., Minnesota, Illinois) spent twice as much on their libraries as Nebraska. Nebraska's total library expenditures seem especially low given the size of the University's faculty, its graduate student enrollment, and its rapid increase in research awards, particularly in the sciences. According to the Research Office, funded research at the University has more than doubled since FY 2000; during that period the library budget has not increased when adjusted for inflation.

The University Libraries spent 41% of its FY 2005 expenditures on compensation, 44% on library materials and 15% on operating expenses. This distribution of expenses was relatively similar to the averages for its Regent-approved peer group. In the following table, the University's peers are subdivided into two peer groupings. Peer Group 1 represents those universities with relatively comparably sized student bodies. Peer Group 2 schools have significantly larger enrollments. All schools' expenses have been adjusted to exclude Law and Medical School Library expenses, where applicable.

Appendix 9.

		UG	Grad	Faculty	S&W	as a %	Library Materials	as a %	Operating Expenses	as a %	Total
Nebraska	(excl Law)	18433	2665	1159	\$5,655,796	41%	\$6,092,374	44%	\$2,137,969	15%	\$13,886,139
Colorado St		21240	1946	954	\$5,391,036	40%	\$6,354,160	47%	\$1,856,857	14%	\$13,602,053
Missouri	(excl Law/Med)	22047	2514	1114	\$5,372,271	41%	\$5,520,696	42%	\$2,153,550	17%	\$13,046,517
Iowa	(excl Law)	22770	4891	1127	\$9,408,960	46%	\$9,530,097	47%	\$1,542,639	8%	\$20,481,696
Kansas	(excl Law/Med)	22489	4162	1579	\$6,965,964	45%	\$6,657,046	43%	\$1,735,707	11%	\$15,358,717
Iowa State		23094	2695	1391	\$6,796,494	41%	\$8,753,174	52%	\$1,147,520	7%	\$16,697,188
Colorado		26202	2037	1115	\$7,940,402	43%	\$8,897,620	48%	\$1,710,577	9%	\$18,548,599
Average, Peer Group 1		22974	3041	1213	\$6,979,188	43%	\$7,618,799	47%	\$1,691,142	11%	\$16,289,128
Purdue		34745	5791	1911	\$9,378,053	44%	\$9,639,863	45%	\$2,512,384	12%	\$21,530,300
Minnesota	(excl Law/Med)	35736	9257	1670	\$12,622,237	47%	\$9,416,950	35%	\$4,780,043	18%	\$26,819,230
Illinois	(excl Law)	37553	8867	1909	\$17,586,468	52%	\$12,437,970	37%	\$3,776,614	11%	\$33,801,052
Ohio State	(excl Law/Med)	43796	10212	2992	\$11,428,443	55%	\$6,159,496	29%	\$3,347,085	16%	\$20,935,024
Average, Peer Group 2		37958	8532	2121	\$12,753,800	49%	\$9,413,570	37%	\$3,604,032	14%	\$25,771,402

On average, the University's more comparable peer group spent a slightly higher percentage of their total library expenditures on salaries and wages and library materials than the University Libraries. The University's larger peers on average spent a higher percentage of their total library expenditures on salaries and wages and a lower percentage on library materials than the University Libraries.

In general, the distribution of library expenditures among salaries and wages, library materials, and operating expenses at the University Libraries appears to be fairly normal for a large academic research library.

Electronic Resources

The University Libraries spent 38% of its library materials expenditures in FY 2005 on electronic resources. This percentage was on par with its Regent-approved peer group. In the following table, the University's peers are again subdivided into two peer groupings. All schools' expenses have been adjusted to exclude Law and Medical School Library expenses:

		Databases	E-Serials	Subtotal Electronic MTLS	Elec as a %	Total Materials (w/o Law/ Medicine)
Nebraska	(excl Law)	\$ 725,904	\$1,549,632	\$ 2,275,536	38%	\$ 5,944,095
Colorado St		\$ 61,799	\$ 2,972,899	\$ 3,034,698	49%	\$ 6,237,544
Missouri	(excl Law/Med)	\$ 3,177	\$ 1,929,091	\$ 1,932,268	36%	\$ 5,385,968
Iowa	(excl Law)	\$ 199,402	\$ 3,723,631	\$ 3,923,033	42%	\$ 9,382,399
Kansas	(excl Law/Med)	\$ 106,800	\$ 1,612,710	\$ 1,719,510	26%	\$ 6,537,698
Iowa State		\$ 50,626	\$ 3,648,594	\$ 3,699,220	43%	\$ 8,599,786
Colorado		\$ 221,861	\$ 4,197,172	\$ 4,419,033	50%	\$ 8,801,962
Average, Peer Group 1		\$ 107,278	\$3,014,016	\$ 3,121,294	41%	\$ 7,490,893
Purdue		\$ -	\$ 2,252,541	\$ 2,252,541	24%	\$ 9,542,018
Minnesota	(excl Law/Med)	\$ 19,998	\$ 4,156,886	\$ 4,176,884	45%	\$ 9,182,062
Illinois	(excl Law)	\$ 29,282	\$ 3,089,604	\$ 3,118,886	26%	\$ 12,128,637
Ohio State	(excl Law/Med)	\$ 72,000	\$ 3,617,999	\$ 3,689,999	53%	\$ 6,958,116
Average, Peer Group 2		\$ 30,320	\$3,279,258	\$ 3,309,578	37%	\$ 9,452,708

LibQUAL+™ studies at hundreds of academic libraries in recent years have demonstrated that faculty and students prefer electronic journal and database resources over corresponding traditional print resources and enjoy the flexibility of accessing information independently. In November, 2005, the Library Deans and Directors at the University of Nebraska prepared a report on campus and system benefits of publisher and vendor licenses.

The University of Nebraska has saved hundreds of thousands of dollars by purchasing electronic resources consortially when multiple campuses benefit from ongoing access to specific resources. The libraries have also acted in the University's best interests economically for those resources that make more sense to license at one campus and then provide rapid intercampus delivery.

At the same time, economic pressures have prevented the University from purchasing system-wide access to resources like *Biological Abstracts and Nature* that would benefit overlapping programs in fields like bioengineering, clinical psychology, and behavioral literature that supports nursing programs.

Financial pressures have also forced the University Libraries to limit its access to only 50 of the 1200 journal titles in *Science Direct*, one of the largest packages of full text journals in the sciences and social sciences. Flat funding for library collections has also hampered the University Libraries ability to purchase back files of full text electronic journals and new product offerings that faculty and researchers request to support their work.

CONCLUSIONS

Funding for the Schmid Law Library ranks 162nd among 189 academic law libraries in the United States and is the lowest among its peers. While the Law Library's primary responsibilities are to the University's law school faculty and students, it also supports interdisciplinary research for all of the University of Nebraska campuses as well as the legal research needs of Nebraska's general citizenry, the judiciary, state agencies and state government, and legal practitioners. The Law Library's state funding is inadequate to support these multiple constituencies throughout the State.

Law student fees (31%) and Foundation funds (35%) account for two-thirds of the Law Library's operating expenses including library materials. This reliance on non-State funding is more than twice as much as any of its peers. Moreover, law student fees and law school endowment income are subsidizing and supporting non-law school use of the Law Library.

The University Libraries' funding (about \$14 million) is also low in comparison to its peers. Its current funding is similar to the library budgets at Colorado State University and the University of Missouri. Comparably-sized peers like Iowa, Kansas, Colorado, and Iowa State provide \$2 million to \$7 million more annually to fund their libraries. Two of the University of Nebraska's Regent approved peers, Minnesota and Illinois, provide twice as much funding (\$27 and \$34 million respectively) for their main libraries.

Like the Law Library, although to a lesser extent, the University Libraries rely more heavily on student fees and fund raising than their peers. At the same time, the library credit hour fee received by the University Libraries is lower than all but one of its peers with a library student fee and has not been increased in its five year existence. The Director of Admissions, when asked about a possible increase in the library student credit hour fee, did not see a problem or a negative impact on admissions from a relatively minor library credit hour fee increase such as 50 cents per credit hour.

Both the Law Library and the University Libraries face significant challenges with respect to their collections budgets. At a time when the cost of legal collections is inflating at a considerably higher rate than the consumer price index, the Law Library has seen its collections budget decline in each of the last three years. Both the Law Library and the University Libraries are anticipating level State-aided collections funding for at least the next two fiscal years while the cost of library materials is expected to continue to increase by at least 5% - 9% annually. The cost of library materials is likely to increase at even higher rates in fields such as international law and many of the University's primary fields of funded research (e.g., biochemistry and the physical sciences). New initiatives and programs often require the Libraries to purchase additional materials to support researchers and these have not been adequately budgeted for in the past.

RECOMMENDATIONS

Given the different findings with respect to the two libraries, some recommendations are library specific. Possible proposals to increase library funding include:

Law Library

- Increase the amount of state-aided funding to the Law Library ;
- Allocate principal and/or earnings from a new university cola contract to support the Law Library;
- If the University is sympathetic, go directly to the State Legislature with a proposal to increase the Law Library's line item budget as a System priority, given its support through its legal collections and services like document delivery to the entire System, including the other University campuses and the Institute of Agriculture and Natural Resources.

University Libraries

- After spending down library reserves in FY '08 and FY '09, increase the Library credit hour fee in FY '09 by 50 cents to \$2.50. This would represent the first increase in the Library credit hour fee during its five year existence ;
- Perform an OMB Circular A-21 library cost study from July, 2007 until December, 2008 to increase indirect cost recovery related to libraries by approximately \$370,000/year and use the increased recovery, perhaps as early as FY 2010, for library expenses supporting researchers.
- Retain the University Libraries as a University development priority and emphasize gifts that give the Library Dean the most flexibility in spending.

Law Library and University Libraries

- Encourage Deans to include relevant library materials expenses in research awards start-up costs;
- Establish a Programs of Excellence (POE) line item for library support of POE programs;
- Permit the Library Dean and the Law Librarian to retain some amount of vacated salary lines when they rehire faculty.

BF/RM 1/15/07

Description of the Outcomes Assessment Process
UNIVERSITY OF NEBRASKA-LINCOLN LIBRARIES
EVALUATION AND SUGGESTIONS FOR EFFECTIVE AND SUSTAINABLE
ASSESSMENT

May 2006

A Report by Jim Self and Steve Hiller
Visiting Program Officers, Association of Research Libraries

INTRODUCTION

The University of Nebraska-Lincoln (UNL) Libraries is one of twenty-five libraries participating in the Association of Research Libraries (ARL) project, "Making Library Assessment Work: Practical Approaches to for Developing and Sustaining Effective Assessment." (http://www.arl.org/stats/newmeas/VPO_Hiller_Self.html). This two year project is under the aegis of the ARL Statistics and Measurement Program, Martha Kyrillidou, Director. ARL Visiting Program Officers Steve Hiller and Jim Self conducted the evaluation of the University of Nebraska-Lincoln Libraries assessment efforts which was capped with a visit on March 27-28. In addition to a presentation on effective library assessment, they met with library staff and discussed a wide range of assessment and measurement related issues. The UNL Libraries also responded to a request for information about assessment activities, needs, and issues before the visit. The following report summarizes the current environment and offers options and suggestions for developing effective and sustainable assessment at the UNL Libraries.

CURRENT ASSESSMENT ENVIRONMENT AND ACTIVITIES

The University of Nebraska-Lincoln is the flagship university of the state and the upper Great Plains with membership in both the American Association of Universities (AAU) and ARL. The University ranks in the top 50 among public institutions in research awards and is actively pursuing growing the research enterprise. That same spirit seems to pervade the UNL Libraries which is involved in a number of externally-funded digital library projects and is also serving as a beta site for SUSHI. The Dean, Joan Giesicke, is known for her work with the library as a learning organization and is a strong proponent of using data for decision-making. Associate Deans Beth McNeil and Nancy Busch both have experience with assessment and research methodology. Indeed, Nancy Busch has, in the past, taught research methodology for several library schools.

During the past five years the UNL Libraries has participated in several assessment-related activities including LibQUAL+™ (2003), focus groups and usability on digital library efforts, observations on facility use, and some data mining, particularly with usage statistics. However, while there is recognition of the value of assessment, efforts have generally been spotty and uncoordinated. Library faculty and staff generally have not been involved in these assessment efforts.

IDENTIFIED ISSUES AND PROBLEMS

The UNL Libraries identified a number of assessment-related issues and concerns prior to our site visit.

- Strategies for setting assessment priorities
- Systematic processes for supporting assessment
- Ways of involving more library faculty and staff in assessment
- Creating a culture of assessment
- Better coordination of assessment efforts
- Better processes for collecting statistical data.
- Using data for improvement
- Better structure for managing assessment data
- More faculty and staff skill in interpreting and presenting results

During our visit other needs and issues surfaced. These included working with campus assessment partners, use of qualitative methods, and more effective utilization of data from the integrated library system.

SUGGESTIONS AND OPTIONS FOR MOVING ASSESSMENT FORWARD

We offer the following suggestions and options for moving assessment forward at the UNL Libraries. They are not intended to be prescriptive, but rather outline some best practices for enhancing and sustaining a viable assessment program at Nebraska-Lincoln.

1. Establish process for coordinating assessment
2. Develop an assessment plan that links to the strategic plan
3. Help library staff understand their role in the assessment process
4. Use assessment to enhance understanding and support of the research enterprise
5. Demonstrate value of the UNL Libraries to students
6. Further develop collaborative campus assessment and data use relationships
7. Use multiple methods to assess Digital Library/Institutional Repository initiatives
8. Examine and evaluate statistics collected and maintained by the UNL Libraries

1. Establish practices and procedures for coordinating assessment, including designation of an assessment coordinator

While there is substantial interest in moving assessment forward at the UNL Libraries there is no established structure in place to establish assessment priorities, advocate for good assessment practices, coordinate assessment activities and communicate results to staff and the academic community. It is our strong view that assessment at the UNL Libraries will not advance until it becomes an identifiable part of the organizational structure with an individual given the responsibility for assessment coordination.

Effective assessment requires leadership and resources. It is important to have someone, with standing in the organization, who can take the lead in promoting and coordinating assessment. Given the lean staffing levels of the UNL Library, it is probably not feasible to appoint a full-

time or even a half-time assessment coordinator but rather to include assessment coordination with other responsibilities. We suggest formation of an assessment committee or group to provide support for the coordinator and advocate for good assessment practices throughout the organization. The coordinator would chair this group.

The assessment coordinator, would not necessarily conduct assessment activities, but would serve as the assessment spokesperson and leader. An assessment coordinator can help in moving efforts forward, integrating data into the decision making stream, and providing both guidance and support to assessment practitioners. This person would coordinate efforts, advocate for assessment, serve as a resource person, know best practices, promote understanding of the value of assessment to the organization. Sufficient support should be provided with additional resources and a re-assignment of some current responsibilities. Staff perception that this individual has strong administrative support is crucial to success.

The following interests and abilities are important for the coordinator position:

- Interest in assessment and commitment to the library as a customer-centered enterprise
- A broad perspective on issues that affect academic libraries and higher education
- Understanding of the value of assessment in improving library services
- Skill in summarizing and presenting results effectively to diverse audiences
- Ability to work effectively with staff, managers and administrators throughout the organization

The coordinator would work with the assessment group to:

- Identify and prioritize assessment needs through widespread consultation within the organization
- Develop an assessment plan with clearly defined goals, objectives, support and benchmarks
- Obtain training and skills necessary to understand and do good assessment and support others
- Participate in appropriate professional venues
- Ascertain best methods and support needed for staff involvement and participation in assessment
- Initiate assessment activities that address priorities and can be accomplished in a timely fashion
- Support strategic planning process
- Evaluate the success of the program and resources needed
- Present results to staff, stakeholders, customers and the broader library community

Coordination of assessment should be undertaken with sensitivity. It should not appear as coercive; rather it should be seen as positive and supportive, as the UNL Libraries move forward with a more effective assessment program.

2. Develop an assessment plan that supports the UNL Libraries strategic directions

The University has established a structured and iterative strategic planning process which calls for a “focus on measurable outcomes for achieving strategic priorities.” The assessment plan should assist in the development of outcome measures or indicators that can show progress in meeting strategic priorities and objectives. We offer some suggestions in the ensuring recommendations that deal with strategic plan support.

3. Help library staff understand their role in the assessment process

Assessment is essential for libraries to ensure that services and resources support customer needs and institutional goals. Reducing or eliminating customer barriers means looking at library services, facilities, and resources from a customer perspective. The Libraries should continue to cultivate an appreciation for the value of assessment through effective communication, appropriate training, and demonstrating the use of assessment data to improve services and resources as well as showing how the UNL Libraries adds value to the academic enterprise and the people of Nebraska.

While there is interest in doing good assessment, we found a need to raise the knowledge base of library faculty and staff in such areas as research methodology (especially qualitative methods), and data analysis. Awareness and understanding of different methods is critical in taking a nuanced approach to assessment that produces results that can be used to demonstrate value and lead to improved services and programs. This would be an excellent opportunity for a library assessment coordinator and group to help address these needs. Staff understanding of the value of assessment also fits within the learning organization philosophy.

As with any individual or group that has a range of other responsibilities, creating sufficient time for assessment and maintaining or enhancing assessment skill sets remains a continuing challenge. Opportunities to acquire assessment-related skills are often available on campus through such units as statistics or computing. Additional workshops and sessions are often presented at professional conferences and meetings. The ARL Service Quality Evaluation Academy provides a more intensive weeklong workshop in using and understanding quantitative and qualitative data. Regardless of the type of training provided, it is important for staff to have an opportunity to use these skills, whether in design of assessment efforts or in critical examination of the results and methods used by others. More complex methodological and analytical skills can either be handled internally by knowledgeable staff or through the use of external consultants.

As part of the tenure and promotion process, library faculty are expected to engage in research and publication. Consideration should be given to encouraging library faculty to conduct research related to the UNL Libraries. The findings of a good research project could well be used to improve delivery of library services to UNL students and faculty.

4. Use assessment to enhance understanding and support of the University research enterprise

Large universities, including the University of Nebraska-Lincoln, are placing great emphasis on growing the research enterprise. We feel the UNL Libraries should pay special attention to understanding the role of libraries in supporting those academic areas that receive substantial research funding or notable awards. Such qualitative methods as interviews, focus groups, and regular reports from liaison/subject librarians are very appropriate to find out the library and information needs of these faculty, the impact of the Libraries on their research, and their satisfaction with library collections and services. This assessment effort will help support a major priority of the UNL Libraries strategic plan which calls for an assessment “of overall collection strengths and funding allocations to match purchases to campus priorities and to balance support for different disciplines.”

The UNL Libraries can use both qualitative and quantitative information (surveys and use statistics) to demonstrate its support of the research enterprise to the University administration and other Colleges.

5. Demonstrate value of UNL Libraries to students

The imposition of a \$2 per credit hour library fee in 2003 has provided much needed funding flexibility for the UNL Libraries and adds approximately \$1 million per year to the library budget. The Libraries’ strategic plan acknowledges the importance of the student fee in its support of collections, programs such as GIS and multimedia, and adding specialized staffing. We suggest that the UNL Libraries use a variety of methods to demonstrate the value of students investing in their library – both quantitative and qualitative. These could include acknowledgement on the Libraries Web site and in the various campus libraries. For example, a number of university libraries have successfully set up student library advisory groups to provide more ongoing, structured input. Others have established library “research” awards which have evaluated student papers submitted for coursework. Ongoing involvement of students ensures that the UNL Libraries can remain responsive to student needs.

6. Further develop collaborative campus assessment and data use relationships

Our meeting with Jessica Johnson, University-wide Assessment Coordinator, and Bill Nunez, Director of Institutional Research and Planning, was highly informative and suggested opportunities for collaboration between their areas and the UNL Libraries. While the UNL Libraries is represented on the University-wide Assessment Committee, a closer working relationship between the UNL Libraries and the University-wide Assessment Coordinator could prove mutually beneficial. The Libraries would get sound advice on establishing and assessing learning outcomes which would help in evaluating individual course support as well as Library 110.

The Office of Institutional Research and Planning (IRP) supports academic, administrative and physical planning for the institution, providing research and reporting information about the institution. The office is responsible for the collection and maintenance of official institutional databases, internal and external surveys, and serves as the official reporting voice for the

University of Nebraska- Lincoln. The office is interested in developing key indicators that can be used to define quality. IRP also operates the data exchange for the American Association of Universities. IRP can offer advice to the UNL Libraries on data warehousing issues, especially compatibility with other University data.

7. Use multiple methods to assess Digital Library/Institutional Repository initiatives

The UNL Libraries is a significant player in digital library development and has just started a major effort to establish an institutional repository. Both are identified as UNL Libraries priorities and are in need of good assessment methods and tools. Digital library development has relied primarily on feedback from users and potential users. Consideration should be given to doing more rigorous usability testing, developing and employing outcome measures, as well as review of use data. In addition to these, institutional repository indicators might include core coverage and penetration by academic area, visibility among the UNL community, and number/use of previously unpublished information.

Some potential outcome indicators for digital library development might include use in courses at UNL or at other educational institutions; citations or references in books, journals, other scholarly publications and Websites; and community visibility and impact. Selective surveying can also be employed to follow-up with users as to the reasons they came to the digital collection, evaluation related to their needs, and potential applications. Baseline data in these areas can be established and change over time tracked.

8. Examine and evaluate the statistics kept by the UNL Libraries

A significant amount of time is spent collecting a variety of internal statistics and data not reported to external agencies. Many of these internal statistics are related to the traditional print-based library. However, it is not clear if there still is a need to collect these data or if they are still used. In addition to reviewing why they are collected, an analysis of the costs involved in data collection with the benefits of use should be conducted. Examination of alternate methodologies such as sampling and automatic data capture should also be encouraged.

As a follow-up to the review of statistics, the UNL Libraries might consider compiling, in printed or web form, a database of the important library statistics. Such a compilation would put the imprimatur of the Libraries on those statistics that are worthwhile, and might discourage the keeping of other less important data.

CONCLUSION

We believe that the UNL Libraries can establish a effective, practical and sustainable assessment program that can enable the Libraries to improve services and demonstrate value to the University community. We found strong administrative support for assessment and the willingness to commit some resources to moving assessment forward. We stand ready to work with the Libraries in this effort by assisting with a follow-up project, or the development of an assessment plan

Quality Indicators Selected by the Program

Index of Library Services and Resources Shared with Nebraskans

University Libraries

Description:

Number of books and periodicals circulated to Nebraskans: Number of books and periodicals circulated to Nebraskans. (All Nebraskans age 18 and older are eligible to borrow materials from the University Libraries.)

Instructional tours given:

Number of tours given for UNL students, prospective students, and others (high school students, community members, etc.)

Programs offered by library faculty:

Number of educational programs offered by University Libraries faculty. May also include programs sponsored by the Friends of the Libraries of the University of Nebraska-Lincoln.

Interlibrary loans to Nebraskans:

Number of materials (books, copies of journal articles) loaned to Nebraskans throughout the state via interlibrary loan requests from other Nebraska libraries.

Quality Indicators	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Number of books and periodicals circulated to Nebraskans	9,780	11,109	12,205	16,815	15,709	17,694
Number of interlibrary loans to Nebraska libraries	3,615	3,128	3,168	3,560	3,626	3,697
Number of library programs offered	11	9	5	15	5	5
Number of library Instructional Sessions Tours	267	162	172	204	264	235

For the official report and graphs, please see page 30 of the *Indicators of Institutional Quality Annual Report 2008-09*: (http://www.unl.edu/svcaa/documents/quality_indicators_2008.pdf)

LIBRARIES CLIMATEQUAL REPORT

Highlights of the 2009 ClimateQUAL² Findings University of Nebraska-Lincoln Libraries

Elaine L. Westbrooks

Tom McFarland

December 14, 2009

On March 23 – April 13, 2009, the University of Nebraska-Lincoln Libraries, along with seven other academic libraries (George Mason University, Illinois State University, Oberlin, University of Wyoming, University of California-Berkeley, University of Hawaii, and Johns Hopkins University), was a Phase II partner in the Organizational Climate and Diversity Assessment (ClimateQUAL) survey administered by the University of Maryland (UM) Libraries, the UM Industrial/ Organizational Psychology program and the Association of Research Libraries. The survey was anonymous. 136 (95%) Library employees at UNL chose to complete in the survey; some also provided twenty-nine written comments to various survey questions. The identity and number of people who added comments is unknown. Of the 23 institutions that have participated since 2007 (Phase I-II), UNL had the highest participation rate (100%) as well as the highest completion rate (98%) for organizations that administered the survey to staff as well as librarians.

The summary below highlights the key findings about the Library that are described in three documents that amounted to thirty pages of analysis, data, and statistical tables produced by the Maryland ClimateQUAL Team. Wherever cross-institutional comparisons are made, they refer to the average scores of the 23 participating libraries, which includes UNL.

What does ClimateQUAL measure?

ClimateQUAL measures several areas of organizational climate and attitude that have been recognized as the “critical organizational imperatives” indicative of the health of an organization.

What does a healthy organization look like?

A healthy organization is defined as one, which has policies, practices, and procedures that empower employees. It emphasizes the importance of continual learning and innovation to meet the demands of an ever-changing environment. A healthy organizational climate is one in which customer service, employee diversity, and organizational justice are all recognized as critical in determining the effectiveness of the organization in the long run.

Healthy organizations create workplace climates that send two simultaneous messages to their employees. First, these organizations send a strong message that they care about the wellbeing of their employees through policies that suggest teamwork, diversity, and justice are valued.

² The Organizational Climate and Diversity Assessment (ClimateQUAL™: OCDA) survey is a product of a joint venture between the University of Maryland (UM) Libraries, the UM Industrial/ Organizational (I/O) Psychology program and the Association of Research Libraries (ARL). A quantitative and a qualitative report plus two supplements were prepared by Paul J. Hanges, Juliet Aiken, & Xiafang Chen of the University of Maryland.

Second, healthy organizations also send a strong message that they care about customers, in our case the user community. They demonstrate this when they do such things as restructure the work environment to improve customer service and/or offer training and other resources to improve customer-related skills and knowledge. When organizations succeed in developing a climate profile that sends these two messages, employee behaviors will be focused on maintaining a mutually beneficial relationship with the organization's customers.

Does UNL Library have a "healthy climate"?

Yes! The results revealed a strong and healthy organization. UNL's average scores were some of the highest among the 23 participating libraries in 5 of the 26 variables measured. Library employees have indicated that we have a healthy climate for task engagement, valuing diversity (for all groups), lack of organizational withdrawal, continual learning, and lack of task conflict.

For example:

- 93% respondents indicate that they are interested and engaged in their work at the Library

Comment

"I love my job and the Libraries."

- 86% agree that the Library values and supports all types of diversity (gender, racial, sexual orientation, and rank) as well as diversity-related initiatives
- 90% of respondents do not explore other job opportunities nor think about leaving the library

Comment

"The library is a great place to work and the people are wonderful..."

- 86% agree that their co-workers accept and encourage new ideas in the Libraries

Comment

"My co-workers have been very supportive and willing to suggest projects and opportunities of collaboration and publications."

- 88% of respondents indicate that they agree with their co-workers when it comes to completing tasks

Comment

"I feel supported by not only my direct supervisor and co-workers, but also by Admin."

Indeed, fewer people think about leaving the Library. On average, Library employees have a more positive perception of our organizational climate and a more positive attitude about working here than do employees at the other participating institutions. Of the 9 scales measured, the Library was above average on every variable in the 6 following scales:

1. Climate for Deep Diversity
2. Climate for Demographic Diversity
3. Climate for Innovation
4. Climate for Continual Learning
5. Climate for Teamwork
6. Climate for Customer Service

According to the data, the Climate for Demographic Diversity at UNL is outstanding. In fact most employees responded positively to questions regarding the extent to which the library has policies, practices, and procedures that support diversity among minority and majority employees along 4 categories: race, gender, sexual orientation, and rank. In the climate for Justice/Fairness the Libraries scored above average in 3 of the 4 areas. The data indicate that 73% of all employee responses were positive. This does not mean that there is not room for improvement.

Areas of Improvement

UNL's average scores were some of the lowest among the 23 participating libraries in only 2 of the 26 variables measured. Library employees have indicated that the climate for psychological safety and psychological empowerment should be improved.

For example:

- 54% of respondents agree that the Library is a safe environment for offering opinions and taking risks

Comment

“...I feel that there is an overall lack of interest in the opinions/ideas of employees.”

- 56% of respondents agree that they can influence what happens in their department

Comment

“... [it's] hard to move new ideas up”

The data also indicate that some employees do not agree that that the procedures (e.g. performance evaluations) that determine the distribution of rewards are uniformly applied.

Comment

“The Library needs to find better ways to reward employees in terms of salaries and other incentives.”

In addition, the quality of and the individual's relationship with his or her immediate supervisor is also slightly below the average of our ClimateQUAL partners. Authentic transformational leadership as well as the extent to which the Library supports diversity among staff and faculty were two areas that were slightly below average.

<u>Comment</u>
"...Administrators sometimes refer to people in a hostile or disrespectful way"

Of the 9 scales measured, the Library was below average on the 2 following scales:

1. Climate for Leadership
2. Climate for Psychological Safety

Although the Libraries scored below average for Climate for Leadership in 2 areas (Leader-Member Relationship Quality and Authentic Transformational Leadership), the extent to which the Libraries is below average is small and perhaps statistically insignificant. 27% of all employee responses were negative.

Climate Measurement

The Library's organizational climate was measured in multiple ways. Two, in particular, should be noted. First, a scale is used to measure whether UNL has a poor or strong climate. For example, in the case of Task Engagement, the scale allows the respondents to rate where the Library stands: from 1 (poor climate for customer service) to 5 (strong climate for customer service). Secondly, an agreement index is used to show how many respondents agree or disagree on the rating. Using task engagement as an example, 93% of the respondents agreed that the individuals are interested and engaged in their work at the Library, i.e., they rated the item, on average, a 4 or a 5. The rest of the respondents rated the Library, on average, a 1 or a 2, indicating their disagreement, or a neutral rating of 3, indicating, "I do not agree nor disagree".

Accomplishments

The chart below documents what has been accomplished thus far:

Date	Event
March 23 - April 13	Survey administered
May 8	Received results from ARL & Maryland
July 6 – July 22	Shared results with departments
July 22 - Aug 20	Departments discussed results & voted
Sep 17	Received peer data from ARL
August 25 – October 2	Meeting with supervisors
October 2 - November 12	Create improvement strategies & assessments
Dec 10	UNL reports posted

Conclusion

UNL Libraries is not a perfect organization, but the data indicates that it is strong and healthy. This assessment provides the libraries with baseline data to not only identify areas for improvement, but also a reason to discuss what happens in the library as well as what is happening in departments and the units within departments. In addition, ClimateQUAL provides us with a shared vocabulary that helps us to have more meaningful dialogue.

Compared to our peers, the Libraries is doing very well; and we have some of the best scores ever recorded for ClimateQUAL. This success should be celebrated, but there is always room for improvement. Patience, vigilance, accountability, fairness, diversity, and personal responsibility are just a few ingredients necessary to maintain a healthy organization. How can we continue improving on the things that we are already doing well? How do we improve problem areas in a manner that focuses on responsibility instead of blame? The climate of the libraries is everyone's responsibility. Let us continue to excel, improve, and keep the Libraries an employer of choice at the University of Nebraska.

University of Nebraska-Lincoln Libraries
Assessment Committee Report to the Executive Committee

**Engineering Libraries of the 21st Century
Final Report**

March 2008

Assessment Committee Members: DeeAnn Allison, Tracy Bicknell-Holmes, Mary Bolin, Pete Brink, Anita Kreps, Tom McFarland, Melissa Sinner, Ted Naylor (chair).

The Assessment Committee was charged with determining what a 21st Century engineering library “looks like”, and what can be done to bring the UNL Engineering Library more in line with this vision.

The Committee structured the UNL Engineering Library assessment into three general areas:

- The current state of the College of Engineering, the Engineering Library’s collections, traffic, space, and web presence.
- The state of other university’s engineering libraries.
 - Examination of the literature.
 - A survey sent to the directors/heads of the engineering libraries at the top 25 engineering schools as identified by the U.S. News and World Report and UNL’s peer group.
- UNL engineering student and faculty perceptions of the Engineering Library.

This report begins with the “vision” of the Engineering Library of the 21st Century, continues with the Committee’s assessment of the current state of the Engineering Library, followed by suggested actions to be completed in working toward realizing the vision for the UNL Engineering Library. Attached appendixes include more detailed information concerning all aspects of the Committee assessment.

The Vision:

Based upon the literature search, survey, and interaction with engineering users, the Committee believes the Engineering Library of the 21st Century will be:

- The center of community for the college and the students “home” in the college.
- The spaces in the library serve to encourage interdisciplinary discussions, work and learning, and encourage group activities.
- The library is seen as an integral part of recruiting for the college by providing spaces that encourage students to come together to work on projects or meet with faculty and friends.
- The library is viewed as a central player in meeting the life-long learning accreditation requirements for the college, with information skills integrated into classes and projects.

- The library hosts regular presentations and displays by practitioners and scholars.
- There are numerous computers in the library that serve as a multipurpose lab, with access to information resources as well as specialized software programs needed for all disciplines in the college. The workstations are configured to accommodate groups of 2-6 and some of the workstations have multiple screens for viewing multiple pages simultaneously.
- The lab space is equipped with rolling task chairs that number more than the computers, so groups may move the chairs where needed and cluster around workstations.
- There are small group study rooms with whiteboard walls, some of which are equipped with presentation stations for students to practice presenting projects. The rooms vary in size with some available for individual quiet study and some available for students to reserve for large projects with short deadlines. The rooms should allow for materials to be “left out” and available until the project is complete.
- There are comfortable chairs that encourage conversation along with nearby vending for snacks, drinks or coffee. There are study tables that accommodate various sized groups from 2-6 people.
- There is a small, heavily used print collection in the library with the overall focus of library materials oriented toward electronic with print materials available “just in time”.
- The library is considered a northern branch library for nearby colleges and programs and students who live in the residence halls near Nebraska Hall. The library provides a welcoming place for their studies.
- Small print collections are moved into the library for student use for short durations related to specific course projects.
- There is a hands-on computer classroom available which is heavily used by the library staff to offer various workshops and training programs to faculty and students, many of which are team taught with faculty and staff of the college.

Committee Findings:

Status of UNL Engineering Library within this vision

The following is a brief summary of the Committee’s findings in regard to the current use of the Library (please see Appendix A. for more complete information):

- Online catalog searching from within the library has increased from 9,355 searches, in 2002-03, to 12,229 in 2006-07.

- There are approximately 138,000 volumes currently housed in the Engineering Library. The collection is aging and circulation is decreasing. The use of reserve materials is also decreasing.
- The majority of the Library space is occupied by the paper collection.
- The gate count remains high at 60,382 in 2006-07.

Emerging Trends from the Literature and Survey

Based upon the literature and the survey results, the physical spaces in a 21st century engineering library will be much less print collections based and more focused on group study spaces with and without computers. Spaces available for students will emphasize high end multimedia and computing resources where students can work to develop group projects in an environment rich

with electronic information resources. Presentation equipment will be available for students to practice presentations. Collections will be more focused on electronic materials, small highly circulated print collections, and “just in time” delivery of materials.

Despite the increase in electronic access, all of the surveyed libraries see a strong future for engineering libraries with a variety of options for how a library might be configured and remain central to the work of the engineering college.

Working toward the Vision

The Committee recommends the following for:

IMMEDIATE ACTION

Programs & Services:

- **Continue working closely with the Engineering Learning Community and investigate other ways to become more integrated into the college:** A member of the Engineering Library staff should serve as a member of the first year learning community as this seems to be playing a vital role in promoting library use to the students, staff, and faculty related to the learning community. Continue this involvement and work with the college to identify other ways that the staff may be integrated into existing programs. Identify and develop ways that information skills may be effectively integrated into existing required classes such as the first year seminar. Identify and develop ways that the library staff may support faculty in the development of projects that encourage effective use of information resources.
- **Identify potential partners** such as the Engineering College and Information Services willing to fund programs and services.
- **Investigate Printing for Students:** Students in the Engineering College are allowed to print up to 1000 pages each semester at no cost to the student. Investigate the possibility of allowing students to print using this account from the computers in the library in conjunction with Uniprint.

- **Encourage faculty to use E-Reserves:** Identify faculty who are still placing print materials on reserve at the Engineering Library. Investigate what problems or other obstacles exist for faculty in moving to electronic reserves and develop of a plan to address and resolve these problems or other concerns. Publicize the availability of a staff person at Engineering Library who can help digitize or link materials for e-reserves.

Collections:

- **Undertake a major weeding of the collection at Engineering:** The collection should be downsized as much as possible and still meet the needs of the state as the comprehensive research library. The ultimate goal is to downsize the collection to fit on one level.

Facilities:

- **Evaluate load bearing capabilities of the library:** Determine whether it would support compact shelving on both the first and second floor.
- **Add whiteboards to current group study room:** Add whiteboards or whiteboard walls to the current group study space in the library.
- **Use the patent room for student presentation practice:** This room is already equipped with presentation equipment. Relocate the collection(s) in this space and replace the shelving with whiteboards or whiteboard walls.

INTERMEDIATE ACTION

Collections:

- **Print to Electronic:** Identify where significant print collections can be replaced with full content electronic versions. When electronic version is acquired withdraw the print version.

Facilities:

- **Develop an Integrated Space Plan:** Work with the engineering college to develop an integrated plan for the space in the library and on the 2nd floor of Nebraska Hall surrounding the library. Plans should include improved access to the restrooms from the library and identify intermediate and long-term locations for the print collection.
- **Improve the atmosphere of the library:** Both faculty and students described the library as “harsh” both in feel and atmosphere. Most attributed this to the lack of carpet, harsh lighting, metal shelving and uncomfortable furniture. Carpet the library and add task lighting and additional soft furniture to make it more inviting.
- **Add computer workstations:** Work with the college and IS to add workstations for student use with software specific to departmental programs. Provide the workstations on tables

large enough to accommodate groups of 4-6 or vary the size of the workstation tables.
Purchase task chairs on casters for the workstations.

LONG TERM ACTION

- **Move the majority of the print collection off site for delivery on demand:** Keep only a small, heavily used collection on site.
- **Add individual and group study rooms, some with presentation equipment.**
- **Integrated Space Plan phased in:** Space in the library and surrounding areas is modified according to the integrated plan developed. Access to and from the library to the surrounding areas and restrooms is improved. Spaces developed begin to represent the vision for the library.
- **As the facilities are revised and the print collection downsized shift staffing away from the maintenance of print to :**
 - Provide computer and multimedia support
 - Provide integrated information literacy instruction
 - Team teaching within the college
 - Promote lifelong learning activities
 - Create digital tools to support the college
 - Improve digital collections and promote library activities

Metrics for Success:

- Increased library gate counts.
- Information literacy skills are integrated into several required classes
- Regular assessment of library users indicates facilities are meeting user needs.

Areas for Further Study:

Service and Access issues for faculty and students on the PKI Campus in Omaha.

Conclusion:

The committee strongly believes that the Engineering Library can continue to play a vital role in recruiting quality students and faculty to the college if the print collection is downsized and/or funding becomes available to move the collection off site. All but two of the top 25 engineering colleges have separate engineering libraries, and at UNL the Engineering Library is in a prime location to serve as a hub for the college community and student activity in Nebraska Hall. In addition to these facilities changes, the core skills needed by all of the staff in the Engineering Library will need to change so that staffing emphasis can move away from a focus on print collections and toward digital activities and integration into the college community.

The committee is pleased with the positive interaction with engineering faculty and students. For the most part, students and faculty were happy to participate and were genuinely interested in the assessment process.

Appendix A:

The UNL Engineering Library Electronic Collections

As the following statistics indicate that in general, online catalog searching has increased within the Engineering Library.

Engineering Library Online Catalog Search Statistics	
2002-03	9,355
2003-04	5,199
2004-05	8,621
2005-06	14,553
2006-07	12,229
2007-08 (Aug)	1,222
Total	51,179

Electronic Resources 2006/07 Total Searches			
Database/Journal	Sessions	Searches	Items viewed
Science Direct	51,466	15,269	27,918
IEEE Journals	NA	NA	13,576
IEEE Explore	NA	NA	13,559
EI Village (Compendex)	3,567	8,022	NA
INSPEC	342	993	18
Web of Science	83,341	138,655	NA
Science Citation Index	35,186	135,685	NA
Scifinder	21,882	61,166	NA
Textile Technology	160	477	76
Transport	9,842	1,475	5,850

We do not have usage data available on all relevant electronic resources of interest to engineering and the available data varies by database. Many of the resources used by engineering students and faculty are likely also used by many other patrons making it difficult to analyze use data. However, the use of key science and engineering resources appears to be very high.

Print Collections

There are approximately 138,000 volumes currently housed in the Engineering Library. The collection is aging and circulation is decreasing. The use of reserve materials is also decreasing.

- Collection age:
 - 58% pre-1990 (18 years or older)
 - 31% pre-1980 (28 years or older)
 - 12% pre-1970 (38 years or older)
- Circulation activity
 - Although 95% of the collection has not circulated, a small subset of print materials is circulating highly.
 - Circulation has decreased from the high of 14,368 items in 1999 to 7072 items in 2007.
 - With the exception of a small subset of key monographs, the older print materials are not circulating
 - The use of reserve material has decreased from 3637 in 1999 to 1289 in 2007.

Traffic

Although the gate count has decreased approximately 29% from 1999 to 2007, the Engineering Library gate count was 60,382 in 2006-2007, a respectable traffic given the program supports 2,501 undergraduate and 399 graduate students.

Space

The majority of the library space contains the collection. There is a study area of several tables on the first floor while the second floor has limited access and very few study areas. On the first floor, the room containing the patent search computers is double purposed as a small group instruction room, and the staff recently cleaned out a former faculty office space and set it up as group study room.

During October, the Engineering Library staff conducted two brief assessments of use of the library. They recorded questions asked and hourly use of the facilities. The majority of the 330 questions were directional in nature. In terms of space use:

- The majority of library use occurred during the evenings, particularly when use by groups of two or more is analyzed.

- On average there were 11-12 individuals in the library each hour on weekdays, 3-4 during weekends.
- Users were noted on the top floor of the library all days except two Saturdays. When there were users on the top floor, it ranged from 8% - 30% of the individuals in the library.

Web presence

(<http://www.unl.edu/libr/libr/engr/>)

- Provides a brief description of the facilities and services available in the library.
- The web page has links to several resources including patents and trademarks and engineering research guides not available elsewhere on the Libraries' web site.
- There is no link to the Libraries from the Engineering College main page.

In a brief review of the top 25 engineering school libraries, we found that other engineering libraries typically have a main branch page separate from the main library page with a link from the engineering college's main page to the engineering library's page.

Appendix B:

The Literature review

The literature search and the engineering library survey provide a profile of what the "21st Century Engineering Library" might look like and what services could be offered.

- More and more material will be available online. The trend is toward a "bookless" environment, focusing on electronic resources only or primarily electronic. The scenario is becoming "just in time" delivery of materials as opposed to "just in case" having materials on site.
- Integration of computer labs with library computer areas
- Merging acquisitions, ILL, and collection development activities
- Student group study spaces for groups of 2-3, 3-4, 4-5 with and without computing equipment. Education in engineering is focused heavily on student group projects.
- Presentation practice rooms with presentation equipment available for student use
- Multimedia equipment in engineering libraries
- Space for faculty to meet with students.
- Engineering library staff provide more "point of contact" instruction and serve to assist patrons in identifying and using the best information resources. Patron information literacy is becoming one of the priorities in engineering library services.

The resource needs of undergraduate engineering students differ greatly both while in college and post-graduation from graduate student and faculty needs

Appendix C:**Survey: U.S. News and World Report Top 25 Engineering Schools**

Of the 25 Schools contacted, five responded to the survey: Cornell, UT Austin, the Univ. of Maryland, the University of Minnesota, and the Univ. of Washington.

	Rank	Library
1	MIT	Baker Eng. Library
2	Stanford	Eng. Library
3	Univ. CA Berkeley	Kresge Eng. Library
4	Georgia Institute Technology	Library and Information Center
5	Univ. IL Urbana Champagne	Grainger Eng. Library
6	Carnegie Mellon	Eng. & Sciences
7	California Inst. Of Technology	Sherman Fairchild Libr.Eng. Appl.Sci.
8	Univ. of Southern California	Science and Eng. Library
9	Univ. of Michigan	Art, Arch. And Eng. Library
10	Cornell	Eng. Library
11	UT Austin	McKinney Eng. Library
12	Purdue	Seigismund Eng. Library
13	Univ. CA San Diego	Sci. and Eng. Library
15	UW Madison	Wendt Library
16	UCLA	Sci. and Eng. Library
17	Univ. of Maryland	Eng. And Sci. Library
18	Princeton	Eng. Library
19	Columbia	Eng. Library
20	Univ. CA Santa Barbara	Sciences Eng. Library
21	Northwestern	Seeley G. Mudd Library Sci. and Eng.
22	Penn State	Eng. Library
23	Harvard	Gordon McKay Library
24	Univ. of Minnesota	Sci. and Eng. Library
25	Univ. of Washington	Eng. Library

Just over 99% of the libraries surveyed have separate engineering branch libraries. All but two (Georgia Tech and Texas A&M) of the top 25 engineering schools and all but two of UNL's peer group have engineering branch libraries separate from a main library. A survey was sent to the heads of these engineering libraries.

The following is a brief summary of the responses:

Facility

- Space is less collection focused and more study space and computer focused. More individual and group study areas – engineering students complete many group projects
- More power outlets
- More computer workstations

Services

- Multi-media availability
- Quickly provided scans of materials in storage
- Quick access to non-library owned journals
- “Faculty rarely have need of our expertise, whether now or in the past, but with the move to electronic, faculty who visit the physical library are few and far between.” (Univ. of WA)
- Coffee bar (Penn State)

Increase Traffic

- Engineering staff spend time in student areas to provide liaison and instruction
- Liaison with engineering student groups – attend student events
- Student ambassadors provide contact with the library
- Advertisements: e.g. library business cards – “ask us when googling isn’t enough” (UT Austin)
- Web based tutorials
- Library Instruction
- Provide duplicate copies of heavily used materials
- Provide textbooks on reserve
- Work with career assistance

Collection Use

- Print journal use falling rapidly
- Print book use falling but not as rapidly as print journals
- More non-bibliographic databases – materials properties, phase diagrams, etc.
- More access to conference proceedings

Appendix D:

Student Input from contact and survey:

183 students responded to our request for input by filling out surveys or talking with us during open sessions or meetings with student involvement groups. Of students who filled out the survey 41% were graduate students, 59% undergraduates. Library use rates for undergraduates mirrored the input we were hearing in person: 33% seniors, 14% juniors, 9% sophomores and 4% first year students. Twenty-one different departments were represented with the highest concentrations in Mechanical Engineering (28%), Civil Engineering (17%), Electrical Engineering (14%), Industrial Engineering (11%), Engineering Mechanics (9%), and Biological Systems Engineering (9%).

There were differences in the responses of undergraduate and graduate students. Most notably:

- Undergraduate students reported using books and indexes less than graduate students, and of the undergraduates who did use books and indexes, approximately 70% were seniors.
- Use of libraries was very similar between the groups, but only undergraduates reported “rarely” using the library (21%).
- Undergraduates reported more often using the library to study, for the computers and the copiers, while graduates reported more use of the books, journals, ILL and document delivery.
- Graduate students reported studying or working in groups in places other than the library, most often their office or a lab space.
- When undergraduates reported completing group work in places other than the library or Nebraska Hall they most often mentioned the Union and computer labs.

Overall, the student’s perception and recommendations for the Library mirror the literature and the top 25 survey results.

Most Requested via the Survey:

- 51% requested large tables to spread out and for group study with “plenty of chairs” – typical group projects have 4-6 students. One student suggested spaces for 8-10. 13% requested space for group work where talking would not disturb others.
- Request for group study spaces often included space equipped with computers, presentation equipment and internet connectivity.
- 21% requested spaces for “quiet” or “private” study. 4% of these requests included a study room with a door that could be closed.
- 18% requested a computer lab in the library where specialized, discipline specific software required for classes is available along with information resources on high end computers in spaces designed for group work. Additional requests: multimedia equipment and software, color printer, plan printer, scanners.
- 12% dry erase boards
- 7% mentioned internet access; One comment – internet access on the top floor of the library is inconsistent – add a wireless access point in the top floor area.
- 4% Comfortable chairs [this comment was received frequently in person]

- 4% requested more electrical outlets for use of laptops.
- 3% requested food and drink; “the ability to drink highly caffeinated products or have snacks”
- 3% mentioned improvements to the atmosphere of the library; lighting is “harsh”; “in short, a library with trees and a vending machine system”.

Verbal & Other Comments of Note:

- “If you want to train professionals, start treating them like professionals and get rid of the 1978 chairs and tables.” Put in conference tables and spaces students can configure.
- Publicize the availability of laptop check out at Engineering Library.
- Ability to Print using ENGR student accounts.
- More use of e-reserves rather than print.

Select Student Comments:

I suggest the following substantive changes: A) refurbish the 2nd floor study area with some 'conference' type tables (about 50%), a couple conference areas (10%), individual study areas (about 15%), and increased space (25%). If you want to train professionals start treating them like professionals and get rid of the 1978 chairs and tables; B) Either add an entrance to library or change library entrance to the 2nd floor study side. This of course for easier access; C) Add a wireless access point IN the 2nd floor study area (there are some problems with shielding in certain locations); D) NO changes are needed to the library itself. I am very willing to provide a drawing for these proposed changes if desired.

Spaces that are closed off (i.e. study rooms) so we can talk without inconveniencing others.

After completing this survey it has many questions focused on larger sized groups etc. That is outstanding, many times I do homework, study, and group projects with many people. However, do not forget many people go to the libraries to study independently and 1 or 2 chair desks are also VERY nice.

Open space with a lot of room to sprawl my stuff out on a desk.

Quiet spaces to study and do individual homework, and areas to meet in groups to discuss homework and problems.

For work that I do for class, a small space where I can feel alone is great. For group projects, I need large space to move around to get perspective.

Lots of table space and boards to write on. it would be a plus if there were comfortable chairs and easy access to computers.

Space is fine, have our own computer lab which helps, but it would be nice to have better computers and programs.

Appendix 13.

Big, open tables, electronic resources (Mat lab, Auto Cad, Solids software). Get rid of drop ceiling, more technologically savvy or modern decor.

Areas that have study rooms with white boards. Overall, I like the UNL Library system.

Updating the copy machines would be nice.

If possible make it so we can print from our engineering accounts in the library itself.

I don't think most people use the computers that much in the engineering library because there isn't a printer directly connected...a lot of people bring their own computers so it would be good if there was some way to print from a personal computer....also color printing for a fee would be nice

I need large spaces to spread out all my materials, notes, books, etc. Also sometimes it can be loud, so I wouldn't want to disturb someone in the library. 90% of the time, I also need a computer. Maybe not "need", but I will go out of my way to study near a computer.

Large tables for putting poster boards together.

I use the lockers around the library they are great to put books in so I don't have to carry them around.

Better computers (or maybe if all of them worked on a regular basis?) in labs surrounding library. I pay fees for a reason.

Rooms that are shut off from others but with windows that include: white boards and markers, a large table for plans, a color printer, plan-printer, computer and comfortable chairs.

The whole area in Nebraska Hall on the second floor is used by every single engineering student at some point. I never study in the library but I quite often use the copier (one has a broken lid) and microfiche. The microfiche machine is WAY better than any other on-campus which is a plus. A scanner would be nice as well.

As a civil engineer there is not another computer lab that we can go to, so everything we need we have to get from 2nd floor. The computer lab across the hall only has half of the computers working, that the only place where we get our 1000 pages, so it would be nice if the printer in the library would go off our accounts as well.

One down side to studying [in the ENGR library] is the lack of study space besides the big tables when you walk in. I would like to see those big tables split up in study rooms, because they are too big across to talk to group members surrounding the table. Then more tables split up in the entrance.

Studios yet comfortable furniture. Small computer labs, three computers in a max occupancy of six people room. Get better desks/tables and chairs.

The employees are outstanding, give them a pat on the back.

Make bigger collection.

New copiers.

It would be great if there was an IE section.

Spaces like the library offers: big tables for group projects and smaller quite desks (towards the back of the library) to study for tests.

Additional white boards in the study space surrounding the library on the 2nd floor of Nebraska Hall would be great. They would help a lot for study groups.

Those employees at the Engineering library rock!

Give the Engineering Library a list of events that are going on in the UNL Engineering world so they can answer questions that are thrown at them!

Group collaboration rooms like in Love Library.

It would be nice if you guys got a subscription of Investor's Business Daily, considering that there isn't financial institution in America that doesn't have it.

Appendix E:

Faculty Input from group and individual contact:

Two faculty focus groups were held. In addition several individual meetings were held with individual faculty who were interested in providing input but were not available to attend the focus groups.

16 Faculty participated overall including two of the college Associate Deans. Departments represented: Assist Dir of Retention, Industrial & Mgmt Systems Engineering, Chemical and Biomolecular Engineering, Nebraska Center for Materials & Nanoscience, Mechanical Engineering, EPSCOR, Electrical Engineering. Three faculty from the PKI campus provided input.

Key Comments:

- Students need a “home” in Nebraska Hall so they feel like a member of the engineering community.
- Broaden the scope of the Engineering Library and re-focus it as an area branch library serving the north part of campus.
- Students need conference rooms for collaborative teamwork with floor to ceiling whiteboards; equipped with computers and AV equipment so they can practice presentations; spaces should be configurable by the user.
- Students need “electronic gadgets” plus access to discipline specific software programs and information resources.
- Need a reading room for current periodicals with newspapers; Students need exposure to the popular press and geopolitical issues.

Appendix 13.

- There are no communal spaces in the college – areas with vending machines and coffee that encourage chance encounters and informal discussions that can increase research productivity. Combine a reading room with a vending area and comfortable furniture.
- The Library overall has an “unwelcoming, cold, harsh aspect” partly due to lighting. Consider giving users control over lighting.
- Have a hands-on computer instruction area with at least 20 computers in the library that could double as lab space when instruction was not in session.
- Better integrate information resources and research skills into classes; the library has a role to play in meeting the “Life Long Learning” accreditation requirement for the college.
- Biomolecular, chemical and biological systems engineering faculty agree that access to biological sciences and medical indexes and journals is essential.
- Want more complete backfiles of journals and additional historical coverage of key indexes such as Web of Science.
- Want more electronically available handbooks and manuals such as the CRC handbooks.
- Students need facility with both electronic and paper resources.

Appendix F:

Input from the Engineering Dean

Two committee members met with the Dean for a luncheon meeting.

Key comments:

- Allen is interested only in what is best for the Engineering College and the University.
- Looking for the most cost effective method to provide research materials to Engineering students.
- Indicated there is cheap (\$1.00/sq foot) storage available in the former Cushman Bldg on Vine St.
- Suggested the basement of Nebraska Hall AFTER the Antelope project is completed to put the basement out of the flood plain.
- Allen is very interested in any plan to move toward a more bookless library. He is willing to discuss potential investment of Engineering College funds to move in this direction.
- The Dean is very supportive of adding more computers and in supporting some of the costs.
- The needs of the UNL Engineering faculty and students on the UNO campus need to be addressed.