

Academic Program Review Self-Study

Calvin T. Ryan Library

University of Nebraska at Kearney

May 4-5, 2022

Prepared by: **Dean** Janet Wilke; **Faculty:** Laurinda Weisse, David Arredondo, Lindsay Brownfield, Rachel Hammer, Jenny Haddon, Bobbi-Jean Ludwig, and Rochelle Reeves

With assistance from all CTR Library staff

Executive Summary.....	v
Staff.....	v
Collections.....	v
Building.....	v
Budget.....	v
1. General Characteristics.....	1
University Characteristics.....	1
Mission and Vision of the University.....	2
Mission and Vision of the Library.....	2
Library Core Values.....	2
Library History.....	3
2. Organizational Structure.....	4
Overview.....	4
Organization.....	4
Units.....	5
Access Services.....	5
Academic Services.....	6
Archives, Special Collections, and Digital Repository.....	7
Library Technology Services Group.....	7
Collection Services.....	8
3. Contributions to the Institution.....	14
Library Instruction.....	14
Non-Library Instruction Use of Library Spaces.....	15
Reference.....	16
Evolution of Reference Services at Calvin T. Ryan Library.....	16
Reference Definitions.....	17
LibAnswers Online Reference.....	17
LibGuides.....	18
eReserves.....	18
Other Electronic Management Tools.....	18
Access Services - Circulation.....	19
Interlibrary Loan/Document Delivery (ILL/DD).....	21
Liaison Services.....	22

University System Partnerships.....	23
UNCL (University of Nebraska Consortium of Libraries)	23
UNK Campus Partnerships	26
Open Education Resources Initiative.....	26
Journal Publication and Dissemination.....	28
The Learning Commons.....	28
Faculty Senate Library Committee.....	29
Faculty Profile Series.....	29
Library Award for Undergraduate Research.....	29
Services and Outreach to the Community	29
PAWS.....	30
Central Community College	30
High School Instruction & Research	31
4. Resources.....	33
Collections.....	33
Collection Development Committee and Processes	33
Print Periodicals	35
Shelf Ready and Approvals	36
Open Access.....	36
Government Documents Collection.....	36
Curriculum Collection.....	37
Archives and Special Collections.....	38
Special Collections	38
Archives.....	39
Digital Repository	39
Resources: The Library as Place.....	41
Library Technology.....	49
5. Budget	51
State Aided Funds	51
Student Library Credit Hour Fee	51
Student Technology Fee (STF).....	52
Revolving Funds.....	53
Additional Funding.....	53

University of Nebraska Foundation Funds.....	53
6. Peer Comparisons and Assessment	54
Peer Comparisons.....	54
Assessment	54
Staff Evaluation	57
7. Response to the Final Report of the Review Team: Calvin T. Ryan Library Academic Program Review, April 2011	59
Areas of Excellence	62
Challenges/Areas for Growth	63
8. Appendices.....	65
1. UNK Strategic Plan 2016	
2. UNK Strategic Plan Update 2021	
3. Brief History of the UNK Library	
4. Library Organization Chart	
5. Library Staff Committee Assignments	
6. Faculty Documents	
a. Constitution and Bylaws of the Faculty of the Library of the University of Nebraska at Kearney	
b. Faculty Procedures for Annual Review	
c. Faculty Procedures for Promotion Consideration	
d. Faculty Procedures for Tenure Consideration	
e. Faculty Standards for Promotion in Rank and Tenure	
f. Faculty Workload Policy	
7. Faculty CVs	
a. Arredondo CV	
b. Brownfield CV	
c. Haddon CV	
d. Hammer CV	
e. Ludwig CV	
f. Reeves CV	
8. Library Liaison Assignments	
9. Professional Staff Roster 2011-2021	
10. Staffing Summary 2011-2021	
11. Library Student Worker Summary 2011-2021	
12. Computing Resources at Calvin T. Ryan Library	
13. LibGuides Research Guides Usage Statistics	
14. A-Z Databases Page Usage Statistics	
15. Springshare Statistics Examples	
16. Interlibrary Loan Policies	

17. APR Template
18. APR Library Section – History 2021
19. Faculty Services Brochure
20. UNCL Memorandum of Understanding
21. UNCL Strategic Plan
22. UNCL Budget
23. UNCL Acquisitions Collection Analysis 2018
24. UNCL Acquisitions Collection Analysis 2022
25. LSP Governance Document
26. UNCL Summary
27. Faculty Profile Series
28. Archives Collection Development Policy
29. Library Services at Peer Institutions
30. Library Resources at Peer Institutions
31. Library Peer Comparison
32. Memorandum on Lab Use 2015-16
33. Memorandum on Lab Use 2016-2017
34. Employee Evaluation Form
35. UNK Library Strategy Session Notes
36. Library of the Future

Executive Summary

The Calvin T. Ryan Library serves as the user-focused information resource for the students, faculty and staff of the University of Nebraska at Kearney. UNK offers 120 undergraduate majors, 22 pre-professional programs, and 27 graduate programs. These include numerous degrees and programs that are available completely online. Due to the University's location, it is also a regional resource for the people of central and western Nebraska.

Staff

Library personnel adhere to a defined set of core values in their efforts to provide reliable information resources and services to all library users, and they strive for full integration into the teaching, research and outreach missions of the University. Library faculty, staff and administration are especially cognizant of the need to provide support to the rapidly growing online degree programs of UNK Online.

Faculty librarians provide reference, instruction, and research consultations and instruction both in-person and through virtual means such as Zoom, LibChat, and email. LibAnswers software aids on-campus and virtual users by text, e-mail, and chat, and facilitates recording of those and other usage statistics. Telephone requests are delivered to reference librarians via e-mail as digital recordings. To assist library users in locating materials, librarians also maintain more than 130 Research Guides on the LibGuides platform. UNK librarians are 12-month tenure-track faculty with primary job, scholarship and service requirements.

Collections

The library provides access to physical and online information resources in many formats that are essential for the University and academic departments to fulfill their teaching, learning, and research mission. Over 250 online databases and a large e-book collection are available no matter where the UNK user is located. A well curated print book collection and unique physical resources such as those in the Archives and Special Collections, the Curriculum Collections, and the Government Documents collections provide access to significant print materials, some unique to UNK. The Library's digital repository focuses on the work of the University including faculty and student research and journals.

Building

The Library building is open 89.5 hours per week with statistics showing heavy use. There are more than 19,000 visitors per month on average, for a counted total of more than 1,835,000 persons entering the facility since 2011. In Fiscal Years 2014 to 2021, there were 6,877 scheduled events held in the Library, with 69,803 attendees. Scheduled events include instruction by faculty librarians, classes taught by outside faculty and staff, and scheduled events for the Learning Commons, but they do not include unscheduled informal use by students, staff and faculty or individual tutoring or Writing Center appointments.

Budget

State support for the non-personnel-related portion of the Library's budget has remained static for many years. Funds provided by both the Student Library Credit Hour Fee and the

Student Technology Fee enable the provision of up-to-date computing technology for students and high-quality information resources for the use of UNK students, faculty, and staff.

Several Library funds with the University of Nebraska Foundation provide the ability to purchase resources in specialized subject areas. The Library also benefits from participation in the many opportunities for working partnerships, resource sharing, and consortial purchase and licensing of subscription resources through UNCL, Lyris, and the Nebraska Library Commission.

Since the last APR, the Library has met a number of challenges, some of which are routine to libraries, such as funding needs, and others by chance. A few examples include significant staff changes as well as incidents requiring emergency response.

The Library operated for over a year with just 3 library faculty members. The faculty has gradually been rebuilt, providing both the time and expertise needed for reviewing services and collaborations. Still, as of spring 2022, over 60 percent of the staff is new since 2016, and 5 of the 7 library faculty members have been hired since 2018.

In 2013, an April storm sheared off part of the roof resulting in significant book damage, with another, smaller event that September damaging additional materials. In 2020, when the building was closed due to Covid, an HVAC issue led to high humidity and temperatures, which sparked a mold infestation in a 135,000 volume collection. Over the past year the challenge has been, ultimately, a good one, with planning proceeding on a 25 million dollar renovation of the building. In summer 2022, the long-term Dean will retire with the opportunity to bring on board fresh ideas and initiatives.

1. General Characteristics

University Characteristics

The *UNK Factbook* shows an unduplicated headcount enrollment of 6,275 students for the 2021 Fall Semester.¹ Students come from all but one of Nebraska's 93 counties², 47 U.S. states³, and 56 foreign countries.⁴ More than 41% of first-time freshman students are First Generation – neither of their parents attended college.⁵ For the Fall Semester 2021, there were 330 full-time faculty members in addition to 143 part-time.⁶ The University offers 121 undergraduate majors, 24 pre-professional programs, 54 graduate programs, and 11 certificates.⁷ Specialized undergraduate communities include:

- The UNK Honors Program with 390 high-ability students empowered to control the nature and pace of their learning and development in both curricular and extra-curricular venues.
- The Thompson Scholars learning community with 345 students selected for the Susan Buffet Thompson scholarship based on financial need and academic merit.
- The Kearney Bound Scholars Program, which works with 4 area high schools and annually selects up to 41 total 1st generation students identified to have high academic ability and great financial need. There are currently 154 Kearney Bound students at UNK.
- The federally funded TRIO program with 206 students each year. Eligible students might be first generation, have a disability or meet federal low-income levels.
- Undergraduate Research, composed of the more than 30% of UNK undergraduate students who conduct research projects outside of class and may have the opportunity to present their projects at academic conferences.⁸

UNK has led the university system in development of significant online programs, especially at the graduate level. At present, 16 undergraduate degrees, 17 Education endorsements, 11 minors, 5 professional certificates, and 20 graduate degrees in 35 areas of specialization are offered completely online,⁹ and an AACSB-accredited “blended” MBA is also available.¹⁰ For

¹ (University of Nebraska Kearney 2021)

² (University of Nebraska Kearney 2021)

³ (University of Nebraska Kearney 2021)

⁴ (University of Nebraska Kearney 2021)

⁵ University of Nebraska Kearney 2019e.

⁶ (University of Nebraska Kearney 2021)

⁷ (University of Nebraska Kearney 2022)

⁸ (University of Nebraska Kearney 2021)

⁹ (Kearney, Online Programs 2018e)

¹⁰ (Kearney, MBA Program 2019)

the Fall Semester 2021, 18% of undergraduate students and 89.5% of graduate students were enrolled solely in distance courses.¹¹

The 2016 UNK Strategic Plan and the 2021 Strategic Plan Update highlight key university values, including: rigorous intellectual inquiry and exchange of ideas, student-centered learning environments, inclusive environments with equitable access and opportunity to everyone, and efficient and effective administration of resources to ensure long-term institutional stability and sustainability. Library services are integral to the achievement of these values and UNK's stated mission imperatives. See Appendices 1 and 2 for the 2016 UNK Strategic Plan and the 2021 Strategic Plan Update.

Mission and Vision of the University¹²

UNK's mission: The University of Nebraska at Kearney is a public, residential university committed to be one of the nation's premier undergraduate institutions with excellent graduate education, scholarship, and public service.

UNK's vision: The University of Nebraska at Kearney will achieve national distinction for a high quality, multi-dimensional learning environment, engagement with community and public interests, and preparation of students to lead responsible and productive in an increasingly diverse, interconnected, interdependent, and technological society.

Mission and Vision of the Library

Mission: The Calvin T. Ryan Library supports the mission of the University of Nebraska Kearney by acquiring and organizing resources, providing collaborative assistance and instruction in support of scholarly teaching, learning and research, meeting client information needs, and adhering to recognized standards of library practice.

Vision: The Calvin T. Ryan Library will achieve recognition as an innovative provider of user-focused resources and services.

Library Core Values

Library personnel articulated values which are core to providing resources and services to all Library clients:

- We value knowledge
- We value the Library as place
 - a physical place
 - a virtual place
- We value excellent service
- We value teaching and learning
- We value collegiality and communication
- We value creativity and flexibility
- We value diversity in all its forms

¹¹ University of Nebraska Kearney 2019f.

¹² (University of Nebraska Kearney 2021)

Library History

A library staffed by professionally trained librarians has been integral to student success and the fulfillment of the institution's mission since UNK's establishment as the Nebraska State Normal School at Kearney in 1905. Initially a room in the main classroom and administration building, the post-WWII growth in enrollment highlighted the need for a greatly expanded library space. Librarian Alice Paine was integral in advocating for construction of a dedicated library building; it opened in 1963 and was named for English professor Calvin T. Ryan. A 1983 addition provided increased space for teaching and other activities. No structural renovations have occurred since then, though a series of smaller projects such as the addition of a student lounge, construction of a Learning Commons, and computer lab renovations have helped the library respond to changing student needs. At the time of the 2022 APR, money has been appropriated for substantial library renovations and planning is ongoing.

Library services continually evolve to meet student needs while also focusing on values like sharing of knowledge and provision of service to the wider community. Anna Jennings, the first librarian, developed the initial print library collection. She also authored booklets guiding development of rural school libraries, one of the first examples of the institution's library reaching out to the region.

The CTR Library automated its catalogue in the late 1980s and as technology continued to evolve shifted from print to primarily digital resources. The majority of newly added resources are now digital, and the digitizing of unique collections further enhances access to the collection.

The Library supports patrons' technological needs in addition to their information literacy needs, continually assessing and responding to changes.

Growth areas include Open Education Resources, data management, and scholarly communication.

A fuller recounting of Library history is available in Appendix 3.

2. Organizational Structure

Overview

Since the Library's 2011 APR, there have been many changes to personnel, position descriptions, and organization.

Internally, the retirements or resignations of several library faculty members since 2011 have impacted all library services. Each open position represents an opportunity for the Library to evaluate existing and new academic programs and skills required in the Library to meet the University's changing needs. The result has been the strategic recruitment and development of a library faculty and staff with a high level of expertise in needed areas.

Organization

Dean of the Library

The Dean of the Library reports to the Senior Vice Chancellor (SVC) for Academic Affairs and Student Affairs. The Library Dean is a member of the Deans' Council which includes the Deans of the three colleges, the Dean of Graduate Studies and Research, and the Dean of Student Affairs. The SVC chairs bimonthly meetings of the full Council and meets monthly with each Dean.

The title of the principal administrator at Calvin T. Ryan Library was changed from Director to Dean in 2004 to match the titles of library administrators at other NU campuses. Janet Stoeger Wilke has served as Library Dean since 2007, besides acting twice as either Interim Director or Interim Dean in 2003-2004 and in 2006-2007. Having a Dean who also worked as a library faculty member before becoming the administrator for the Calvin T. Ryan Library has provided institutional memory and critical insight into the ways in which UNK operates that would otherwise not be available. This knowledge of the institutional culture of the University has been vital to the ongoing success of the Library's services and programs.

The Dean meets regularly with all library faculty and staff. All library staff members are invited to submit agenda items for discussion. Subgroups such as Coordinators meet as needed.

Administrative Associate to the Dean

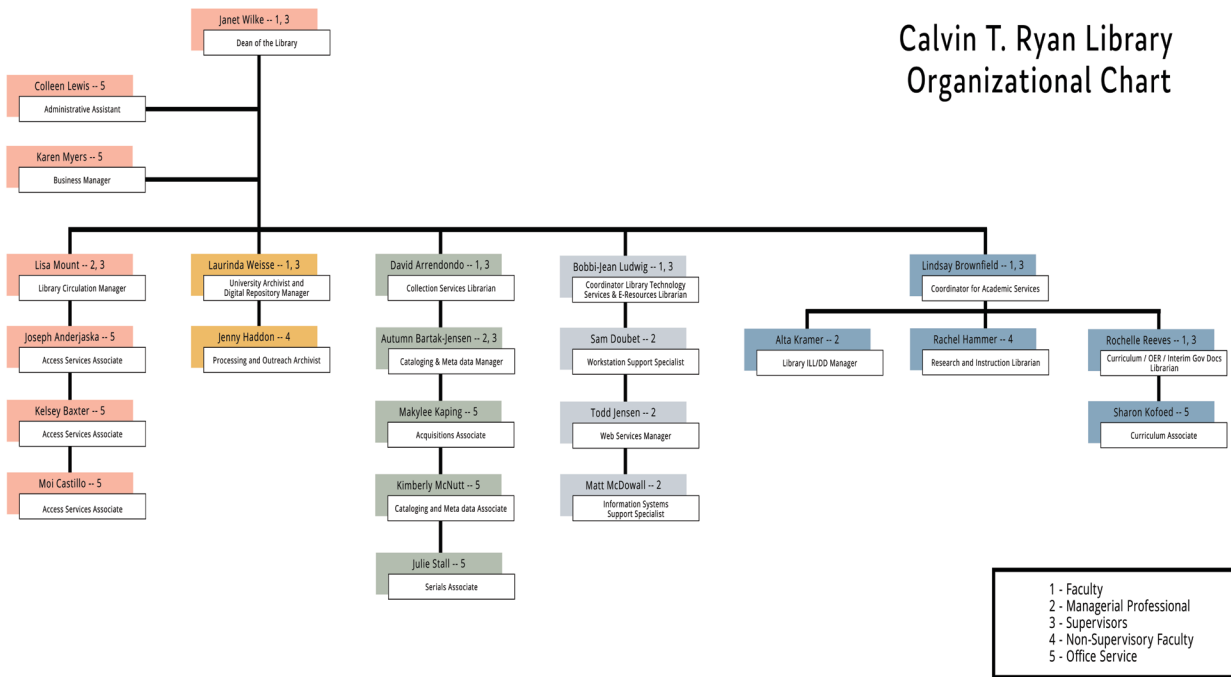
The Dean's Administrative Associate has served the Library since 1978 and has considerable experience and insight into institutional culture and procedures. They are responsible for the coordination and operation of support functions for the Office of the Dean of the Library including, but not limited to, staff employment and payroll, student worker payroll and budget, travel, supplies, contracted technical repair, and daily functions to support the Dean and the Library.

Business Manager

The Business Manager reports to the Dean and consults with the University’s budget and finance offices to stay current with university financial and accounting procedures. They provide financial reports to the Dean, maintain financial records for the Library’s budgets, and pay and reconcile all invoices with the University’s accounting system. In addition, they receive Library firm-ordered materials. They represent the Library on UNCL working groups including UNCL Acquisitions and UNCL Business and Finances.

Units

Since 2010, the managerial structure of the Library has undergone several iterations, resulting in the present form of a Coordinator for Academic Services and a Coordinator for Library Technology Services. Several other areas are headed by non-Coordinator direct reports to the Dean.



For a larger version of the Library organizational chart, see Appendix 4.

This structure ensures sharing of duties, especially in carrying out reference, instruction and liaison assignments, while also helping Library staff and faculty to specialize in key services and program areas. All library faculty members participate in one or more of these units.

Access Services

Access Services staff members are the public face of the library for all users of the Calvin T. Ryan Library. Members of this team:

- staff the Library’s main physical service points (Circulation and physical reserves) the average 89.5 hours per week that the library is open

- open and close the building, maintain health and security matters, and monitor door, gate, and fire alarm issues
- maintain the e-Reserves system
- work with the Library's technology group to implement circulation processes and services
- serve as the first point of communication to facilities management (power, heating, cooling, plumbing, weather issues, emergencies)
- develop and maintain emergency planning materials and procedures for the Library building
- maintain the physical collections

Academic Services

The Coordinator for Academic Services reports to the Dean of the Library. The Coordinator is responsible for management of all aspects of Research Services. The Research Services team is composed of seven faculty librarians, the Interlibrary Loan Manager, and the Curriculum Associate, all of whom provide both onsite and online reference service to clients. Service is delivered via text, chat, e-mail, telephone or Facebook during the day, with the addition of help via Zoom for evening appointments during the regular semester. Springshare *LibCal* enables patrons to schedule one-on-one consultation appointments with library faculty.

The Coordinator for Academic Services also serves as supervisor for two library faculty members who are responsible for the management of Instruction, and for the Government Documents, Curriculum and Juvenile Literature collections.

- The Instruction Librarian, Rachel Hammer, works with other faculty librarians to provide information literacy instruction to classes and individuals as requested. Library instruction is also available to area high school classes, providing outreach to central Nebraska communities and prospective university students. Hammer joined UNK in January 2022.
- The Curriculum Librarian, Rochelle Reeves, works closely with faculty from the College of Education, as well as faculty and students in other departments, such as English, who utilize the Juvenile Literature Collection. She is the designated OER¹³ Librarian and works closely with other UNK faculty on this vital student-focused program. In addition, Reeves serves as the Government Documents Librarian for the Library.

As a component of Academic Services, Interlibrary Loan and Document Delivery personnel:

- request materials not included in the Library's physical and electronic collections from cooperating libraries.
- loan materials from the Library's physical collections to libraries in the ILLiad interlibrary loan cooperative

¹³ The OER (Open Educational Resource) program is a UNK-wide program that is engaged in finding or creating free or inexpensive alternatives to standard textbooks. Library personnel have been involved with this initiative since its inception. For more information, see https://www.unk.edu/offices/its/instructional_technology/open-nebraska-one.php

- digitize items from the Library’s physical collection to serve distance students

Archives, Special Collections, and Digital Repository

The University Archivist and Digital Repository Manager, Laurinda Weisse, reports to the Dean of the Library. Weisse oversees Archives, Special Collections, and the Digital Repository. The Archives is the newest library unit, coalescing after the hiring of the current University Archivist and DR Manager as UNK’s first professional archivist. Successes in increasing use of and donations to the Archives led to the hiring of the Processing and Outreach Archivist in 2021.

Archives faculty:

- Instruct students in use of primary sources and archival materials;
- Collaborate with faculty and staff to design class assignments utilizing archival resources; recent instruction collaborations have resulted in the use of Archives materials in documentaries, podcasts, and logo designs, as well as in more traditional scholarship
- Work with donors to assess and accept collections which fit collecting scope
- Process collections, providing access points to the collection
- Respond to archival reference requests
- Digitize, create metadata for, and make available a representative sample of archival and special collections materials

Weisse also supervises one library faculty member whose focus is the Archives.

- The Processing and Outreach Archivist, Jenny Haddon, leads collection processing, creating vital intellectual access points that facilitate increased use of the collection. She also responds to archival research requests, serves as a Library liaison in her assigned subject areas, creates student research guides and tailors instructional classes as needed. Haddon joined UNK in August 2021.

Library Technology Services Group

The Coordinator for Library Technology Services reports to the Dean and oversees the Library Technology Department, known as the Tech Team.

The Tech Team consists of the Information Systems Support Specialist, the Web Services Manager, the Workstation Support Specialist, and 1-3 part-time student workers.

This work group is responsible for:

- Installation and maintenance of all computing hardware and software for the Library (both public and staff technology equipment)
- Development and updating of the library’s Web presence
- Support and maintenance of the library services platform (LSP) and discovery tool

In December of 2020, the library launched a brand-new system after having used Innovative Interfaces’ products for years. The migration to and implementation of Ex Libris’ Alma and Primo was a major undertaking. While all library staff had roles in this project, the Tech Team’s participation was imperative to its successful completion.

The Workstation Support Specialist and student employees are responsible for updating 152 PC desktops (public and staff), 8 Macs, and 56 laptops (students and staff). This total of 216 is an increase from 170 in 2016.

All full-time Library Technology group members research computing advances and their library and general applications and provide information for library decision making. Additional information on the library's computing environment is covered in **Section IV**.

Collection Services

The Collection Services Librarian leads Collection Services, which consists of the Cataloging and Metadata Manager, the Cataloging and Metadata Associate, the Continuing Resources Associate, and the Acquisitions Associate. The Business Manager reports to the Dean but fulfills a functional role in collaboration with Collection Services. In addition, Collection Services employ one student worker throughout the year.

Over the years, this unit has reduced in staffing from three faculty librarians, two professional staff, five office/service staff, and several student workers to its current composition. The unit processes all Library collections materials and collaborates closely with Library Technology Services for online resources and Archives and Special Collections for resources unique to the University.

The Library is a member of OCLC, the world's largest catalog-sharing network. The Collection Services Librarian and the Cataloging and Metadata Manager are authorized to contribute original catalog records and enhanced catalog records to this network. With the migration to the Alma LSP, the Library also shares records amongst the UNCL libraries.

Library resources are cataloged according to international standards set forth by the Library of Congress and OCLC. These standards are frequently updated, requiring staff member's continued education to apply new standards. In addition, staff participate as members of UNCL's communities of practice for acquisitions, cataloging, and reporting.

In 2020, the Cataloging Associate position was successfully moved to the Managerial/Professional class as the Cataloging and Metadata Manager. This was an essential move as UNCL migrated from the Sierra ILS to the Alma LSP. This shared platform allows the UNCL libraries to share catalog records, creating workflow efficiencies, but also requires Library representation to the LSP communities of practices and deliberating bodies. The Cataloging and Metadata Manager represents the Library to the appropriate UNCL groups and provides direction for cataloging best practices and overall Collection Services workflows and documentation.

All resources acquired by the Library for the University's mission to advance teaching, learning, and research come through Collection Services in some manner. Though position changes have impacted the Library since the 2011 APR, Collection Services have maintained a high-quality execution of essential functions while finding additional efficiencies in

collaboration with the Library's main vendors, GOBI and EBSCO, described in more detail in the Collections section of this APR.

Library Faculty

In addition to the Dean, seven full-time faculty librarians currently serve the Calvin T. Ryan Library. Two of the full-time associate librarians are tenured, with five at different stages of the tenure track as assistant professors.

Library faculty members participate in University faculty activities and provide one elected senator to the Faculty Senate; a Library representative is required on several Faculty Senate Committees. Library faculty members are encouraged to conduct research on their own projects, or to work with other faculty members in research and publication of scholarly work.

Library faculty are active in presenting to university faculty and staff, to the professional library community, and to regional or national groups. They may apply for grants, and Library travel funds are available to assist with professional travel. Faculty serve the profession and the University through work with local, state, regional, and national organizations.

Promotions and tenure are awarded for job performance, research, and service. Salary distribution is based on a faculty-wide Collective Bargaining Agreement negotiated by the UNK Education Association (UNKEA). All faculty members undergo peer and supervisor review on an annual basis, with the Dean recommending reappointment or non-reappointment to the SVC. Successful faculty receive re-appointment letters each year until they achieve tenure.

In response to a University-wide directive, the Faculty Affairs Advisory Committee reviewed and revised the Library's "Constitution and Bylaws," and "Standards for Promotion in Rank and Tenure for Academic Appointees," and forwarded them to University Administration for approval in 2011 and 2012. Current Standards for Promotion and Tenure are included in the appendices, along with the approved "Workload Policy for Library Faculty." See: Appendices 6a-6f *Faculty Documents*.

An abbreviated *curriculum vitae* for each current library faculty member is included with this document. See: Appendices 7a-7g *Faculty CVs*. Library faculty committee and liaison assignments are included in: Appendix 5 *Library Staff Committee Assignments* and Appendix 8 *Library Liaison Assignments*. For documentation of changes in professional staffing between 2011 and 2021, see Appendix 9 *Professional Staff Roster 2011-2021* and Appendix 10 *Staffing Summary 2011-2021*.

	Rank	Hire Date	Tenure	Degrees	Date	Library School
Library Dean						
Stoeger Wilke, Janet	Assoc Prof	March 2007 (February 1, 1988)	Tenured 1993	MALIS MS BS	1985 1982	University of Wisconsin Madison, WI
Faculty Name	Rank	Hire Date	Tenure	Degrees	Date	Library School
Reeves, Rochelle	Assoc Prof	July 1, 2010 (November 7, 1994)	Tenured 2017	MLIS BS	2010	Drexel University Philadelphia, PA
Weisse, Laurinda	Assoc Prof	January 6, 2014	Tenured 2020	MSI BA	2013	University of Michigan, MI
Ludwig, Bobbi-Jean	Asst Prof	August 15, 2017	Tenure Track	MLIS BS	1999	University of Wisconsin, Milwaukee, WI
Brownfield, Lindsay	Asst Prof	Feb 1, 2018	Tenure Track	MLS MBA BA	2007 2018	Indiana University, Bloomington, IN
Arredondo, David	Asst Prof	September 1, 2018	Tenure Track	MLIS BA	2013	University of Missouri Columbia, MO
Haddon, Jenny	Asst Prof	August 1, 2021	Tenure Track	MAS MSc MSc BA	2016 2008 2007	University of British Columbia, Vancouver, BC
Hammer, Rachel	Asst Prof	January 3, 2022	Tenure Track	MLIS MA BA	2021 2019	University of Denver, Denver, CO

Managerial / Professional Staff

Managerial Professional staff are primarily responsible for the functional operation of major systems and services both within and external to the Library, as noted under the Access Services Group and Library Technology Group above. The change in the number of workers in this category, as well as the increasingly technology-based nature of their job duties, reflects the higher-level skills required in the evolving Library.

Library managerial-professionals and specialists are involved with both formal work groups and temporary task groups in the Library and may represent the Library on appropriate committees across the UNK campus and across the wider scope of the University system.

Staff Name	Specialist / Manager Title	Hire Date
Kramer, Alta	Interlibrary Loan and Document Delivery Manager	March 30 1981
Jensen, Todd	Web Services Manager	August 17 1998
Bartak-Jensen, Autumn	Cataloging and Metadata Manager (Collection Services)	July 21 2008
Doubet, Sam	Workstation Support Specialist	December 9 2013
Mount, Lisa	Library Circulation Manager	May 1 2016
Myers, Karen	Business Manager	November 1 2016
McDowall, Matt	Information Systems Support Specialist	May 21 2018

Office Service Staff

There are currently eight filled Office/Service positions in the Library, a reduction from the thirteen positions reported in the previous Academic Program Review. Some of the previous positions were upgraded to Managerial Professional positions.

Staff Name	Office / Service Staff Title	Hire Date
Lewis, Colleen	Administrative Associate (Library Administrative Office)	February 20 1978
Stall, Julie	Serials Associate (Collections Services)	March 1 1984
Kofoed, Sharon	Curriculum Associate (Education, Juvenile Literature)	June 7 2010

Kaping, Makylee	Acquisitions Associate (Collections Services)	June 12 2019
McNutt, Kimberly	Cataloging and Metadata Associate (Collection Services)	January 2 2020
Anderjaska, Joseph	Access Services Associate (Front Desk, Circ, Reserves)	February 3 2020
Baxter, Kelsey	Access Services Associate	October 30 2020
Castillo Negrete, Moises	Access Services Associate, Night Supervisor	August 9 2021

Library Student Workers

Historically, the Calvin T. Ryan Library has been one of the larger employers of student workers on the UNK campus. The number of students employed by the library has declined from a high of 49 student workers during the 2005-2006 fiscal year to the mid-to-low 20s thereafter.

While data entry, cataloging, and similar tasks now require fewer student employees, these employees continue to provide valuable assistance.

Students provide direct customer service at the Circulation Desk, checking out items to patrons and checking the items in when they are returned. Students perform systematic searches for items that have been improperly shelved or otherwise lost in the collection. They also deliver resources to faculty and administrators across campus. After training, students perform labor-intensive shelf-reading and inventory tasks.

Students also assist in shifting the collection as required. Interlibrary Loan trains students to perform specialized tasks such as retrieving physical items from the book and journal stacks, digitizing the materials, or otherwise preparing the items for Interlibrary Loan purposes. Technical Services hire student workers for their pre-existing skills -- those who are familiar with troubleshooting problems with computer software, hardware, and network connectivity are especially appreciated. Archives students digitize materials, assist in fulfilling reference requests, and other archives-specific tasks.

Library Student Worker Summary FY 2010/2011 Through FY 2020/2021 Total Number Of Student Workers By Fiscal Year

Fiscal Year	2010 / 2011	2011/ 2012	2012/ 2013	2013 / 2014	2014 / 2015	2015 / 2016	2016/ 2017	2017 / 2018	2018/ 2019	2019 / 2020	2020 / 2021
Total	31	27	31	21	22	25	24	26	22	20	16
FTE (Full Time Equivalent)	4.68	4.53	4.00	3.54	3.70	3.84	3.41	3.58	3.02	2.67	3.87
Work Study	7	4	5	3	2	4	5	4	3	8	8
Non-Work Study	24	23	26	18	20	21	19	22	19	12	8
US Citizens	19	14	17	10	10	12	17	18	12	14	14
International	12	13	14	11	12	13	7	8	10	6	2

See Appendix 11 *Library Student Worker Summary 2011-2021* for more detailed discussion of library student worker employment changes.

Professional Development and Training for Faculty and Staff

Training and professional development for faculty and staff are critical in a rapidly changing environment. There are numerous opportunities for training and professional development offered on the UNK campus. New employees have access to tutorials through the UNK Human Resources website at http://www.unk.edu/offices/human_resources/new_unk_facstaff.php. The UNK [Academic Technology Services](#) workgroup offers training for various software applications.

Leadership UNK works to “familiarize staff employees with leadership opportunities at UNK and in the Kearney area”: <http://www.unk.edu/committees/leadership-unk/index.php>. Other staff development programs on topics such as coping with change, workplace diversity, teamwork, and time management help to re-enforce the principles of learning, flexibility, and adaptability.

In addition to training undertaken at national, regional, and state conferences and professional meetings, library faculty and staff participate in professional training webinars from organizations such as ACRL, ALA, ALCTS, Lyrasis, the Nebraska Library Commission, SAA, OCLC, and others.

Vendors of library resources offer platform-specific training. This service is included with Library purchases and subscriptions and extended to appropriate academic departments as needed. One particularly crucial instance was the change from the Innovative Interfaces library system (Sierra) to the Ex Libris Alma and Primo LSP in December of 2020, where it was imperative that all UNK Library personnel complete training.

3. Contributions to the Institution

Library Instruction

Formal library instruction is the primary method for developing the information literacy skills that are vital to student academic success. Library liaisons carry out instruction in library labs, other classrooms across the UNK campus, or online in cooperation with the teaching faculty in their liaison departments. Basic information literacy training generally takes place in lower division courses such as English 101 and 102, Speech 100, Teacher Education 100 and 200, and other discipline-specific 100 and 200 level classes. Liaison librarians provide instruction in higher-level, more specialized skills in upper division and graduate courses. This may include serving as an embedded librarian for courses or degree programs. Research librarians also provide individual instruction to both on-campus and online students who are experiencing difficulties and / or frustration in locating the information that they need to complete a project or an assignment.

From July 2014 through June 2021, Library and Archives faculty conducted 829 classes or research work sessions for 16,061 attendees. Faculty and staff recorded attendance in LibCal with instructional activities categorized as noted:

Library Instruction in Library July 1, 2014 – June 30, 2021		
Category	# of Sessions	# of Attendees
Archives Instruction	18	329
International Student Orientation	34	669
Online Instruction or Session	18	416
Brief Orientation for Class by Librarian	28	755
Instruction Out of Building (at Class Location)	36	621
High School Instruction and Research	67	1,239
Work / Research Session with Librarian	109	2,786
Instruction by Librarian (in Library)	519	9,246
Total:	829	16,061

The above numbers reflect both classroom instruction and the usage of the online information literacy tutorial (library research skills). In 2022-2023, Library faculty plan to develop an entirely new tutorial suite based on the new Library Search/Discovery Tool and incorporating ACRL best practices.

The development of a new General Studies program, the revitalization of the First Year Experience, and the increase in online-only graduate programs all offer additional opportunities for providing library instruction. Loper 1 workshop activities and asynchronous recordings have been added in the past year.

Instruction continues to evolve in response to the increase in the number of online programs and use of online course management systems for all the courses offered at UNK. Changes

in instruction also reflect differences in how, when and where UNK students utilize library materials, as compared to traditional in-library resource use.

Librarians provide instruction or assist students with guided research activities in one or more of the three library computer labs, depending on group size.¹⁴ Lab-based instruction provides students with the opportunity for hands-on practice of the concepts to which they have been introduced. Students also receive direct assistance from library faculty members either during the scheduled class period or by appointment.

English 101 and 102 classes normally consist of instruction in the use of the library's online catalog along with demonstrations of searching techniques for several different general-purpose online databases. Training may include the use of the five most frequently used databases at UNK or demonstrations and guided practice in the use of other databases and electronic resources that have special applicability to a project or series of topics furnished in advance by the classroom instructor. In the latter case, the presentation and any handout materials used are developed specifically for the individual class.

The Curriculum Collection is heavily used by pre-service teachers, including school counselors and school speech therapists. Instruction is supplemented by using curricular examples from the collections, including juvenile literature and other teacher resources. This instruction is specialized and requires both librarian expertise and hands-on experience in the collections.

Archives & Special Collections instruction focuses heavily on primary source literacy, drawing upon the physical archives collection as well as primary source databases. Because of the nature of primary sources, archivists typically work closely with faculty to develop appropriate assignments that allow students to work with the collection. Archivists have also developed themed workshops that teach students how to interpret primary sources. These are offered from middle schoolers through graduate students.

Non-Library Instruction Use of Library Spaces

From July 1, 2014, through June 30, 2021, classroom instructors from university programs, as well as people from administrative offices, committees, student groups, and more, reserved computer labs and other Library spaces for group work, class projects, testing, demonstrations, instructor-led training or research, and even theatre rehearsals or language practice. Library spaces continue to be utilized by non-Library faculty and staff for a wide variety of purposes.

¹⁴ Some high school or UNK orientation groups may be too large for single labs. In those instances, two are used at one time, with two or more librarians as instructors or facilitators. Graduate or special-purpose classes are taught in smart classrooms or in other locations on campus, such as labs in the Colleges of Education or Business. Librarians also provide some library instruction in the form of narrated Zoom PowerPoint tutorials.

When instructional faculty requested computer lab space that could accommodate class sections larger than the existing thirty student-station labs, library faculty and staff completely redesigned the computer lab on the main floor into a collaborative space that is useable for as many as forty-two students at one time. This was set up primarily as a laptop lab and has become popular with students working on individual or group projects. Schedule kiosks at the entrance of each lab show when labs are scheduled.

Non-Library Instruction in Library July 1, 2014 – June 30, 2021		
Category	# of Sessions	# of Attendees
Learning Commons Group Session or Activity	2,160	15,007
Instruction by non-Library faculty or staff	750	8,992
LNSK / TRIO / ACE / University Foundations	558	7,601
Class / Group Work Session Without Librarian	186	3,759
Student Registrations / Transfer Days	58	1,896
Council / Committee / Society Meeting	360	1,753
Elementary Students Activity	132	1,946
Staff or Faculty Training	92	987
High School Instruction	67	1,239
Departmental Meetings	255	1,089
International Student Orientations	36	714
NSAA State Speech Preparation	16	200
Theatre Readings / Small Group Rehearsals	19	338
Student Organization Meetings	27	81
Social Work Certification Testing	9	45
Total:	4,725	45,647

When several building-level computer labs were closed on campus as cost-saving measures, a former videoconferencing room on the lower floor was repurposed as a third Library computer lab. This lab is equipped with special teaching and production software, including *Adobe Creative Cloud*, *Filezilla*, *Geogebra*, *SPSS*, *GMetrix*, *Mathematica*, *Matlab* and *R*. The special software in this lab has made it increasingly popular for instruction as well as for individual student work. It has also made software previously only available to students and faculty in specific departments available to the full campus.¹⁵

Reference

Evolution of Reference Services at Calvin T. Ryan Library

Changes in traditional reference services (TRS) at CTR Library started in 2018. From 2016-2017 CTR had three librarians, necessitating shifts in TRS. As staffing was rebuilt in 2017 & 2018, the impetus for changes shifted to the needs of the building. Supervisory duties, committee membership, additional services, specialized expertise, campus community engagement, technological shifts, and statistical analysis showed that librarians needed to prioritize time and workload. Standard evening and weekend shifts, for example, meant that

¹⁵ See: Appendix 12 / **Computing Resources at Calvin T. Ryan Library.**

finding a meeting time for all faculty librarians was restricted to Wednesday afternoons (also filled with full staff and Collections meetings) and special or new projects fell to outside regular or flex work hours. All librarians know how to use, search, and complete general and first line library questions, but with the increased database list and specialized content, users (particularly those at higher levels of course work) can best be served by contacting specific librarians.

The Covid-19 pandemic provided the opportunity to pilot working evening shifts from home and required the library to transition to an appointment model for reference or research assistance. Appointments allow for more open schedules, librarian preparation, and save the student time by getting the most appropriate assistance from the start. Librarians have evening and weekend appointments regularly scheduled on the website and by request. Appointment coverage is available in person and via Zoom 8.30am to 8pm (most days). Due to the specialized nature of archives research, best practice for archival appointments is 24-hour notice; appointments with less notice are at the discretion of the archivists.

Reference Definitions

In the past, guidelines on what comprised a reference transaction were not strictly defined. Since 2008, however, definitions provided by the Reference and User Services Association (RUSA) and the Association of College and Research Libraries (ACRL) have been used to determine what types of transactions should be considered as reference for the purpose of statistical reporting to the National Center for Education Statistics.

LibAnswers Online Reference

LibAnswers replaced previous reference software. In addition to e-mail, chat and telephone, it easily permits users to ask questions and receive answers via text. It also includes statistical dashboards.

LibAnswers reporting tools allow generation of charts and statistical reports and were set up to track questions and responses for Reference Effort Assessment Data (READ) scale 1 through 6. READ scale categories 1 and 2 track simple directional questions, most often handled by staff in the Access Services / Circulation team. READ scale category 3 questions involve some research using library databases or other research tools, and normally require a librarian to take from a few minutes to an hour to research and respond to a question. READ scale 4 questions may involve more in-depth work taking several hours and requiring both search expertise and subject knowledge. READ 5 & 6 involve more in-depth knowledge and close collaboration with faculty researchers.^{16,17}

¹⁶ Gerlich, Bella Karr, and G. Lynn Berard. "Introducing the READ Scale: Qualitative Statistics for Academic Reference Services." *Georgia Library Quarterly* 43.4 (2007): 7-13. *OmniFile Full Text Select*. Web. 7 Feb. 2011.

¹⁷ Gerlich, Bella Karr, and G. Lynn Berard. "Testing the Viability of the READ Scale (Reference Effort Assessment Data): Qualitative Statistics for Academic Reference Services." *College & Research Libraries* 71.2 (2010): 116-37. *OmniFile Full Text Select*. Web. 7 Feb. 2011.

LibGuides

On the Calvin T. Ryan Library website, LibGuides are identified as Research Guides. Liaison librarians develop guides for their assigned liaison groups and may develop guides for individual classes if requested by the instructor. Research Guides are customized maps to Library resources and provide important information for both UNK and non-UNK clients. Research Guides have been viewed 1,050,476 times. See Appendix 13 *Research Guides Usage Statistics*.

Since July 2016, the Calvin T. Ryan Library has used *LibGuides* to provide a single access point to all individual subscription databases and to select other electronic information sources. Library users have accessed the *A – Z Databases* page 177,067 times since the SpringShare products were purchased. See Appendix 14 *A-Z Databases Page Usage Statistics*

eReserves

LibGuides is also used to manage e-reserves. From 2016 – 2021, *LibGuides* served as the e-reserves management tool for 130 courses, with 8749 accessions.

It should be noted that due to the Library's broad holdings of electronic journal articles, e-books, and other electronic resources, it is relatively simple for teaching faculty to link directly to those subscription resources without use of course reserves, whether physical or electronic.

Other Electronic Management Tools

Since the implementation of *LibGuides*, library staff and faculty have adopted several other products from Springshare. *LibCal* facilitates scheduling of computer labs, meeting spaces, and classrooms in the building, and collects data on occupancy and use. *LibWizard* can create quizzes for integration into library resource instruction. *LibInsight* is a means of collecting all Library statistics into a dataset repository that integrates with subscription resource use statistics retrieved or automatically harvested from vendors.

Note on Academic Service Statistical Collection

The SpringShare product suite, for CTR Library, includes LibGuides, LibAnswers, LibCal, LibWizard, LibStaffer, and LibInsight. The statistics for these products are interactive and can be filtered by date or date range, day of week, time of day, and any single criteria assigned to the query. These reporting options allow for real-time decision making: who is asking questions, what time of the day/semester, and by what modality can be queried. What class, activity, attendance, and for how long can be queried. Where, how often, which librarian, and the READ scale values can be queried. Not all reports can be exported and the general or high-level queries don't always provide the most insightful dashboards. With all the options, Academic Services needs to decide what should be exported on a regular basis and what can be used for ad hoc and special project attention. This screenshot provides an example of the varied options.

Tickets | Dates & Times | Source & Form Fields | Answerer & Turnaround | Referrer | Export

Use this page to filter and view tickets from any/all queues in your system. Please note, tickets are indexed at 30 second intervals to ensure a robust and accurate full text search experience. This may mean a slight delay in tag and ticket status updates when using the Knowledge Base Explorer. The ticket dashboard will continue updating with no delay.

ID Full Text Source All Status All Asked from 2014-01-01 to 2021-12-31 Updated between and

Owner All - Tag None selected - Limit by Day All Days - Limit by Time between 00 hrs and 24 hrs Turnaround (hours) <= 0

Name Email (Clear filter)

Showing statistics for 1503 Tickets

See Appendix 15 *Springshare Statistics Examples* for additional information.

Access Services - Circulation

Access Services staff members maintain a presence in the library during all hours the library is open, which includes Monday through Thursday beginning at 6:45 a.m. and ending at 12:15 a.m. the following day. On Friday, staff hours begin at 6:45 a.m. and end at 5:15 p.m., on Saturday from 12:45 p.m. to 5:15 p.m., and on Sunday from 1:45 p.m. to 12:15 a.m. the next day. The hours during which the building is open to students and non-Library staff, faculty, and the public are:

Day of the Week	Library Open Hours	Daily Hours
Monday	7:30 a.m. to 12:00 midnight	16.5
Tuesday	7:30 a.m. to 12:00 midnight	16.5
Wednesday	7:30 a.m. to 12:00 midnight	16.5
Thursday	7:30 a.m. to 12:00 midnight	16.5
Friday	7:30 a.m. to 5:00 p.m.	9.5
Saturday	1:00 p.m. to 5:00 p.m.	4
Sunday	2:00 p.m. to 12:00 midnight	10

There are normally four full time personnel to staff the Circulation desk for 75.5 hours during the Monday – Friday work week, plus 14 hours on weekends – a total of 89.5 hours weekly. The four full-time employees work with nine student assistants. Access Services staff carried out at least 24,368 separate recorded transactions during the 2018-19 reporting year, the last year of pre-COVID-19 pandemic statistics.:

- Access Services Front Desk personnel assist in checking out all physical materials (books, printed journals, educational games, *realia*, tests, etc.) from the library and also check in materials when they are returned by library users. A very high degree of accuracy is required in these operations. During the FY 2018-2019, there were 10,769 check-outs and returns of all types of physical items.
- In-house usage scanning and re-shelving is done by personnel from the Access Services Front Desk. Not counting items that were checked in after having been checked out, 7,663 items were picked up and re-shelved following in-house use during the 2018-2019 reporting year.

- Access Services Front Desk personnel process all materials for the library's Reserve collections, both Print and Electronic.¹⁸ This includes adding records for non-library material, assigning circulation periods for the physical items, and attaching the material to the appropriate instructor's section. In the case of electronic reserves, material is scanned as a .pdf before processing begins. There were 1,692 circulations of printed items and 1,833 uses of e-Reserve materials in FY 2018-2019.
- Before books that have been loaned or borrowed through Interlibrary Loan can be checked out, they have an ILL band and barcode attached and a brief temporary record entered into the system. Over the 2018-2019 reporting year, 1,806 books were processed by Interlibrary Loan, which is now part of Access Services.
- Front Desk staff members answer the library phone during more than half of the hours that the library is open each week. Simple and directional questions are answered immediately by the staff member. More complex questions are forwarded to a reference librarian, either directly or through the Ask a Librarian system, which is used to record both questions and answers, and provide a response-turn-around statistic.
- In addition to simple and directional questions, Front Desk staff help with wireless connectivity issues and help to troubleshoot problems with printers, computers, photocopiers, scanners and – less frequently -- microform readers.
- Students and staff perform shelf maintenance, which includes assistance with de-acquisition of outdated materials, re-allocation of space and shifting parts of the collection, shelf reading and inventory, searching for lost materials, and carrying out other stewardship functions for all the library collections.
- Processing overdue notices, recalls, billing and recovery letters, and managing graduation, separation, and any holds also are part of the duties of Access Services staff. Student workers check shelves for overdue items before a notice is sent. All money for library overdue fines and lost items is processed through this work group; deposits of funds are also handled by Access Services, as are any funds received through photocopy machines.
- Delivery of materials directly to faculty offices began in 2009 and continued through 2018-19. When materials are requested by a faculty member through the Library's on-line catalog, Access Services staff check out the item(s) to the faculty member, and normally deliver them to the requestor's office within twenty-four hours.
- Access Services Front Desk personnel are responsible for the collection and reporting of a variety of statistics on circulation of materials and building usage.

Individuals who owe money to the library have flags added to the PeopleSoft Student Information System to prevent graduating with a signed diploma or obtaining transcripts until the fine is collected. With the implementation of the new library services platform in

¹⁸ Reserves are comprised of high-demand items that are requested by instructors for use by students in specific classes. Print reserves are books or article copies that are not part of the Library's collections, and may include personal copies of books or journals, articles obtained through Interlibrary Loan, or other materials that are difficult to obtain in a timely manner. They generally have shortened use periods allowing more students access to the material. Electronic reserves may include links to readings for specific classes, or materials digitized within provisions of copyright law. E-reserves are accessible only by means of passwords for individual courses.

December 2020, Access Services staff played an important role in getting the proper Fulfillment configurations set. These configurations continue to be updated as needed as the vendor makes regular improvements to the system. One benefit of the new library platform is the easier management of the patron database. This had been a more labor-intensive process, but now it is automated; the database is updated nightly.

Personnel from the Access Services Front Desk plan configure and maintain furniture and fixture groupings, and relocate, repair and dismantle furniture and other items for storage or disposal. Access Services staff members also participate in other special projects, such as shifting collections.

Interlibrary Loan/Document Delivery (ILL/DD)

The Interlibrary Loan and Document Delivery subdivision has two primary objectives:

- To meet the research and instructional needs of the faculty, students, and staff of UNK by providing access to materials not owned by the library.
- To enhance library services for all Nebraska residents by providing access to materials owned by the library.

The ILL/DD Division of Access Services adheres to the Interlibrary Loan Code for the United States¹⁹ and the Interlibrary Loan Code for Nebraska as stated in the documents of the Nebraska Library Commission.²⁰

ILL/DD transactions are confidential records. The library ILL/DD Division adheres to the American Library Association's Code of Ethics concerning protection of the privacy of all library users.²¹

ILL activities were affected during the COVID-19 pandemic period during which the University campus and the Calvin T. Ryan Library were shut down with no access except for essential workers. After April 29, 2020, the Manager of Interlibrary Loan & Document Delivery was added to the list of essential personnel, allowing her to return to campus and to begin processing ILL article requests for faculty and students, even though very few interlibrary loan departments in other academic libraries nationwide were open. The ILL Manager also responded to faculty requests for print materials from the library collection, initially sending them direct to the requesting faculty member's home address. Articles or book chapters from the printed book or bound journal collections were scanned and delivered electronically. After two staff members from Circulation were added to the list of essential personnel, it became possible for faculty, staff and students from the immediate Kearney area to pick up both ILL materials and items from the printed collection by appointment.

¹⁹ See: <http://www.ala.org/rusa/guidelines/interlibrary>

²⁰ See: <http://nlc.nebraska.gov/ILL/illcode.aspx>

²¹ See: <http://www.ala.org/tools/ethics>

The ILL office accepts loan requests from UNK students, faculty and staff via the ILL/DD portal located at the link: <https://unk.illiad.oclc.org/illiad/>. Loans are made via the **OCLC ILLiad** service to or from other educational institutions. OCLC ILLiad services are not provided directly to individuals from other institutions.

Delivery of requested materials depends on the cooperation of other institutions in the Interlibrary Loan consortium. Photocopies or electronic documents are delivered via Odyssey, Ariel, or email (PDF documents). All other materials, and photocopies that cannot be sent via Odyssey, Ariel, or email are sent via U.S. Mail or FedEx. See Appendix 16 *Interlibrary Loan Policies* for further detail. ILL stats are available at [ILL Stat 2015-2021 & Policy Documents](#).

Liaison Services

All library faculty members serve as liaisons from the library to several academic departments – a service program that has been in existence for more than 30 years. See Appendix 8 *Library Liaison Assignments* for 2022 Liaison Assignments or <https://guides.library.unk.edu/librariansbysubject>.

Liaison librarians work to facilitate good relations between the library and members of their assigned departments, and to provide support whenever needed. Library liaisons are responsible for maintaining regular communication with the departments or programs to which they are assigned, and for ensuring that the departments understand library policies and practices. Liaisons are responsible for notifying people in their assigned departments regarding new developments and resources and assisting or instructing them in the use of new library technologies.

Campus faculty request additions to the collections through their department liaison or via a web form. The processes applied for these requests are discussed more in the Collection Development Committee section under the Collections section.

To be effective, liaisons must become familiar with the degrees and programs of their assigned departments. Liaison librarians may attend departmental meetings for their assigned programs, either regularly or on a scheduled basis. Librarians also serve on committees such as Faculty Senate Academic Affairs, General Studies, and Graduate Council, all of which are directly involved in the systematic review and approval of individual courses or complete degree programs. Liaisons are expected to research and provide substantial information regarding library support for departmental Academic Program Reviews or accreditation reports and may gain in-depth knowledge of programs or departments by serving as members of Academic Program Review committees. See Appendix 17 *APR Template*, Appendix 18 *APR Library Section-History Oct. 2021* and Appendix 19 *Faculty Services Brochure*.

Familiarity enables the liaison to provide instruction in the use of specialized databases and other library resources, assist in the selection and acquisition of library resources to support the department or program, inform departmental personnel regarding changes and improvements in library resources and programs, and provide service and support to

departmental committees and teaching faculty members. On occasion, based on their knowledge of the department, librarians also may serve on selection committees for new personnel, and tenured librarians may serve on tenure and promotion committees for faculty in teaching or research positions.

Liaison support for departments or programs also may include such activities as developing a course-specific Research Guide, serving as a guest lecturer, teaching a semester-long course for a liaison department, or acting as co-instructor, course builder or embedded librarian for a course. It might also involve assisting a faculty member in updating reading lists for courses, linking to electronic resources, acting as an editor, co-author or researcher for a professional article or other publication, or helping to negotiate a user license for an instructional video or other program.

Whenever possible, the Library makes liaison assignments to academic departments based on academic or professional training and experience related to the majors and programs of the department. However, since the library rarely seeks specific subject expertise when hiring, willingness to work with a department outside one's area of expertise is required.

University System Partnerships

UNCL (University of Nebraska Consortium of Libraries)

A University of Nebraska Consortium of Libraries has existed since the late 1970s. Since updating its 1982 governing Memorandum of Understanding in mid-December 2015,²² it has been more active in formalized cooperation and collaboration among the five member libraries, and acts as a true Consortium. UNCL committees consist of representatives from each NU campus library.

UNCL Executive Council

The UNCL Executive Council consists of all the Deans in the University of Nebraska System.

UNCL Acquisitions

UNCL Acquisitions guides the system-wide subscriptions and purchases of library resources. Acquisitions that benefit each campus are prioritized while still allowing each campus to pursue unique resources that support respective teaching, learning, and research missions.

Since 2015, UNK has benefited from the Library's participation in shared licensing. Many of these resources are too expensive for the Library to pursue on its own.

Resource	Contract Dates	Resource Types	Title Counts
----------	----------------	----------------	--------------

²² (See: Appendix 20 *UNCL MOU*. See also: Appendix 21 *UNCL Strategic Plan Draft* and Appendix 22 *UNCL Budget Documents*.)

Elsevier	2018-2022	Ejournals; ebooks; Scopus database; citation	Ejournals (2,300); ebooks (32,000)
Wiley (via BTAA)	2019-2021; 2022-	Ejournals	1,700
Newsbank	2016-2019; 2020; 2021-2023	Newspapers	12,700
Taylor & Francis		Ejournals	2,600
American Chemical Society	2017-2019; 2020-2022	Ejournals (with backfile) and SciFinder (molecular database)	Ejournals (99)
Sage	2018-2020; 2021-2023	Ejournals	1,200
PsycINFO	2018-	Ejournals and index	Ejournals (2,200)
IEEE Xplore	2015-2018; 2018-2021; 2022	Ebooks	40,600
Cochrane Library	2019-	Database	NA
Bloomberg BNA	2019-	Database	NA
BioCyc	2017; 2018-2021; 2022	Molecular database	NA
American Society for Microbiology	2020-2022	Ejournals	16

A current group objective, in close collaboration with the Executive Council, is the pursuit of transformative agreements. These agreements are an emerging acquisition model in which a portion of the subscription cost is re-allocated to pay article processing charges (APCs). While maintaining the same amount of access to scholarly journals, NU researchers can choose to have their research made open access with the APC paid by UNCL.

This type of library support for increasing the amount of open access research is an international effort by library consortiums. Currently, through a license extended to UNCL through the Big Ten Academic Alliance (BTAA), all NU researchers publishing in Wiley journals can opt to have their publication be open access with the APC paid by UNCL. APCs can range in price from \$200 to \$10,000.

Upcoming license negotiations for which UNCL will investigate and pursue a transformative agreement include Elsevier and Taylor & Francis, which both expire at the end of calendar year 2022.

In 2018, UNCL Acquisitions performed an overlap analysis of resources not shared throughout the system. Pricing was obtained for acquiring them at the UNCL level, and the Executive Council shared this information with NU administrators. This exercise began again in 2022 and illustrates the cost to move all resources to an UNCL license and the annual inflation of resource costs while library budgets stay flat or decrease. This is essential information for the Executive Council as they advocate to administration for a sustainable library collections funding model. See Appendices 23 and 24 *UNCL Collection Analysis* for further details.

After the beginning of the Covid-19 pandemic, UNCL Acquisitions reached out to all UNCL resource vendors to secure multi-year lowered or capped inflation rates on subscriptions. Several of these renegotiations were successful and lowered the overall expenses for UNCL resources from \$7.1 million in 2018 to \$6.9 million in 2022.

A subsection of UNCL Acquisitions is UNCL Business and Finance, which consists of the business managers from each campus library. This group creates annual budget projections for funding sources (including state and credit hour fee allocations) and projected library expenditures.

UNCL Technology Interoperability/ILS Steering Committee/LSP Advisory Council

From 2017-2019, the group worked on the RFP process for a new system wide LSP (Library Services Platform). From 2019-2020 the group morphed into the project Steering Committee, which led the migration and implementation of the new platform (Ex Libris' Alma/Primo). As of 2022, this group has become the Library Services Platform Advisory Council. This Council has functionally replaced the original "Technology Interoperability" group.

Several library and faculty staff members had major roles throughout the RFP and migration projects. In addition, almost all library faculty and staff participated in the working groups in some way, and some continue to participate in the LSP Committees and LSP Advisory Council. Switching from a system the library had been on for over 30 years was a huge undertaking that succeeded due to the hard work of all involved.

For more information on the LSP Advisory Council and the various committees, please see the LSP Governance document in Appendix 25.

UNCL Access Services

The UNCL Access Services group was one of the first UNCL groups to meet on a regular basis.

UNK has always had representation, with Circulation and ILL/DD Managers participating in the work of the group. Their main purpose has been to improve workflows in circulation, reserves, and interlibrary loan across the entire system. While this group still exists, due to the migration to the new LSP, much of the work is now done under the LSP Advisory Council Fulfillment and Resource Sharing Committee. Representing UNK are the Circulation Manager and ILL/DD Manager.

UNCL Research Services & Instruction (RS & I)

UNK librarians have chaired or co-chaired the UNCL RS & I Group for the past 4 years. UNK hosted the 2019 Fall Networking Meet-Up and chairs were instrumental in planning the UNCL Summer Teaching Summit 2019, 2020, and 2021. Several members of Academic Services attend the monthly RS & I Group meetings and complete projects as assigned.

UNCL Archives and Special Collections

The UNCL Archives and Special Collections (ASC) Group encompasses many subcommittees, working groups, and task forces. The ArchivesSpace subcommittee collaborated to implement a shared instance of ArchivesSpace, the primary tool used to manage and make visible archival collections. This allows patrons to search all NU-system archives collections from one portal. Task forces for ArchivesSpace drafted shared best practices, wrote promotional materials, and otherwise manage ArchivesSpace. The main UNCL ASC group created a shared exhibit and are planning further ways to highlight collection overlap. Laurinda Weisse, as University Archivist, sat on all groups, a load that is now shared with Jenny Haddon, the Processing and Outreach Archivist.

UNCL Institutional Repository

The UNCL Institutional Repository (IR) Group implemented a [shared scholarly commons](#), allowing cross-searching of all system BePress repositories. Weisse, in their role as Digital Repository Manager, also collaborated with their UNO counterpart to conduct an environmental survey of repository systems.

The ASC and the IR groups share similar concerns in some areas and have developed joint documents such as a harmful materials statement and a takedown policy.

UNCL Research Data Services

UNCL Research Data Services (RDS) officially began after meeting with the Executive Council before the fall semester of 2021. During this time, the Library's Collection Services Librarian served on the search committee to hire a Research Data Librarian at UNL. Upon hiring, this Research Data Librarian is serving as coordinator of the group. The mission of this group is to expand existing research data services offered by the libraries throughout the NU system. Current services vary between libraries. UNK is lacking in RDS programming, training, workshops, or research consultations for students and faculty and stands to benefit from this collaborative effort.

This group is currently creating an inventory matrix of services and programming offered on each campus, including target audience (undergraduates, graduates, faculty), based upon stages of the research data lifecycle.

Other Calvin T. Ryan Library faculty and staff serve on UNCL committees on an *ad-hoc* basis. For more information on UNCL, see [University of Nebraska Consortium of Libraries](#) and / or Appendix 26 *University of Nebraska Consortium of Libraries Summary*.

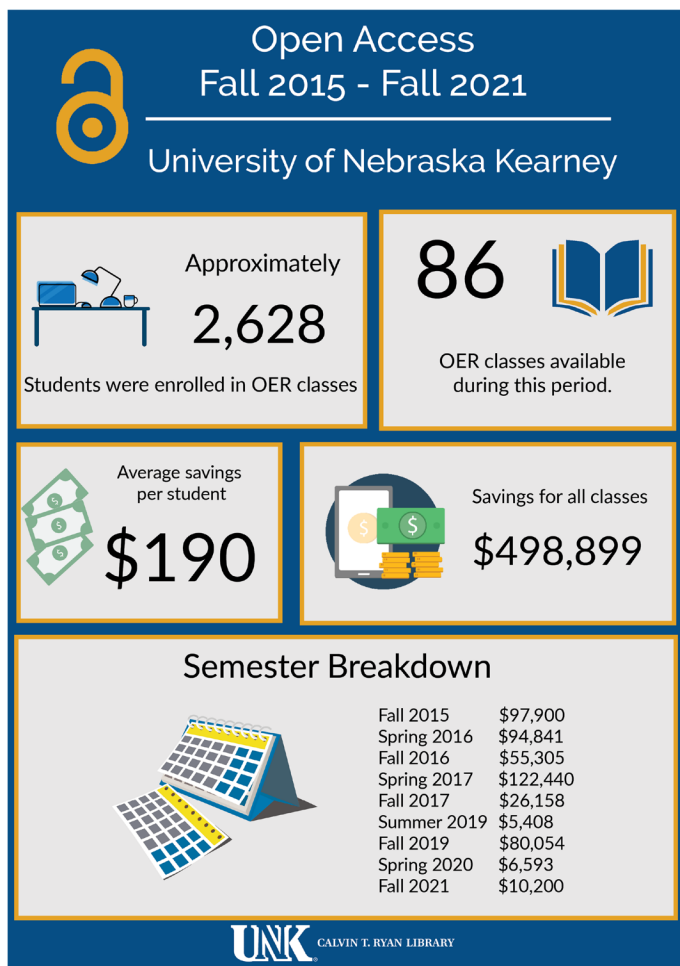
UNK Campus Partnerships

Open Education Resources Initiative

At the direction of the SVC, with financial support from the NU System Provost, the OER (Open Education Resources) initiative at UNK began in 2015 with the goal of reducing or eliminating textbook costs for students while also improving course quality and learning outcomes. Four General Studies areas were selected for development of pilot courses,

including Biology, English, Political Science, and Teacher Education. Three UNK librarians were involved in the project from the beginning, with one librarian being assigned as a resource person for each of the four working groups.

One of the desired outcomes of the pilot was to leverage use of databases and other materials supplied by the Library, while still ensuring compliance with Fair Use guidelines. In reviewing the results of the pilot semester, it was reported that: “The infrastructure of the course used many library links. It was a plus to have a library staff member assigned to each course.” The program has been very successful in reducing or eliminating textbook costs for students in OER program courses, as seen below:²³



The OER Librarian has continued her involvement with this initiative and is now a member of the committee overseeing what has become a success not only at UNK, but also an example of successful collaboration between teaching faculty members, instructional designers, and Library faculty across the University system.

²³ <https://guides.library.unk.edu/oer>

Faculty may apply for grants to help transform their class to an OER format. Each faculty member who is accepted receives assistance from an instructional designer and a librarian with topics including copyright and Creative Commons licensing, an introduction to Pressbooks, how to use library resources and how to provide links, and accessibility for those with disabilities. Grant recipients are enrolled in a Canvas module explaining the rules and requirements.

Journal Publication and Dissemination

[OpenSPACES@UNK](#), the campus digital repository, presently serves as the publisher and disseminator of three journals:

The peer-reviewed *Mountain Plains Journal of Business & Technology*; the DR manager worked with faculty in the College of Business and Technology to build the repository structure and upload back content. Weisse continues to serve as the publishing editor.

UNK's *Undergraduate Research Journal*; housed in the *Office of Undergraduate Research and Creative Activity*, faculty across campus review articles; Weisse formats content, creates metadata, and publishes finished articles.

UNK *Graduate Review*; put out by the *Office of Graduate Studies*. Weisse assisted with the foundation of the journal, spearheaded policy development, trains graduate students on the platform, and oversees final publication.

All the product of collaborations, repository publishing of these journals has greatly increased readership. The *Undergraduate Research Journal*, formerly only available in print and primarily on campus, has been downloaded 28,750 times since its addition to the platform in 2018. The other publications trend similarly.

The repository also houses other faculty and student work from across campus.

The Learning Commons

The [UNK Learning Commons](#) provides a broad range of student support resources in a single location. It is a joint project of the Library and the Division of Student Affairs. From the beginning, the Learning Commons was envisioned with a deliberate student-centered focus, providing for individual students as learners with unique needs, abilities and learning styles, while at the same time contributing to increased institutional success by supporting student retention and graduation.

The Learning Commons is a resounding success. In the last reporting year pre COVID, more than 1,860 group study sessions, test preparations or reviews, language practice tables, supplemental instruction, and group tutoring sessions were scheduled during the FY periods from July 1, 2014 through June 30, 2019, serving more than 13,570 students. Individual writing center or individual tutoring sessions are not included in those figures.

Having the Learning Commons located in the library building has facilitated student referrals from a librarian to the Learning Commons and from the Learning Commons to a librarian. It has also resulted in an increase in informal individual and small group use of the library building. Study rooms in particular are heavily used.

In addition to the Learning Commons, the Library partners with other student-focused programs that align with the Library mission. The Undergraduate Research Office and the Honors Program have their offices in the library as of Spring 2022; the Library hopes to develop further initiatives and joint programming with them.

Faculty Senate Library Committee

The Library Dean meets each month, or as needed, with the Faculty Senate Library Committee. This standing committee of the Faculty Senate is comprised of a faculty member elected by each of the three academic colleges, a member selected by the Graduate Council, the Assistant Vice President and CIO, the Library Dean and one student selected by the Student Senate. The committee's specific charge is to recommend the procedure by which funds are allocated to the colleges and advise the university administration on the formulation and implementation of library policies.

Faculty Profile Series

Begun in 2018, the Calvin T. Ryan Library *Faculty Profile Series* strives to highlight outstanding work done by UNK faculty members and others whose scholarly or creative activity focuses on Nebraska or the Great Plains. See Appendix 27 *Faculty Profile Series* for a list of presentations.

Library Award for Undergraduate Research

The Calvin T. Ryan Library Award for Undergraduate Research began in 2013, and, in conjunction with the Office of Undergraduate Research & Creative Activity, annually recognizes and honors excellence in the use of library services, collections, and resources by undergraduate student researchers. A committee consisting of library faculty determines the winner, who is announced at the Student Research Day Award Ceremony. All undergraduate exhibitors and presenters at Student Research Day, sponsored by the Office of Undergraduate Research, are eligible to apply for the award.

Services and Outreach to the Community

Individuals not affiliated with the University may obtain a special borrower's card, which permits them to check out up to five items at one time. They also have access to assistance from Library staff and faculty both in the Library building and through the LibAnswers reference interface.

They may access the Library's online resources from the Library's computers.

The Library strives to create an open, inviting environment for anyone seeking information resources and services. Although the primary clientele for the Library is those directly

associated with the University, including both resident and distance UNK students, faculty, and staff, the Library welcomes the use of its resources by members of the community.

The Government Documents Depository serves the 3rd Congressional District of Nebraska. The scope of this collection is discussed in detail in the Collections section.

The Library reaches out directly to the community and surrounding area by participating in events such as the Blue & Gold Showcase and by selective distribution of promotional materials at locations throughout Kearney.

Librarians assist with the regional History Day competition, sponsored by the UNK History Department. Several schools visit before History Day to use library resources and receive librarian assistance. Librarians also serve as judges for the regional competition.

Additional specialized services such as preservation assessments and workshops on handling fragile materials are provided to community organizations and individuals by the University Archivist.

Periodic displays showcase the resources that the Library and Archives have. They generally focus on a specific event, theme, or individual and often connect to campus events.

PAWS

PAWS University is a curriculum-based summer camp for students that offers a variety of **P**ersonal **A**chievement **W**orkshops that are designed to be fun, engaging, and educational. PAWS University camps are intended to combat summer learning loss.

In early 2019, UNK faculty and staff took over the PAWS summer program previously conducted by Kearney Public Schools. Part of that program had been a reading and early drop-off hour; PAWS Library Hour is now located in the Calvin T. Ryan Library. An average of 38 children were present each day for the morning “Library Hour.”

PAWS University Reading Academy utilizes the lower-level library computer labs and library curriculum and young adult collection areas of the building, with approximately 45 children registered for this activity.

Central Community College

Encouraging students from community colleges to attend UNK following their two-year programs is a long-standing University initiative. Central Community College (CCC) has campuses at Columbus, Grand Island, and Hastings as well as a Center at Kearney. The Central Community College facility in Kearney does not have a library; services are provided online and through periodic visits by staff from one of the other campuses.

CCC students have always been welcome at the UNK library. On February 25, 2019, CCC and UNK formally initiated a Memorandum of Understanding, establishing a “Pathway” linking the two institutions. This agreement results in first-year students who are both CCC

and UNK students and was the impetus for UNK & CCC librarians discussions regarding how UNK might assist with library services for joint CCC/UNK students.

A priority was publicizing the UNK library as a place CCC students were welcome, not only to use as a study space, but also to receive in-person assistance from librarians or via the UNK “Ask a Librarian” reference service. A UNK librarian staffed a table at the fall CCC student orientation event and banners and printed materials were placed in the atrium of the CCC facility alongside CCC specific library information.



High School Instruction & Research

The Library actively participates in information literacy training and in recruitment of high school students by sending contact letters to instructors at area high schools to invite them to visit the UNK campus for a library instruction session. Individual students from area high schools also come to the Calvin T. Ryan Library for research.

This gives the library staff the opportunity to provide useful training to students from these schools, but it also serves as a recruitment tool for the university. This is especially true if training sessions are scheduled in conjunction with Junior or Senior Day visits to UNK. Instruction similar to that received by UNK students, along with training in the use of

NebraskaAccess²⁴ databases, is provided to students from regional high schools, including Gibbon, Wood River, Shelton, Amherst, and Lexington. The local Kearney High School sends multiple class sections, including both sophomore English and senior Honors students, several times during the school year. Callaway High School and Cozad Middle and High School visit to prepare for the National History Day competition; they receive instruction on finding and using primary sources in addition to the more general instruction provided for high school visitors.

Library Access Services staff make special provision for high school instructors to enable them to check out as many books and other circulating materials as possible to assist their students in their writing projects.

²⁴ [NebraskaAccess](#) is a service of the Nebraska Library Commission, and provides three full-text databases, more than a dozen bibliographic databases, and several other electronic tools to all Nebraska citizens.

4. Resources

Collections

The library collections consist of materials in physical and online formats, including monographs, serials, multimedia, government documents, the Nebraska Archive of Children's Books, graphic novels, online journals and books, and streaming media. Archives, Special Collections, and the Digital Repository are discussed in a subsequent section.

The Library Collection Development Committee, chaired by the Collection Services Librarian and consisting of all library faculty, makes decisions on one-time and subscription acquisitions and subscription deselections. This includes trialing new online resources during the fall and spring semesters; ordering books, media, and other materials as firm orders in any format; reviewing usage data and pricing history for online resources for renewal and/or deselection; providing feedback to the UNCL Acquisitions group for system-wide acquisitions; and special projects as needed.

The Library's collections consist of 405,000 printed volumes; 781,000 ebooks; 59,000 media resources in physical formats; 92,000 online media resources; 6,000 print serials; and 81,000 ejournals. Physical resources are distributed across several different collections such as the main stacks, government documents, new books, graphic novels, and the juvenile literature and curriculum collections.

Collection Development Committee and Processes

The Collection Development Committee guides acquisitions and deselection decisions for the Library. All faculty librarians serve on this group, which is chaired by the Collection Services Librarian. Liaison librarians are assigned funds for each academic department and a discretionary fund for one-time purchases.

Subscription resources are considered for acquisition or deselection. The Library's subscription resources generally fall on a Fiscal Year (FY; June – July) or Calendar Year (CY) renewal cycle. Acquisition requests can come from the librarians and from department faculty.

Librarians assess pricing and evaluate the content for subscription requests according to the Collection Development Policy. Trials are coordinated for the spring or fall semesters with requests for librarian and campus faculty feedback. If the Committee decides to add a new resource, the subscription begins on the FY or CY cycle. New resources are announced through the campus faculty listserv and the University all-staff listserv and liaisons inform specific faculty.

The Committee evaluates subscription resources for deselection on a similar timeframe. These resources are identified by the librarians due to high cost-per-use, format, and alignment with current academic programming and needs.

For deselection of ejournal packages, access is retained for essential titles only, reducing the overall expense. Further, due to the Library’s participation with UNCL Acquisitions, the University’s access to scholarly research journals has greatly increased since 2015 and is a factor in the assessment process.

Some online resources are available as one-time, perpetual access purchases. Due to the higher price compared to other one-time purchases (such as books), evaluation follows the same process as subscription resources. These resources are usually primary document databases.

Examples of recently acquired and deselected resources are represented in the tables below.

Acquisitions

Resource	Date added	Content type	Title count
O’Reilly for Higher Education	CY2020	Ebooks, media	52,000
Statista	CY2021	Polling data	NA
Ibisworld	CY2022	Market data	NA
U.S. Major Dailies	CY2022	News	24
Children’s Literature and Culture (one-time purchase)	FY2022	Primary sources	NA
Popular Medicine in America 1800-1900 (one-time purchase)	FY2022	Primary sources	NA

Note that these acquisitions do not include single journal titles or subscriptions moved from print to online

Deselections

Resource	Date deselected	Content type	Title count
Oxford Journals package	CY2020	Ejournals	350
Project Muse Premium	CY2020	Ejournals	
Wall Street Journal Digital Microfilm	CY2022	Newspaper	1
New York Times Digital Microfilm	CY2020	Newspaper	1

Note that these deselections do not include print serials or standing orders

This strategy of regularly evaluating acquisitions requests and deselection candidates allows the Library to provide access to high quality resources that support changes to academic offerings. Deselection is essential to offset the budgetary demands of new resources and is carefully considered. Subscription rates for library resources increase each year, usually between 2% and 7%. Collection funds come from state allocations, which have been flat since 2016, and Credit Hour Fees, which carry over from year-to-year but vary with credit hour numbers.

Finally, this process for acquisition and deselection allows the Library to be responsive to evolving academic department needs. New online Master's programs have emerged in recent years and require online resources to meet teaching and learning needs. Resources like O'Reilly for Higher Education provide curated content for disciplines like Cyber Systems, which require up-to-date resources which print purchasing cannot provide.

Print Periodicals

In August 2020, the print periodicals became an example of the ad-hoc collection development projects that can arise and that the Collection Development Committee and the Library as a whole have to address.

That month, while the building was closed to users due to the COVID pandemic, mold was discovered throughout the entire collection, which consisted of 135,000 volumes of over 3,000 titles. This collection was annually weeded against perpetual access backfiles of ejournals the Library purchased from JSTOR. However, it had not ever received a holistic review for deselection.

Due to health hazards presented by the mold, the Library had until mid-October to review the entire collection and decide what was essential to clean and retain, and to provide an avenue for department faculty to participate in decision making.

The Library Dean notified University Administration and the College Deans that liaison librarians would be reaching out for input. Data was compiled from multiple sources including the ILS, OCLC, refined using OpenRefine, and turned into an interactive visualization using Tableau Public to make review more efficient. This process went through 12 iterations before a satisfactory data set was reached.

Library faculty and staff provided a first review for retention and deselection decisions. Titles or subject areas were identified and distributed for department faculty feedback.

9.4% of items were retained, and 86% of items were reviewed and received a decision. Department feedback was mostly in favor of withdrawing the titles sent to them for review. Despite the accelerated timeline, there were few oversights in the project.

Print periodicals retained were identified according to certain categories: supporting an academic program; not available in online format; intrinsic physical value; unique holding to UNK; and being a full or deep run for the title.

While this was a catastrophe during a difficult year, a positive outcome was an effective model for harvesting data from multiple sources to aid in more holistic review; efficiently pre-processing the data using OpenRefine; and creating an interactive, visual dashboard to enhance interactions with the data.

Every member of the Library participated in the many steps required to complete such a project, from reviewing the collection to marking the materials for retention.

Shelf Ready and Approvals

Throughout 2020-present, Library faculty and staff collaborated with our main book and ebook supplier, GOBI, to implement shelf ready processing and autoship for certain books.

Shelf ready is a process in which the supplier provides the physical processing of the book before it is sent to the Library. This includes barcoding, property stamps, and call number labels. By creating efficiencies in book ordering, Collection Services staff gain time to work on higher priority projects and workflows, such as original cataloging, cataloging backlog materials, and participating in projects such as the ILS migration.

Two collection areas were designated for autoshipping: UNK faculty publications and Childrens Book Award winners. The Library acquires two copies for faculty authored publications, which go to both the main stacks and to Special Collections. Implementing an autoship plan removes the manual work of identifying faculty publications, which are not often communicated to the Library by faculty.

Around 50 Children's Book Award winners were selected for autoship to the Library, including shelf ready processing. This is in accordance with the collection policy for the juvenile literature collection and circumvents the manual work previously required.

Open Access

With the migration to the Alma LSP, the Library makes open access resources available in the catalog. These collections include: Bloomsbury (257 titles); JSTOR (7984 titles); Project Muse (4774 titles); Elsevier (1247 titles); and Wiley (410 titles). While these online journals or books are technically available on the open Web, the Library facilitates discovery by making these resources available through the catalog.

In addition, through participation in the Lyris consortium's agreement with SpringerNature, the library contributes nominal fees to make the interdisciplinary journal *Demography* open access, and to support the UN Sustainable Development Goals project to make research available to all.

Government Documents Collection

The Calvin T. Ryan Library is a selective depository for U.S. Government publications, many of which may be located via the library's online catalog. In the past decade, there has been a decided shift away from print publications toward electronic versions. While the library still receives items in print and on microfiche, the number of electronic documents has increased.

The library subscribed to Marcive's *Documents Without Shelves* for several years. This service provided catalog records for all current government documents in an electronic format and broadened the library's holdings of electronic government documents. With the switch to the new LSP, a system-wide Network Zone is available; therefore, records are loaded by UNL and shared out to the campuses.

Government documents depositories have been increasingly called upon to respond quickly to changing technologies. Calvin T. Ryan Library's depository created one of the first Web pages on campus. Government agencies also disseminated information via blogs, Facebook, Twitter, and other web platforms. The library's web page has numerous links to various governmental social network sites. In addition, continued participation in the Internal Revenue Service's Tax Forms Outlet Program is planned indefinitely.

Curriculum Collection

The curriculum collections are cataloged and searchable through the library's online catalog. The collections contain materials related to the variety of subjects taught from pre-Kindergarten to 12th grade, and many are also used by university departments to meet curricular needs (tests, DVDs, and CDs, for example).

Juvenile books (described as PS – age 16 level) are utilized by the Teacher Education, Counseling and School Psychology Department, and Communication Disorders Departments, as well as the English department for instruction and research for Children's Literature, Adolescent Literature, and graphic novel courses. The collection, now totaling over 39,000 books, focuses on award winning titles, titles supporting typical K-12 discipline areas (such as math and social sciences) and titles focusing on Nebraska and the Plains. Attention is paid to adding titles with potentially controversial content to aid in conducting research, as well as making items available to regional patrons who might not otherwise have access to the resources. The collection is both contemporary and historical, striving to provide titles needed for the study of juvenile literature as a discipline. Young adult literature in this collection is frequently borrowed for pleasure reading by students, staff, and faculty members as well. International students find the high interest, low vocabulary materials written for a juvenile audience helpful as they acquire English language skills.

The Nebraska Archive of Children's Books at Calvin T. Ryan Library was established by the Nebraska Library Commission in 1984. This collection continues to grow and now includes works ranging from the 1800's to the present day. The collection is developed primarily by reviewing materials withdrawn by area public libraries and schools and the purchase of older works as they are identified. Library staff check donated materials against library holdings and determine if the books are in acceptable physical condition. Better World Books takes the donations the library does not add to the collection.

A juvenile literature collection is a critical resource for students and faculty in education-related programs. It is also of value to the broader University with uses including: English students using the collection to compare juvenile literature throughout the decades and art students using illustrations and overall book style to do similar historical comparisons. In addition, the university setting offers the opportunity to students to see banned and controversial books that may not be as easily held in a small public or school library setting.

The library purchases most of the materials in the curriculum collections with a few exceptions. Review copies of juvenile literature are received from Houghton Mifflin/Clarion publishers. The textbook collection is also obtained entirely through the generosity of textbook publishers. The textbook collection is heavily used by Teacher Education faculty members and students as they review textbook content, evaluate curriculum, develop lesson plans, and prepare for student teaching.

To inform patrons, especially those students who are going into the education field, about the variety of resources available in the department, a display containing materials that can be used to help develop lesson plans is maintained. This display, located near the Curriculum Guides and Teacher Support Materials collection, is changed at the beginning of each month, and covers a variety of subjects, including topics pertaining to science, history, and holidays. Social media platforms also play a role informing users of different collections and uses of the collections.

Bibliographic instruction, online resource guides, and assistance identifying materials to add to the library collections are among services offered by the Curriculum Department.

An outreach effort is made to the Child Development Center on campus, as well. Once a week from the summer of 2010 until the Fall of 2019, groups from the daycare came to the library for story time and an activity. About 15 of the approximately 60 children of age for this service (aged two to five) visited at a time. A new childcare center was built on the south university campus, with construction ending November 2019. Due to the location of the new center, Library staff gathers books for the Center and story times now occur via Zoom. The visits help the Curriculum staff to use juvenile literature with children and provide outreach by the library to university-affiliated members whose family members attend the daycare center.

While the lower-level computer lab is not a resource of the Curriculum Department alone, its location next to the curriculum collections has been convenient. Whenever possible, bibliographic instruction sessions for future teachers or future school employees are conducted in the lab. The proximity to the various curriculum collections makes it possible to discuss the library's collections without leading the students on a physical tour through the library. Several Teacher Education and Kinesiology instructors also book this lab for instruction sessions.

The Curriculum Classroom and Curriculum Meeting Room are two additional locations within the department and can be used for instruction or large study groups. They are used by College of Education faculty members for instruction sessions and for evening tutoring by members of Student Support Services.

Archives and Special Collections

Special Collections

Special Collections consists of about 2,700 cataloged items, mostly books.

The scope of the Special Collections includes:

- Significant works concerning Nebraska.
- Works by notable UNK and Nebraska authors.
- Materials documenting the history of education.
- Materials that support the Archives scope.
- Rare and valuable items.
- Materials that support teaching and research foci of UNK faculty and staff.

Archives

The Archives and Special Collections (ASC) strives to preserve, describe, and make accessible archival materials. The scope of the Archives includes records management, history and culture of UNK, history of education, and history of central and western Nebraska as well as materials that support faculty teaching and research foci. For full archives collection development policy, see Appendix 28.

About 1600 items have been catalogued. Catalogued items include Master's theses and specialist papers; scholarly and creative books written by, contributed to, or edited by the institution's faculty; the *Blue and Gold* yearbooks (also available online); and the student newspaper, *The Antelope*.

The current University Archivist, hired in 2014, is UNK's first professional archivist. As such, many legacy access points to collections fail to conform to archival standards. Indices for the main archives collection as well as the Donald Briggs Sports Photograph collection are available on the UNK Archives web page. These are incomplete and challenging to use. As time permits, the Processing Archivist is creating and adding finding aids to [ArchivesSpace](#); this system is shared with the other University of Nebraska campuses. Select materials are digitized and made available in the campus digital repository, OpenSPACES; some materials are also available via the archives website but will be migrated to OpenSPACES.

Development of Archives and Special Collections is ongoing, with new materials added regularly via donation, via purchase, or via transfer from elsewhere in the Library. Additional development occurs through an active oral history program, particularly targeting under-represented communities.

Digital Repository

[OpenSPACES@UNK](#), the institutional repository of the UNK, was launched in 2017. OpenSPACES@UNK supports UNK's core values through stewardship of the University's intellectual property. Research, scholarship, and creative works of faculty, students and staff, as well as select works by the community, are gathered, preserved, and shared with a global audience. [OpenSPACES](#) provides a permanent open access home for materials, which can be found directly on the repository website or through an Internet search.

At present, the repository publishes three journals, as discussed in the UNK Campus Partnerships portion of Section 2.

The repository includes material from each of the three Colleges of the University, and numerous materials from Archives and Special Collections. The latter include oral histories, publications, photographs and documents from *Country School Legacy*, a 1980 project funded by the Mountain Plains Library Association and the National Endowment for the Humanities, materials from the Students in Service collections for both WW I and WW II, alternative student newspapers, and more. The repository captures material important for campus history, such as *The Antelope*, UNK's student newspaper, minutes from the Academic Affairs Committee and packets of the Faculty Senate.

The repository also includes many articles and other documents by faculty authors and from university and related groups, with new items added regularly.

Additionally, beginning in Spring 2022, graduate students will be required to deposit their theses into the repository, providing increased access to the contents.

Since its inception, OpenSPACES content has been downloaded 65,111 times by users in 185 countries, greatly expanding the reach of content that was previously inaccessible.

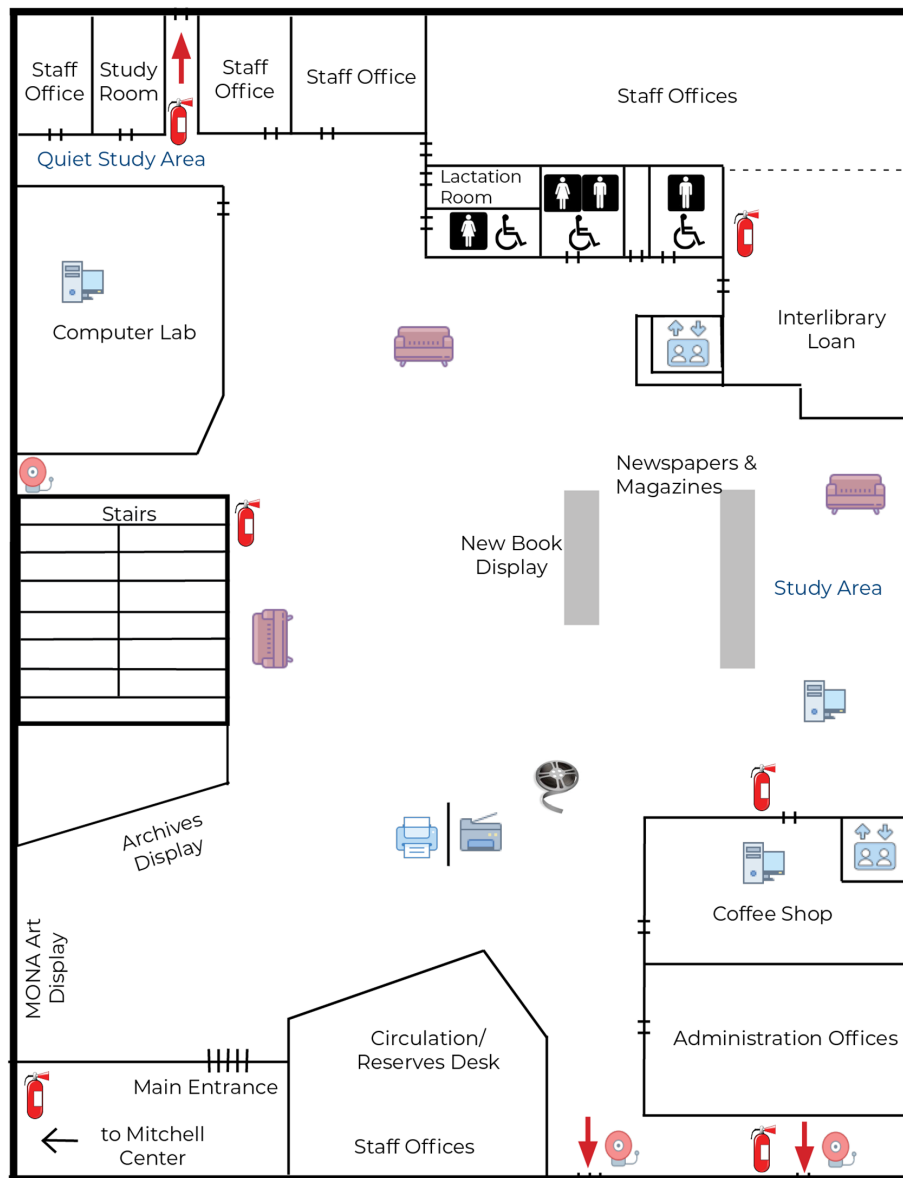
Currently, very little of the content is faculty work; outreach efforts continue. Conversations with the academic deans in late 2021 have already resulted in higher adoption in the College of Business and Technology as well as interest from the College of Education.

Staffing constraints have slowed the repository's growth; at present, the University Archivist & Digital Repository Manager is the only person working on the repository, doing everything from formatting journal articles to developing the vision for the repository and promoting it.

Resources: The Library as Place

The library consists of three floors: the main level (public entrance) with 18,433 square feet, the second level, consisting of 35,883 square feet, and the lower (basement) level, with 31,805 square feet.

First Floor
N →



The main level includes one major service point - the Circulation Desk - along with administrative and librarian offices. In addition, staff for acquisitions, cataloging and some

technology staff are in non-public space on the main level. Thus, the main level, although approximately half as large as either of the other two floors of the library building, houses both the primary service point and main staff work areas.

The main level of the building is shared with the Mitchell Center (MC), which houses the UNK Department of Communication. The area occupied by that department is not included in the above square footage figures.

Until the mid-1990's, the Mitchell Center housed the Learning Materials Center (LMC), which was under the direction of the library administration, and provided video related services to the campus. With the closure of the LMC, that space was allocated to the expanded Communication Department.

Since the 2011 APR, standing order serials and most reference materials moved from print to electronic. This allowed removal of the Reference stacks on the main level, opening space to be used for seating and study tables, along with a new book display and current newspapers and magazines. The resulting area is extremely popular with students and is heavily used. Even though it retains traditional library furniture, with some reconfiguration, it is used for library-sponsored research presentations by faculty, as well as other events to which faculty, students, and the public are invited. The area can accommodate about 60 chairs.

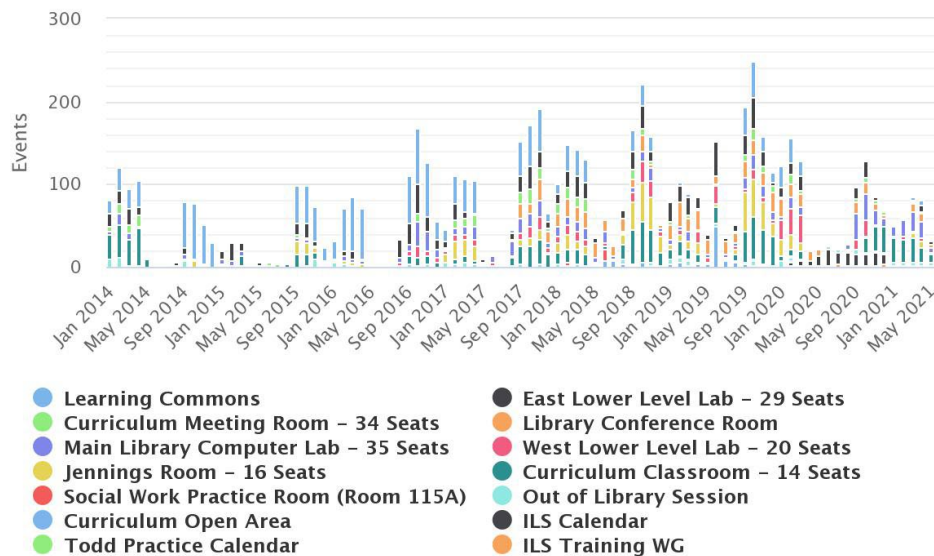
When Library rooms and areas were opened to instructional and lab use by non-library faculty, it became obvious that a flexible collaborative space that could accommodate a larger number of students was needed. The main floor computer lab was reconfigured from a linear-seating 24-user conventional lab to a collaborative and instructional space that may be configured for use by 42 students at one time. Additional chairs can be added in the open spaces to allow for even larger groups.



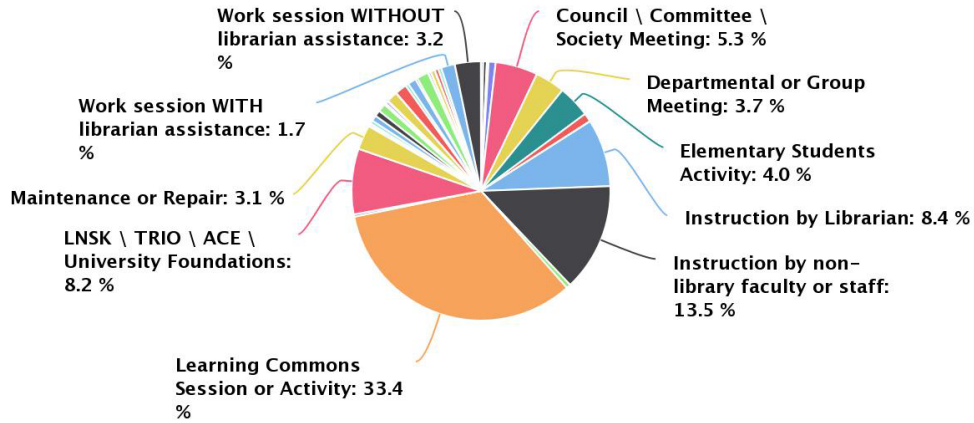
This model has been so useful that both the new Health Sciences / Nursing building and the College of Education have constructed similar lab spaces. The flexibility of the space allows each collaboration group table to be equipped with a webcam, facilitating remote instruction in sign language for the Department of Communication Disorders.

Between July 1, 2014, and June 30, 2021, 69,803 persons attended 6,877 scheduled events in library spaces. These included many different types of activities, such as Transfer Day Enrollment, Learning Commons Scheduled Sessions (Supplemental Instruction, Group tutoring, Language Tables), class meetings, committee and group meetings, and instructional sessions of various types conducted by staff, such as LNSK (Learning Skills), TRIO, ACE, and University Foundations. These numbers do not reflect individual subject tutoring or writing center appointments, since those are tracked separately by the Learning Commons. See Appendix 15 for larger versions of the below charts.

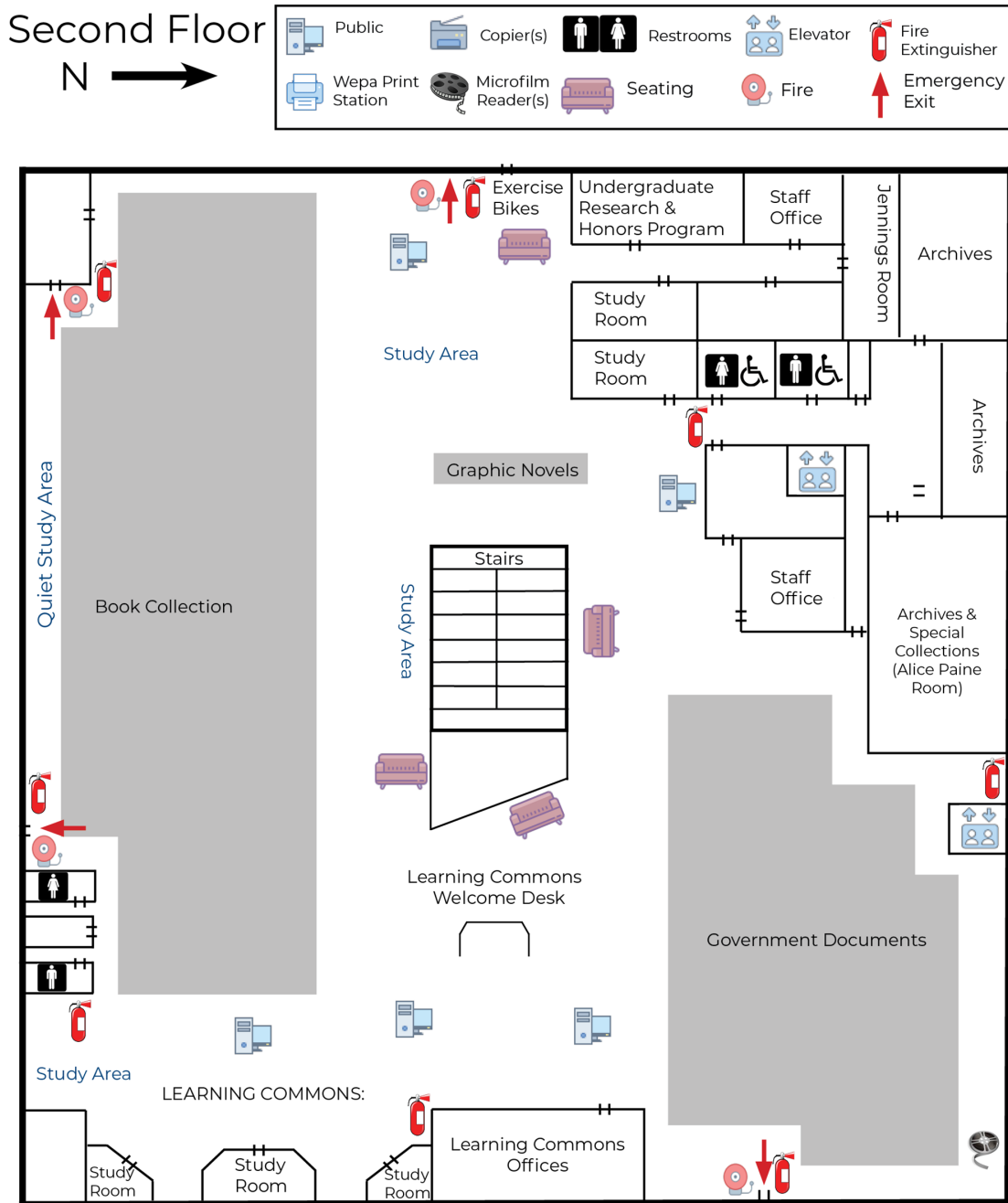
Monthly Event Statistics



Category Distribution



The upper floor of the Library building has also undergone several student or program-centered changes since the previous Academic Program Review.



A “One-Button Recording Studio” was installed in a former study room, allowing students to practice and review speeches and presentations, and to record graded projects for submission. Faculty could also use this for recording presentations and course segments for online use. While a facility for these types of activities exists in the Communications building on West Campus, the hours of operation are limited to traditional 8 – 5 business hours. The “One-Button Studio” had the advantage of being available any time during the Library’s operating

hours, including weekends. In Spring 2022, however, this room was reverted to a study room as, with few study rooms in the building, it was deemed more useful in this capacity.

After usage assessment, a long section of half-height shelving for reference materials was removed, allowing for expansion of the circulating book stacks, and permitting an addition to study space. Soft seating was regrouped, and large beanbags were added to the mix of furnishings to enhance student comfort and the informal nature of the space.

At the request of the Senior Vice Chancellor, the Women's, Gender, and Ethnic Studies Program and International Studies Program offices were temporarily housed in a former presentation room on the west side of the building. In 2021, this group vacated the room; Undergraduate Research is now housed in this space.

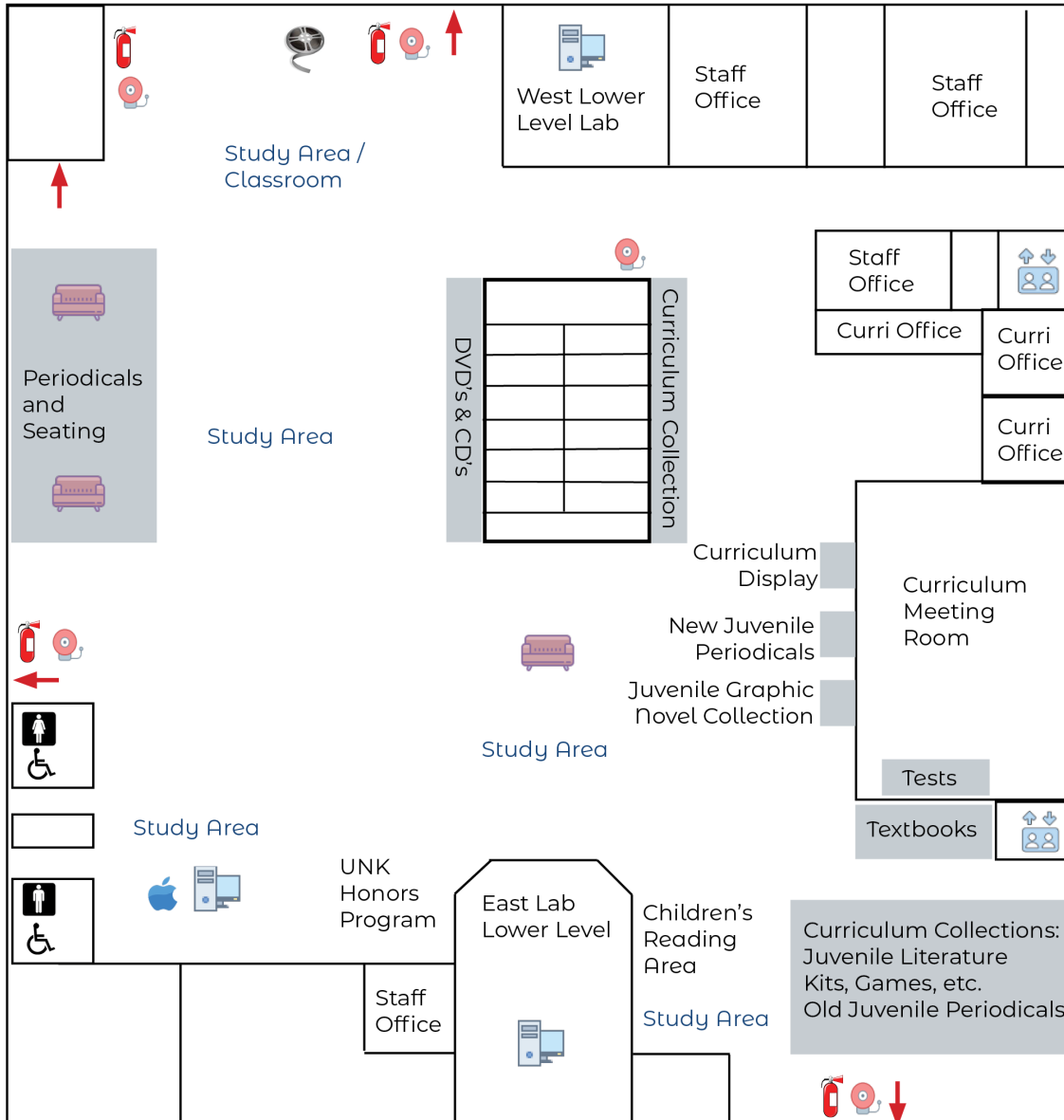
The Jennings Room was equipped with nesting tables and chairs; the space may be easily reconfigured in 30 minutes or less, depending on anticipated need. Due to space needs, half of the Jennings room was closed off in 2021 and converted to archival storage.

The Jennings Room has been used for a wide variety of classes and group activities. From July 1, 2014, through December 20, 2021, a total of 696 events were scheduled in the Jennings Room, with attendance of 7,341 persons. Individuals or small groups also use this space for study when it is not in scheduled use.

The Learning Commons is located at the east end of the second floor. Individual and small group tutoring by the Learning Commons has also expanded into the study area between the enclosed stairway and the circulating book stacks.

The lower level of the building houses the Curriculum and Juvenile Literature collections, along with the Periodicals stacks, student study areas, two computer labs, the curriculum classroom, and a former microforms room, now the Curriculum Meeting Room.

Lower Level
N →



The east computer lab was expanded in 2018-2019 from 24 to 30 user stations. The West computer lab went from 18 to 20 user stations. Projection capabilities were upgraded to short-throw digital projectors in both the Curriculum Classroom and the East computer lab, but the West computer lab retains conventional projector and screen capability.

These spaces are used frequently. From July 1, 2014 through December 31, 2021 there were 1,073 events scheduled in the East computer lab, with 15,801 attendees. These ranged from

instruction by librarians and class sessions taught by other UNK faculty to high school classes, state speech preparation and practice sessions, and testing for several types of certifications.

The West computer lab is used for smaller classes, or for those that require specific software programs that are not installed on other library public computers.²⁵ With other computer labs on campus having closed, the West computer lab has been in demand for instruction by non-library UNK faculty. During the same 2014 – 2021 period, there were 470 course-related reservations, with 3,601 attendees.

In summary, there have been continuing efforts to reconfigure building spaces to meet the changing needs of library users. In addition, planning and effort has been dedicated to accommodating library worker and system needs within the limitations of the existing building. Considerable attention has been given to staff workflow, with changes in personnel and in technology having had a positive effect on productivity. Despite these efforts, however, there is no escaping the fact that there are limits to what can be accomplished within the existing facility:

“The library building experiences many of the same issues as others built between 1960 and 1980 – most notably, it was built too soon to have appropriate technology incorporated into the original structures. In addition, the HVAC system is in need of an upgrade. System efficiency and effectiveness have been issues for over twenty years, with inconsistent heating and cooling of the building. The building’s users, especially staff, spend full workdays struggling with significant environmental issues: heat, cold, and humidity.”²⁶

In 2016, the process for development of a Library Master Plan was spearheaded by the Facilities Department and the office of the Vice Chancellor for Business and Finance. Architects from RDG in Omaha and the Library Dean interviewed two possible library consultants and selected Aaron Cohan, a consultant from New York. In spring of that year focus groups of students, faculty, librarians and others were facilitated by the architects and Aaron Cohan. Several drafts of the resulting plan, prepared by RDG and the consultants, were reviewed by the Library Dean with much discussion over seating numbers and collection size along with other details in the draft. Over the next three years there was limited activity involving both the plan and discussion of a library renovation.

In August of 2019, an architect from RDG, UNK architect Alan Wedge, and Senior Vice Chancellor Bicak met with the full Library staff to view a proposal for modifications to the existing Library building as part of the Campus Master Plan. At that point, almost 50% of the current library employees were new to UNK since spring 2016 and had not participated in the planning exercises.

²⁵ A listing of software installed in all Library public computers is included in: Appendix 12 *Computing Resources in the Calvin T. Ryan Library*.

²⁶ This exact statement was included in the 2011 APR, and the situation has not changed appreciably since that time.

In spring 2021, with the support of the NU System President, the Nebraska Unicameral passed LB 588, written to address deferred maintenance across all the University campuses. In advance of this, UNK administrators directed the library staff to begin envisioning a “Library of the Future.” The resulting document is available in Appendix 36. In the summer of 2021, it was announced that 25 million dollars would be available to address deferred maintenance and renovation of the library building.

Since that time library staff have been involved in the selection of the architectural firm and contractor and are presently providing input for a renovation design draft. Work is to begin in fall of 2022 with completion scheduled for summer of 2024.

Library Technology

Library technology has evolved significantly through recent decades. Recognizing the increasing importance of technology in the library, the administration created the new positions of Coordinator of Library Technology Services and Information Systems Support Specialist, changed the Web Services Librarian position to a professional staff position, and refocused other tech-related faculty and staff positions, developing a cohesive team which oversees all aspects of technology in the library.

This evolution has included machinery and equipment—staff computers, public-use workstations, printers, scanners, presentation and recording devices, as well as mobile tools. Core technology personnel also administer the library’s online resources and systems. Some examples include Alma and Primo (the Library’s LSP and discovery tool), the Library website and social media presence, access to online databases, ebooks and journals, and tools such as LibGuides and LibAnswers, which provide online reference and research assistance.

In 2021, the Library Technology department instituted a new ticketing system to enable submission and tracking of problems and issues related to all aspects of library technology. This was a way to improve the monitoring, tracking, and resolution of issues faced by library staff and faculty. Using SpringShare LibAnswers, the department is now able to easily track and respond to problems.

The Library website has been consistently updated to ensure that it is responsive to patrons’ multiple hardware and software configurations and to ensure compliance with security and accessibility standards. The site has been streamlined for an effective user experience.

One visible result of this interactivity is the scheduling of Library rooms can now be done through the website as well as within the library. Room schedules are viewable at the entrance to each room using repurposed tablet computers, showing scheduling changes in real time.

The Library currently has more than 200 computers, including 130 public-use computers — both PC and Mac desktop platforms and Windows laptops, with 10 of the latter available for checkout. In response to the closing of several departmental computer labs across the UNK

campus, Library staff and faculty redesigned one computer lab for group activities and installed a third instructional computer lab that provides computers equipped with more than twenty specialized software applications. Thus, the Library has increasingly become a technology destination for campus.

The library technology team continues to innovate and to upgrade technological capabilities in response to student and faculty needs. This is demonstrated by the remodeling of the main-floor lab to focus primarily on supporting collaborative work, by the development of a new system for mobile recording to capture and stream presentations that take place in the library, and by the One-Button Studio, which provided a space for students to self-produce recordings to hone their presentation skills.

Printing on campus has changed in recent years, as the previous PHAROS system was switched to WEPA. This new system allows students to print from anywhere online (mobile app, from their dorm/home, etc.) and pick up their print at a WEPA station. The library has 3 stations and usage statistics show they are consistently the most heavily used on campus.

In December 2020, the Library migrated to a new library services platform (LSP), which enables increased workflow efficiency and improves the interdepartmental operability of the system. This migration was undertaken collectively with the other members of the University of Nebraska Consortium of Libraries (UNCL)—UNL, UNL Law, UNO, and UNMC. Beyond the economic benefit of working at this scale, the project is enabling more frequent cooperation and communication among the libraries in the NU system.

In addition, there have been several other improvements to the Library's technology and resource offerings for students. Several A/V-related equipment items have been acquired for checkout, including mobile device stands, mounting hardware, and Blue Yeti USB microphones. A system called SenSource has been implemented to automatically provide gate count statistics on the number of people entering and leaving the building. In 2019, SCCM was added to manage computer installation and inventory. This has made the support of the many computers in the library more efficient. Most recently, LabStats was added to public computers so the library could assess what programs were being used the most, and whether an adjustment was needed to the number of licenses for special software (such as SPSS).

The library technology Workstation Support Specialist also supports the Learning Commons computers – both public and staff.

5. Budget

State Aided Funds

Over the fiscal year period from 2016 through 2021, the Library has seen no increase in funding, and in fact had temporary reductions in overall state-aided funding in 2017 and 2019. Funds allocated to Library operations as a percentage of the overall University budget has hovered just above 3%²⁷

Calvin T. Ryan Library Budget			
Fiscal Year	State Allocation	Personnel	Non-personnel
2016	\$ 2,935,733.00	\$1,762,763.00	\$810,123.00
2017	\$ 2,944,907.00	\$1,739,230.00	\$655,488.00
2018	\$ 3,043,199.00	\$1,545,292.00	\$825,972.00
2019	\$ 2,930,514.00	\$1,833,490.00	\$627,735.00
2020	\$ 3,058,574.00	\$1,881,850.00	\$627,735.00
2021	\$ 2,971,596.00	\$1,815,016.00	\$627,735.00

Throughout the period covered in this review, as well as during the entire time span covered by the prior APR, the Library has found it necessary to reallocate resources strategically to address service needs, streamline operations, and adjust for increases in costs in the face of decreases in library purchasing power.

It should be noted that the State-Aided funds for Non-Personnel Services showed a decrease in FY 2016 of \$47,407 from the amount allocated in previous years, and that the allocation for Non-Personnel Services has remained the same for FY 2019-2021. That the Library has been able to increase the total information resource base during a time of financial stagnation has been due in no small part to the increasing activities of UNCL.

As with all academic libraries, various strategies have been used to save and reallocate available funds. This review will touch on just a few specific initiatives and events of the past five years, especially those with a continuing impact on library operations.

Student Library Credit Hour Fee

In 1998, UNK students voted in favor of a 25 cents per credit hour fee to fund acquisition of technology resources by the Library.²⁸ The initial request for the purchase of full-text online

²⁷ For an overview of state funding for the University of Nebraska at Kearney, see the PowerPoint slide sets at: <http://www.unk.edu/bf/budget.php>.

²⁸ As noted in the 2011 APR, Michael Herbison, the Library Director from 1993 -- 2003, obtained the backing of Student Government to request a 25 cent-per-credit-hour fee that grew each semester to reach \$1.00 per credit hour, with students requesting that it should be used preferably to acquire online full-text resources. Herbison determined that UNK was the first campus in the U.S. where students had requested such a fee on themselves. This type of fee was adopted by the other units of the UN system by 2003, and by 2009 had reached \$3.00 per credit hour. By May 2016, the Board of Regents had approved raising that fee to \$6.25 per credit hour.

resources continues to be honored, with the majority of SLCH funds used to support UNCL system-wide collections. As state funding has continually decreased, reliance on the SLCH continues to grow, thus pushing more of the library's funding for online-accessible information resources to student support. In 2003, the other NU System libraries began receiving the Credit Hour Fee. In May 2016 the Board of Regents approved raising the SLCH fee to \$6.25 per credit hour.

Calvin T. Ryan Library Budget				
Fiscal Year	CHF Revenue	Capital Expenditure	UNCL Expenditure	Carryover
2016	\$634,304.00	\$199,464.00	\$0.00	\$35,433.00
2017	\$961,080.00	\$500,454.00	\$0.00	\$325,790.00
2018	\$940,251.00	\$820,396.00	\$460,000.00	\$436,345.00
2019	\$917,466.00	\$981,610.00	\$600,000.00	\$362,098.00
2020	\$905,315.00	\$885,855.00	\$640,000.00	\$331,365.00
2021	\$888,756.00	\$981,096.00	\$696,000.00	\$228,481.00

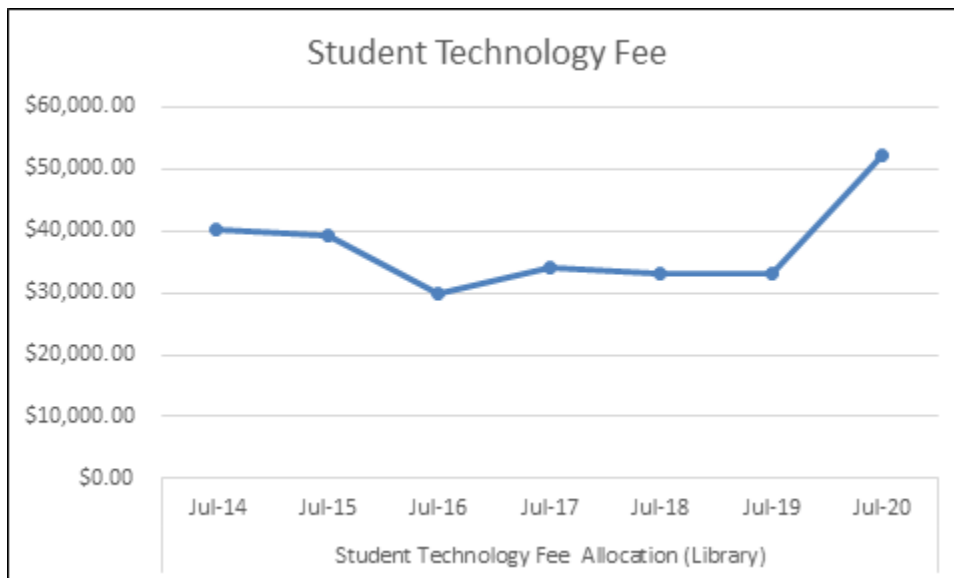
*Note 1: the UNCL Expenditure is included in the Capital Expenditure. Carryover is the amount of carryover to the next FY period.

**Note 2: Carryover is necessary to pay the next year's bills.

Student Technology Fee (STF)

The Student Technology Fee is a credit-hour based fee that is used to fund technology structure, maintenance, and improvements that directly impact students. Proceeds from the Student Technology Fee are allocated to the Colleges and the Library through UNK's Information Technology Services (ITS).²⁹

²⁹ The addition of a Student Technology Fee (STF) through UNK's Information Technology Services (ITS) has provided significant benefits to the Library and to library users. Working with University ITS, the library established a main level computer lab in 2000. The lab originally held 23 student stations and one instructor station. In 2002, a second, similarly equipped computer lab was added on the lower level. STF funds have made it possible for the library to provide reliable and modern equipment in all public areas of the building.



The Student Technology Fee has allowed the Library to turn a former video-conferencing room into a computer lab and make updates to the Library main floor lab. Additionally, this fee has been used to upgrade computers.

Revolving Funds

In 1995, the system for handling library fines and payments for lost and damaged materials was changed so that the library could retain these funds. Replacement of lost and damaged materials is the priority for this fund. Over the years 1995-2006, the fund had grown to the point that it could be used to support renovation projects and critical infrastructure needs, such as upgrading part of the building’s network wiring and updating the main level.

Additional Funding

As mentioned above and in the ILL/DD section of the report, the ILL unit has received funding from UNK Online (formerly eCampus) in support of services for distance education. Library faculty and administration have successfully pursued outside funding, both from the University of Nebraska Foundation and several outside agencies, for library needs as well as to conduct individual research.

University of Nebraska Foundation Funds

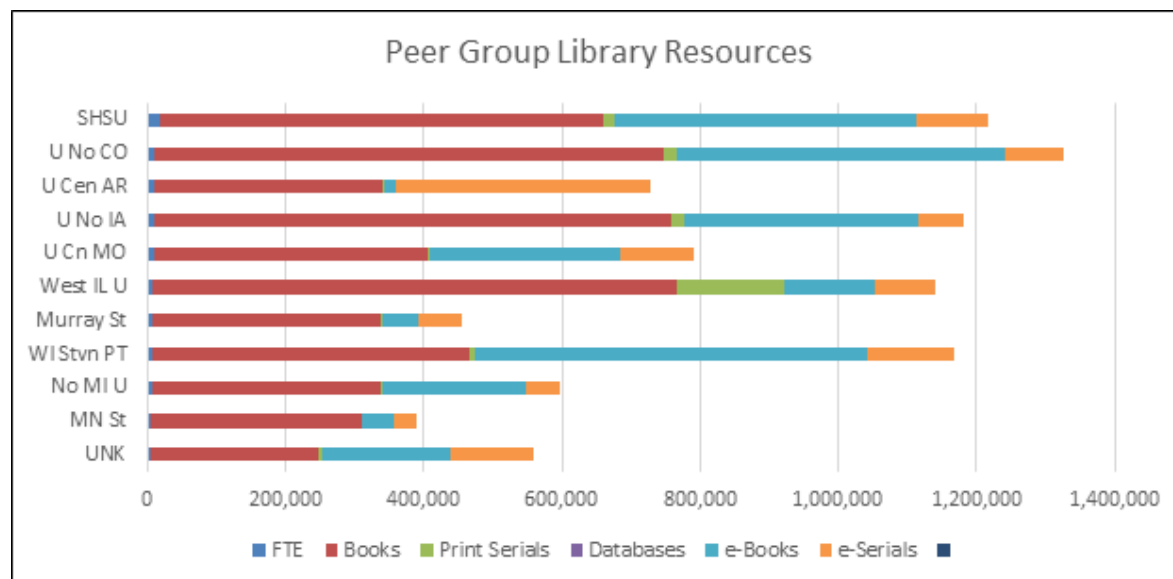
Several library-specific funds have been established by donors to aid with the acquisition of resources. Foundation funds available to the library include one-time funds and endowments. Materials related to history, specifically that of Nebraska and the Great Plains, are the emphasis for several funds. General funds that can be used for any library-related need are very limited. An annual scholarship for a student working in the library has brought not only student financial support, but a heightened interest in the library profession.

6. Peer Comparisons and Assessment

Peer Comparisons

UNK's Peer Group is selected by the Nebraska Board of Regents. There have been concerns expressed about the validity and use of some of these institutions as UNK Peers for some years, since the enrollment difference negatively impacts the validity of comparing Calvin T. Ryan Library to other peer group libraries. FTE at UNK is 5363.

- Only Minnesota State University at Moorhead (5174 FTE) is close in FTE student enrollment to UNK, while Northern Michigan University (6713 FTE) is more than 1500 students larger than UNK.
- Enrollment on other peer campuses include Murray State University (7961 FTE), University of Wisconsin Stevens Point (7544 FTE), University of Central Missouri (9897 FTE), Western Illinois University (8322 FTE).
- The University of Northern Iowa (10479 FTE) and University of Central Arkansas are roughly twice as large (10,276 FTE).
- Sam Houston State (18312 FTE) is more than three times larger than UNK. Comparison data are provided from the 2018 IPEDS survey. Some additional information has been obtained from the websites of individual libraries and universities. 2018 data is used as that of the last full pre-pandemic academic year. See Appendix 29 *Library Services at Peer Institutions* and Appendices 30 and 31.



It should be noted that UNK provides a combination of electronic resources -- including both e-books and e-journals -- that is larger than several other institutions that are higher in FTE student enrollment. This has been done strategically over time, since e-resources are equally available to both on-campus and distance students, and online education is a growth area for UNK.

Assessment

Academic libraries are complex entities within a larger institution. While libraries provide services that distinguish them from other divisions within a university, there are commonalities as well. For a library to function effectively and efficiently, there are a number of areas which require routine and systematic assessment.

Aspects of the library that set it apart from other divisions of the university **include Library Services** such as circulation, reserves, reference assistance, document delivery, interlibrary loan, online presence *etc.* A second distinguishing feature of the Library is its **Intellectual Content**, which includes the physical and electronic information resources that are selected, acquired, organized, managed, retained, and -- when appropriate -- withdrawn from the collection.

The functions that are integrated into Library Services include, but are not limited to, the following:

- Statistics for Circulation and Interlibrary Loan are collected automatically as a function of the hardware and software as each transaction occurs and are retained for retrieval as needed. Statistics may be reported on a daily, weekly, or monthly basis. Statistics for database usage and similar electronic resources are routinely collected and used to make collection decisions. Reference questions are individually counted throughout the year. LibAnswers is configured to collect data classed according to the research-based READ scale, included in the Appendices. Statistics are collected semi-automatically for e-mail, chat, and SMS text, but must be entered individually by the librarian or staff member for telephone and walk-up transactions. See Appendix 15.
- Reports on e-Reserves use may be generated by date range or by academic session. Reports on use of in-house print reserves are run from the LSP. *Sensource* provides gate count information automatically. This information is used when compiling statistical reports for Access Services and allows us to assess Library overall usage trends.
- In 2015, Coordinator of User Services (now Coordinator for Academic Services), began to collect data on usage of the Library computer labs by reviewing the LibCal calendars that had replaced the previous Outlook calendars.³⁰ Information from Outlook calendars for 2014 was entered into LibCal manually, making it possible to track usage of labs and other library spaces from January 2014 to the present. This method relies on librarians to enter the number of attendees after a session has been conducted, so it is still subject to human failure.
- By Fall 2022, the library will have installed the program LabStats on all public library computers. This product allows the library to see what types of software programs are being used (and how often) which will help us assess computer usage and whether we should adjust what we provide.
- The Web Services Manager generates data reports based on *Google Analytics* and other Web traffic tools. As an example, *Analytics* showed 45,651 Library web page views from inside the building during FY 2018-19, and 105,478 from outside the Library during

³⁰ See Appendix 32 *Memorandum on Lab Use 2015-16* and Appendix 33 *Memorandum on Lab Use 2016-2017*.

that same period. From July 1, 2014 through June 30, 2019, the Library website was viewed 1,426,141 times.³¹

Those features that are shared with other elements of the university include the following:

Instruction, which includes the library's integration into the university curriculum, formal connection with classes, collaboration with faculty, and all teachable interactions with library users.

- Future goals for library instruction include implementing an assessment program. Possible avenues of doing so include asking students to do minute papers and/or a plus delta assessment. For minute papers, the librarian leading instruction asks students to write a one-minute, informal, unformatted reflection on the session. Possible question prompts include: "What from today's session can you immediately apply to assignments?" and "What do you wish you would have learned?" These questions provide formative assessment, as they will aid the library faculty in improving future instruction sessions. Plus delta assessment functions similarly. It asks students to state one thing they can use immediately from the session as well as one thing they did not find useful and/or already knew or had heard in a previous library session. The traditional one-shot model of library instruction makes summative assessment difficult. Additionally, the nature of the instruction sessions makes quantitative data nearly impossible to gather. Therefore, focusing on formative, qualitative assessment will yield the most applicable results for continuous improvement.
- Standardizing library instruction across all instructors may also be a future goal. Each librarian crafts a different session for the same courses and standardizing the presentation for each course may ensure that every student receives all the information they need. While each librarian will be able to put their own spin on the presentation, having a solid list of bullet points to cover for each session will give each librarian a starting point. For example, the databases shown to an introductory composition class may be predetermined rather than left to the librarian's discretion. Exceptions can be made to mold the session to a particular instructor's needs, such as other databases being added.

Human Resources is a second assessment element that is common across the entire University, including the Library, and comprises both annual personnel evaluations for staff and annual reports and reviews for faculty.

In conjunction with Coordinators and other appropriate library personnel, the Dean engages in an ongoing appraisal of overall staffing needs. Assessment of need for each position is conducted prior to development of a position description and opening of a search. Search committees are required to follow strict Human Resources guidelines throughout the procedures.

³¹ Jensen, Todd. 2020. "Library Web Hits." *Personal Communication*. March 6.

Staff Evaluation

- Evaluation of all staff employees is performed on an annual basis according to policies and procedures established by University of Nebraska Human Resources and managed through the PeopleAdmin system.
 - UNK provides a webpage that includes links to information on [benefits, employee relations, and information on life events](#). This page also includes links to information and forms for performance evaluations used across the University of Nebraska System:
 - [Performance Management and Evaluation](#)
 - See Employee Evaluation Form in Appendix 34.
- Faculty Annual Report and Peer Review
 - ***Procedures for Annual Review of Library Faculty*** are carried out according to a specific timetable and based upon the criteria for librarianship, scholarship, and service described in the Calvin T. Ryan Library's ***Standards for Promotion in Rank and Tenure for Academic Appointees***. (See these and related documents in Appendices 6b through 6e).³² The review period runs annually from July 1 through June 30.

An online assessment system called [Digital Measures](#) is used by most other academic departments and divisions on the UNK campus. Once modifications to adapt this system for library work have been completed, *Digital Measures* will be used by library faculty to develop annual reports and tenure portfolios starting in the 2022/2023 school year.

A third element of assessment that is shared across the entire University is that of the Physical Facilities, including environment, functionality, and comfort; including air quality, temperature control, lighting, furnishing, *etc.*

The Library Dean, as Building Supervisor for the Library, appoints a Building Manager, currently the Manager of Circulation. The Building Manager is responsible for carrying out a general building inspection either before weekday opening of the Library, or shortly thereafter. This involves identifying any problem areas or situations and reporting them to the Library Dean and University Facilities for remediation. The Building Manager also coordinates the development and maintenance of the building emergency and evacuation plans.

In recent years this has involved monitoring areas for possible roof damage or other water incursion and implementing emergency response to minimize damage to the facility and to collections. The Manager also assesses and reports any other shorter-term situations that may have the potential of affecting building operations and the safety and security of library users, staff and faculty.

³² The *Procedures for Annual Review of Library Faculty* was approved on January 7, 2009 by the Calvin T. Ryan Library Faculty Affairs Advisory Committee. It bears approval dates and signatures of the Committee Chair, Library Dean, Senior Vice Chancellor and Chancellor of the University of Nebraska at Kearney, the final signature being dated February 16, 2009.

The Building Manager is also the single point of contact for shorter term situations that may affect building environment, such as accessibility, heating, cooling, cleanliness, availability of building water, etc., and is responsible for filing work orders to mitigate those situations as appropriate.

Assessment of the structural soundness of the building, and for identifying, planning and implementing structural changes that impact upon the integrity of the building, including changes that may affect user safety and security, are within the purview of the Director of Facilities Management & Planning and the University Architect, in conjunction with the Dean of the Library and University Administration.

7. Response to the Final Report of the Review Team: Calvin T. Ryan Library Academic Program Review, April 2011

August 2011

➤ Recommendation:

Library Strategic Plan – We recommend creation of a more succinct mission. In addition, we recommend creation of a written strategic plan, reviewed annually, so that it remains a living, organic document that can guide Library fiscal and human resource allocations.

Response:

Building on the January 2011 planning session, led by the Coordinator of User Services/Instruction and the Coordinator of Collection Services, a full staff retreat in July 2011 concentrated on the development of Library Mission and Vision statements. Statements, as given below, were written and approved by the full staff.

Mission:

The Calvin T. Ryan Library supports the mission of the University of Nebraska – Kearney by acquiring and organizing resources, providing collaborative assistance and instruction, meeting information needs, and adhering to recognized standards of library practice.

Vision:

The Calvin T. Ryan Library will achieve prominence as an innovative provider of user-focused resources and services.

Adopted by the full library staff, July 2011.

In spring 2012 several full staff sessions were held to provide all staff with the opportunity to discuss the Library in general along with challenges and strengths. Strategic planning specific to the Library has taken a back seat to pressing Library issues, most notably a significant and years-long series of turnovers in the number of librarians on staff. At one point, with retirements, resignations, and a death, the Library had three librarians. However, UNK's Strategic Plan is routinely referred to and used as a guide in conjunction with Library initiatives such as revision of position descriptions, advancement of OER, enhancement of Archives/Special Collections and digital repository, and now the planning for renovations.

Smaller planning efforts have taken place including working with the Center for Entrepreneurship and Rural Development and Aliese Hoffman, Assistant Director of that Center, to discuss assistance of the Center in helping to develop a Strategic Planning activity

for the Library. Two sessions were held in late 2019, one with Librarians and one with the full library staff. The initial focus was on marketing Library services.

Notes from the sessions were delivered to the Library Dean on January 24, 2020 and are included in Appendix 35 *UNK Library Strategy Session Notes*.

➤ Recommendation:

Information Literacy Strategic Plan - We recommend that the faculty develop a strategic plan incorporating both orientation opportunities and collaborative information literacy instruction, based on professional standards, including an assessment/evaluation section. To build on the current collaborative approach, we recommend that library faculty and teaching faculty work together to measure learning outcomes in a collaborative manner. In addition, librarians should create their own assessments.

Response:

Library instruction at UNK prioritizes meeting students where they are; librarians collaborate with course faculty as an instrumental element in preparation to tailor sessions to the course. If students need demonstration of search interfaces, assistance limiting searches, and introduction to source types, a librarian will do that. With a full staff and specialized expertise, our sessions can focus on primary sources, open web searching, finding & reading peer review sources, and various other elements of information literacy. Librarians at UNK engage in embedded, database demonstration one-shots, special topics, advanced research, and tutorial instruction models. Starting in Fall 2021, the Loper 1 (General Studies Program at UNK) library workshops include building and website tours.

Developing instruction assessment plans are ongoing and with librarian membership on the campus assessment group, professional development, and a 2022 librarian new hire, increased attention will be a priority.

➤ Recommendation:

Tenure and Promotion - We suggest a review of library faculty promotion and tenure standards, given the unique position of the Library. This should include consideration of publication in specific areas of academic expertise and/or in collaboration with disciplinary faculty. In addition, we encourage creative thinking about strategies to enhance scholastic activities.

Response:

Following the 2011 APR, the Library Faculty Affairs Advisory Committee reviewed and updated all standards and procedures for promotion in rank and tenure to reflect these recommendations. (It should be noted that all campus departments were directed to do so at this time.) Revised documents were approved in 2012 and are available in Appendix 6. Library faculty regularly collaborate and publish with faculty from the academic colleges. They are involved in multidisciplinary grants and other academic collaborations. Faculty publish and present both in library venues and in other relevant forums.

➤ Recommendation:

Promotion/Marketing - Services should be more imaginatively and actively marketed, in a collaborative spirit, to faculty. We recommend efforts be made to ensure consistency of quality in services as well as information literacy instruction across colleges and departments, to maximize positive 'viral marketing'.

Response:

The University Archivist, Web Services Manager, Curriculum Librarian, and Coordinator for Academic Services (hired as Reference & Instruction) have been assigned marketing activities. Prioritizing a marketing plan, regularly tracking analytics, and addressing promotional materials in a systematic nature has been a struggle for the Coordinator for Academic Services due to other time commitments. The Library has Facebook and Twitter accounts that regularly post building, services, and special event information. The Archives has a separate Twitter account and routinely engages with special Twitter events, like Archives 30; it has a less active Facebook account. Curriculum maintains a Facebook page and regularly posts teacher resource content and events. Rotating table tents and various signage improvements have been instituted. Library staff attend Blue & Gold, information fairs, purchased pages in UNK's first-year move-in booklet, and hosts events and exhibits. The Library Marketing Committee comprises members of each library department and meets monthly. Note also that the 2019 planning sessions, described above, focused on marketing.

➤ Recommendation:

Operating Budget – We commend the Dean for seeking alternative sources of funding in difficult economic circumstances. However, we recommend that the Library be given the opportunity to present an annual budget request, which recognizes the impact of the inflation factors on all facets of the Library. Further budget reductions (or even a flat budget) would severely impact the depth and breadth of services and materials currently provided by the Library. We also recommend that the Dean of the Library be invited to work with the UNK Foundation office to investigate additional avenues for revenue enhancement.

Response:

The UNK administration does not ask for, or provide an avenue for, annual budget requests from academic units. The University allocates funds according to a percentage formula that has been consistent for several decades.

The most significant funding initiatives have come via the University of Nebraska Consortium of Libraries, (UNCL) which consists of the libraries of the four campuses of the NU System. In 2015 the UNCL Library Deans formed a consortium with a memo of understanding signed by each Dean and by the Chief Academic Officer of each campus. Based on FTE, each campus places a percentage of the Student Library Credit Hour Fee, which is \$6.25 per credit hour, into a common fund to subscribe to or purchase resources of common need across the System. UNCL is described further in other sections of this document. On March 9, 2022, UNCL Deans presented an update on the financial status of the libraries and Consortium funds to the Provost and Chief Academic Officers of each campus.

The Library has a designated Foundation representative who meets regularly with the Dean to keep apprised of Library initiatives and needs. New funds since 2011 include an endowment supporting a scholarship for a library student worker, and an endowment that provides funds for an annual speaker focused on Juvenile Literature.

➤ Recommendation:

Campus Collaboration – Overall, we recommend that the Dean and Library faculty be sensitive to collaboration opportunities with campus and community stakeholders. The synergistic learning partnerships achieved in the learning commons initiative demonstrate the campus wide value of bold collaboration. This recommendation acknowledges accomplishments and urges furtherance of this model.

Response:

This recommendation and response tie strongly to the previously mentioned “Information Literacy Strategic Plan.” Most immediately, the Dean, and other library staff, have been meeting with key new staff in the Division of Student Affairs.

The offices of Undergraduate Research and the Honors Program are now located in the Library, providing opportunities for working with both staff and students in the programs. Their addition builds on the long-running partnership with the Learning Commons.

The issue of facility needs is becoming more pressing as renovation planning is proceeding. Renovation of the current square footage is a beginning step toward addressing fuller Library space needs. The 2011 Review Team mentioned “bold collaboration.” An example could be the incorporation of Mitchell Center space, doubling main floor footage. Additional student support services could then be arrayed around the atrium providing accessible services for all students – a superlative model of student-centered academic support.

Areas of Excellence

- Collaboration: There is a high degree of collaboration both within the Library and with external partners, as highlighted in the Partnerships section. The Library constantly seeks new collaboration opportunities, such as the recent ones provided by the move of Undergraduate Research and the Honors Program into the Library . Integration with academic departments has grown - librarians help with curriculum design; co-advise undergraduate research fellows; sit on thesis committees; and otherwise bring library services to the University’s academic departments. Library faculty and staff are also heavily involved in campus-wide committees.
- Adaptability & Responsiveness: The Library has long prided itself on its adaptability and responsiveness, and these areas are particularly emphasized throughout this APR period. For several years, the Library was minimally staffed, requiring faculty to take on more tasks for which they were less than familiar. The COVID-19 pandemic threw everything into stark relief. The Library responded with agility to campus closures, quickly figuring out how to get computers to as many students and faculty

as possible, shifting research and instruction to completely digital, setting up a system that allowed patrons to pick up print materials, and more. The Library puts patron needs first and continues to find new ways to provide optimal service.

- Breadth of services and collections: Reference services offer patrons a wide array of modalities - appointments have increased and are key for serving online students. Computer labs and study rooms are heavily used, supporting research and collaboration. A continued focus on acquisition of online resources and digitization of unique materials has broadened materials available to all students, regardless of their physical location.
- Staffing: Library staff are well qualified to provide library services and actively seek to develop their knowledge and skills through continuing education. All position vacancies are reviewed considering Library and University service needs and, when necessary, reconfigured to best meet those needs.

Challenges/Areas for Growth

- Multi-tasking/workload: The small number of Library faculty and staff results in each having expansive, ever-increasing areas of responsibility. This leaves them inadequate time to perform all expected job roles. Over time, this leads to a decrease in the quality or depth of work, because the breadth of the work is too large. Further, librarians have the most impact when actively engaged with the campus, something the current workload limits. While librarians serve on campus committees and engage with their liaison departments, limited time means they are unable to regularly attend outside events and engage to the degree they'd like to. Additionally, the overburdened workload of library faculty limits their flexibility in responding to opportunities to develop new services. The Library lacks the capacity to enhance current needed services and also move forward with data management services and scholarly communications, grow the digital repository and integrate Open Education Resources, and more. This lack of capacity will be exacerbated in the coming 2-3 years as extensive renovations take place while the building remains open for services; a new Library Dean becomes familiar with the Library, UNK and the NU System; and critical changes take place in overall campus leadership, most specifically with the establishment of a new Senior Vice Chancellor for Academic Affairs.
- Lack of campus awareness of full breadth of library services: Although the Library continually works to market its services, many UNK faculty, staff, and students don't realize the full breadth of Library services available. This lack of awareness hampers student and faculty research efforts and perpetuates common stereotypes about libraries, as well as to the library being bypassed on campus initiatives to which it could fruitfully contribute. Additional targeted marketing and awareness initiatives could highlight specific services.
- Funding: Since the last APR, the Library, working with UNCL, pursued and received an increase in the student library credit hour fee. However, decreased enrollment, budget cuts, and the perpetually increasing cost of subscription online resources lead to a net decrease in funding and purchasing power. There is a need for ongoing internal and external advocacy to demonstrate the wide-ranging impact the Library

has and to highlight opportunities unrealized due to inadequate funding. Such advocacy could help minimize funding cuts and maximize external funding.

- **Space/building challenges impact services:** Although money has been appropriated for a building renovation, as discussed elsewhere, needs are greater than what can be addressed under the allocated funding guidelines which focuses on deferred maintenance and ADA issues within the current footprint of the building. Greatest needs, as specifically expressed by students, include more reservable study rooms, better access to food, increased natural light, and spaces that are responsive to a variety of sensory needs. The Library regularly turns potential users away or is forced to move instruction dates because all Library spaces are booked. The lack of larger meeting and event spaces limits the Library's ability to host events, which negatively impacts community outreach. These specific needs may be topics to take to potential donors after the Library has a clearer idea of the shape of upcoming renovations.

University of Nebraska at Kearney (UNK)

Strategic Plan 2016

Mission

The University of Nebraska at Kearney is a public, residential university committed to be one of the nation's premier undergraduate institutions with excellent graduate education, scholarship, and public service.

Vision

UNK will achieve national distinction for a high quality, multidimensional learning environment, engagement with community and public interests, and preparation of students to lead responsible and productive lives in an increasingly diverse, interconnected, interdependent, and technological society.

Values

- Learning Matters: UNK is an academic community that pledges to protect and foster a climate of rigorous intellectual inquiry, unfettered exchange of ideas, and mutual respect—inside and outside the classroom—that is grounded in the principles of academic freedom and academic responsibility. The academic community designs and continuously reviews programs to ensure that students develop broad intellectual capabilities and an awareness of diverse cultures and civilizations in addition to specific academic and career-related knowledge and skills.
- Learning Environment Matters: UNK is committed to a student-centered learning environment that:
 - is inclusive and explicitly values diversity of individuals, cultures, thought, and expression.
 - centers on student success through personalized teaching and mentoring relationships.
 - extends broad access to a quality education to all qualified students in the region, especially Nebraska, emphasizing diversity and quality.
 - prepares students for lifelong learning with the ability to think critically, exposure to global perspectives, and competence with technology.
 - embraces modern technology to enhance pedagogy and access to traditional and online programs.
 - integrates experiential learning.
 - fosters ethical behavior and decision-making and responsibility.
 - promotes emotional, social, and physical wellness in addition to intellectual development.
 - serves, engages, and enriches the Kearney community, area, and region.
 - provides a regional focal point for intellectual, artistic, cultural, and recreational activity and competitive NCAA Division II intercollegiate sports.
- People Matter: UNK promotes an inclusive environment that affords equitable access and opportunity to every individual.
- Responsible Stewardship Matters: UNK is committed to efficient and effective administration of resources—human, financial, and physical/infrastructure—to ensure long-term institutional fiscal stability and environmental sustainability.

Mission Imperatives

UNK is an exemplary public university that serves Nebraska by:

- meeting citizens' educational needs.
- adhering to policies of accrediting and governing agencies.
- being accountable to stakeholders for the quality of its work and for good stewardship of its resources.
- engaging in research, service, and outreach activities that apply university expertise to public needs.
- renewing curriculum, pedagogy, and activities with advice from internal and external constituencies.
- recruiting, challenging, nurturing, and retaining a diverse student body.
- recruiting and mentoring qualified diverse faculty and staff.
- building bridges to the community and state through athletic, cultural, and educational events.

UNK is an exemplary residential university that provides:

- a holistic approach to student development manifested in a progressive academic curriculum and a wide array of personal growth opportunities outside the classroom.
- residence halls and academic buildings that are well suited to student success and achievement.
- modern, well maintained and secure living and dining accommodations, sports and recreational facilities, and campus grounds.
- programs and services designed to involve those who live on or off campus in campus life.
- deliberate interaction with the surrounding community, capitalizing on location advantages to enhance learning opportunities for students.

UNK provides quality undergraduate education by means of:

- a curriculum that provides solid grounding for students in the liberal arts and sciences while also enabling them to specialize and prepare for careers.
- high quality academic programs that attract top students and draw faculty from centers of scholarship nationwide and worldwide.
- a well-qualified faculty/staff/student community whose diversity is itself an educational resource.
- student services that foster academic success, involvement in campus life, and progress toward graduation.
- a culture that supports opportunities for international experiences and studies.
- a commitment to learning with plentiful opportunities for students to engage in research with professors.
- a modern instructional and information technology infrastructure.
- expanding affordable access through quality online courses and degree programs.
- processes to assess student learning and to adjust programs in light of that appraisal.

UNK provides quality graduate programs that:

- build on areas of undergraduate strength.
- respond to public need and demand and serve the people of Nebraska and beyond.
- familiarize students with trends and developments in their disciplines.
- mentor students to contribute to their disciplines and apply knowledge to issues in society.
- help students develop research skills.

UNK values and supports faculty research and creative activity that:

- advances academic disciplines and addresses public needs.
- enhances teaching and professional development.
- involves mentoring and collaboration with students.

Envisioned Outcomes

- UNK will graduate persons who know the accomplishments of civilizations, who value disciplined thought, and who are prepared for productive careers, further education, and responsible citizenship.
- UNK will advance state and community interests by applying university educational programs and other expertise to meet public needs.

Strategic Goals, Strategies and Implementation Priorities

Four strategic goals were derived directly from each of UNK's four core institutional values. Strategies and implementation priorities provide the means for achieving/evaluating progress toward the four strategic goals.

UNK Value—Learning Matters. UNK is an academic community that pledges to protect and foster a climate of rigorous intellectual inquiry, unfettered exchange of ideas, and mutual respect—inside and outside the classroom—that is grounded in the principles of academic freedom and academic responsibility. The academic community designs and continuously reviews programs to ensure that students develop broad intellectual capabilities and an awareness of diverse cultures and civilizations in addition to specific academic and career-related knowledge and skills.

Goal 1: Academic Quality. Faculty and staff will ensure ongoing review and continuous improvement of the curriculum across all academic programs on campus.

Strategies and Implementation Priorities:

- 1A. All academic programs and units on campus will undergo continuous review characterized by systematic planning, collection and analysis of data, and evaluation.
 - Form Academic Program Review Assessment Committee to review/evaluate/identify common processes and metrics, quantitative and qualitative, to ensure meaningful ongoing review of quality and efficacy of all academic (both instructional and non-instructional) programs.
 - Review and, as appropriate, restructure the academic alignments within academic affairs, colleges, and departments—may include consolidation or separation of academic units and/or reapportionment of resources.
 - Engage academic units to identify themes that might connect curriculum across campus (STEM/STEAM, Great Works, e.g.).
 - Evaluate pursuing formal accreditation for quality academic programs that are not currently accredited.
- 1B. Require completion of an extended/substantive and independent, yet faculty guided, Experiential Learning (EL) activity, within the major field of study, for graduation in all academic programs/degrees.
 - Form a campus-wide EL Committee to develop a common University-wide EL framework and require completion of an approved EL activity for all graduates.
- 1C. Embrace NU-system priority of collaboration and enhance/increase collaborative opportunities with other campuses, government agencies, and the private sector.
 - Survey all existing collaborations across campus and identify/prioritize future opportunities that benefit students and regional/state/beyond needs, building upon existing/emerging system-wide collaborative models (e.g., Food for Health, Health Sciences, Engineering).
 - Expand innovative curricular initiatives (e.g., stackable credentials, certificate programs, 2 + 2 articulation agreements, and internships) in collaboration with other NU campuses, public or state universities, community colleges, and the corporate sector.
 - Capitalize on unprecedented/expanded scope of academic opportunities while developing University Village, e.g., public/private academic and workforce-related ventures, maker spaces, incubator initiatives, collaborations with government, city, civic agencies.
- 1D. Evaluate existing on-site and on-line graduate programs, investigate new degree/credential options in areas of strength and demand—notably those that form stronger partnerships with other NU campuses.
- 1E. Expand undergraduate and graduate online offerings in areas of strength and demand to provide greater access to quality UNK programs and market/recruit aggressively.

UNK Value—UNK is committed to a student-centered learning environment: that is inclusive and explicitly values diversity, extends broad access, promotes emotional, social, and physical wellness, embraces technology, centers on personalized teaching and mentoring relationships, enriches the Kearney community, provides a regional focal point for intellectual, artistic, cultural, recreational, and competitive NCAA Division II intercollegiate sports.

Goal 2: Access and Success. Increase recruitment and enhance support for student success.

Strategies and Implementation Priorities:

- 2A. Increase recruitment of a quality, diverse student body through holistic enrollment management.
- Elevate expectations for every unit/member of the campus community to embrace the critical role each plays in recruiting/retaining students—emphasizing engagement, positive interactions, and mutual respect.
 - Evaluate and enhance all aspects of recruitment (e.g., Admissions & Financial Aid strategies, campus tours and academic department visits, marketing/messaging, transfer processes).
 - Deploy targeted initiatives to increase enrollments of transfer, minority, and international students and increase presence in specific Nebraska schools with strong academic programs and high number of quality graduates.
- 2B. Increase retention of a quality, diverse student body through holistic enrollment management.
- Emphasize professional engagement with students and improved responsiveness and customer service in all offices and functions.
 - Enhance the quality of advising (faculty and staff) through improved formal training, by developing common measures of student satisfaction with advising, and explore recognition of advising performance as a component of evaluation.
 - Enhance Military and Veteran services and support.
 - Implement best practices and policies to promote student success and timely degree completion.
 - Improve readiness of first-term freshmen “Admitted by Review” by creating/offering a series of 1-hour Learning Skills courses that are specific to areas of concern.
 - Improve Freshman to Sophomore retention rate by deploying intensive early/often advising interventions.
 - Ensure academic programs are well-articulated and courses are offered/scheduled to meet demands.
 - Develop a career education module for students that is accessible through MyBlue.
- 2C. Enhance support and marketing for signature programs/initiatives with campus-wide reach that positively impact student recruitment, retention, success and academic quality including the Honors Program, Undergraduate Research, Thompson Scholars Learning Community, and Kearney Bound Scholars, e.g.
- 2D. Enhance support for diverse University activities and events that enrich the community and cultural life of the Kearney area, state, region, and beyond.
- Increasingly integrate themes of global engagement and cultural competency in academic programs and across campus and promote cross-cultural interaction between students from different backgrounds.
 - Enhance students’ global engagement by increasing Study Abroad Programs (long and short term programs) and continue to promote Service Learning and Community Outreach opportunities.
 - Develop and support a comprehensive vision for UNK as a cultural hub for, for example, the fine and performing arts, museums, festivals, symposia/conferences, civic engagement, and public discourse.
 - Develop strategic plan for intercollegiate athletics, to provide sustainable framework for student-athletes’ competitive and academic success, and enhance relationships/affinity with students, employees, alumni, and community.

UNK Value—People Matter. UNK respects diversity—of individuals, cultures, thought, and expression—and supports an inclusive environment that affords equitable access and opportunity to every individual.

Goal 3: Quality Faculty and Staff. Recruit, support, develop, and retain a high quality and diverse faculty and staff.

Strategies and Implementation Priorities:

- 3A. Evaluate processes of recruiting, retention, compensation, and explore alternate compensation approaches.
- Develop effective job postings that accurately reflect position responsibilities and workload expectations.
 - Supervisors will encourage and evaluate, as appropriate within university guidelines, employee professionalism in their interactions with students, colleagues, and constituents.
 - Solicit campus input to professional development for faculty and staff.
 - Survey employees to determine meaningful recognitions of contributions, performance, and accomplishments.
- 3B. Explore and implement ways to enhance diversity of faculty and staff.
- Utilize the Equity, Access and Diversity Advisory (EAD) to assist the Chancellor in further nurturing an atmosphere of inclusion for faculty, staff, students, and visitors to campus.
 - Evaluate current recruiting processes and procedures to attract larger and more diverse candidate pools.
- 3C. **Specific for Faculty:** Explore and implement approaches to managing workload/expectations and teaching, scholarship, and service to enhance the workplace and productivity.
- Utilize Digital Measures as the official electronic repository for faculty activity (teaching, scholarship, service, and administrative responsibilities) and annual productivity goals.
 - Examine faculty workload policy, clarify performance/evaluation expectations, and seek parity across units.
 - Inaugurate, and clarify performance/evaluation expectations for, appointments of designated faculty as Professor of Research (greater degree of focus on scholarly activity) and Professor of Practice (greater degree of focus on teaching/advising/service).
 - Provide appropriate and reasonable support for faculty to pursue a meaningful agenda of scholarly activity; one of professional satisfaction and distinct benefit to students and society.
 - Develop campus-wide program in grantsmanship to increase grant resources, and in seeking parity across units, work toward recognizing grantwriting as an option for faculty scholarly productivity in evaluations.
- 3C. **Specific for Staff:** Explore and implement approaches to managing workload/expectations to enhance the workplace and productivity.
- Benchmark staff compensation through established NU system pay bands.
 - Clarify staff workload expectations within job descriptions/bands and seek parity across units.

UNK Value—Responsible Stewardship. UNK is committed to efficient and effective administration of resources—human, financial, and physical/infrastructure—to ensure long-term institutional fiscal stability and environmental sustainability.

Goal 4: Stewardship of Resources. Secure, generate, and responsibly steward the resources necessary to carry out the mission of the campus and ensure long-term institutional fiscal stability and environmental sustainability.

Strategies:

- 4A. Annually generate revenue necessary to offer competitive compensation, maintain and replace facilities, and invest in technology and infrastructure, student services, and general institutional needs.
- Enhance recruitment and retention of students to increase credit-hour production/tuition net revenue.
 - Optimize course offerings/scheduling/enrollments to increase credit hour production/tuition net revenue.
 - Enhance current/Develop new on-campus and online programs in areas of strength/demand and market and recruit aggressively.
 - Increase internal support for, and success in, acquiring external grant/indirect funding.
 - Build on increasingly successful Foundation efforts to increase private giving.
 - Create stronger 2+2 agreements with state institutions of higher education and collaborate with high schools on dual enrollment and other mutually beneficial opportunities.
- 4B. Administer resources in alignment with campus, unit, and operations priorities.
- Critically analyze, using appropriate metrics, the effectiveness, efficiency, and fiscal and environmental sustainability of every unit/aspect of UNK’s operations.
 - Align resource allocations with priorities in all units/aspects of UNK’s operations.
 - Continue to invest prudently in technology and environmentally-friendly infrastructure to support campus priorities while seeking efficiencies in purchasing and within current staffing/time.
 - Increasingly execute environmental sustainability strategies identified in UNK’s sustainability master plan.
 - Form a Budget Advisory, with representation across campus units, to provide input relative to resource allocation and administration.
- 4C. Enhance UNK’s brand and reputational identity across the state, region, and nation.
- Operationalize plans for integrated marketing/branding/communications, unique to UNK while complimentary to the NU “One University Four Campuses” theme, to tell our University’s story and aggressively promote the strategic priorities outlined in this document.
 - Identify and pursue mutually beneficial collaborations with the City of Kearney and Buffalo County, regional businesses and stakeholders, and other specific area communities (such as Lexington and Grand Island) to work together to solve community academic and business challenges.
 - Capitalize on unprecedented opportunities provided by the development of University Village to pursue new ventures and partnerships—public/private, academic/community, retail, office, residential, and recreational.
 - Build on increasingly successful alumni engagement initiatives and tracking of graduates to deepen alumni affinity and engagement with campus to enhance recruiting, fundraising, and experiential learning and internship opportunities.

Strategic Planning Committee

***began service in 2015 **began service in 2016**

Douglas Kristensen, Chancellor – Chair
Peggy Abels, Director of Health Sciences
Kelly Bartling, Assistant Vice Chancellor for Communications and Community Relations
Charles Bicak, Senior Vice Chancellor for Academic and Student Affairs
Matt Bice, Exercise Science (COE)*
Kim Carlson, Department of Biology (NSS)/Faculty Senate Rep
Stacy Darveau, Administrative Associate (CBT)
Mark Ellis, Department of History (NSS)
Brenda Eschenbrenner, Department of Accounting and Finance (CBT)/Faculty Senate Rep
Rachel Flaugh, Student Regent**
Gilbert Hinga, Interim Dean for Division of Student Affairs
Bill Jurma, Dean, College of Fine and Performing Arts
Dusty Newton, Director of Admissions/Staff Senate Rep
Jane Petersen, ITS Director Academic Services
Paul Plinske, Director of Intercollegiate Athletics
Neal Schnoor, Senior Advisor to the Chancellor for Executive Affairs
Jon Watts, Vice Chancellor for Business and Finance**

Members serving on SPC 2014-16: Chris Jochum, Department of Modern Languages (FAH), John La Duke, Dean, CNSS, Mariah Hergott, Graduate Student/Counseling and School Psychology, Jon Ritterbush, E-Resources and Serials Librarian

Members serving on SPC 2015-16: Evan Calhoun, Student Regent and Jane Sheldon, Interim VCBF

Members serving on SPC in 2014-15:

Erin Bush, Communication Disorders (COE), Barbara Johnson, VCBF, Connor Schulte, Student Regent

Phase II Implementation Planning Groups 2015-16

***denotes chair/co-chair**

Group 1: Charlie Bicak*, John La Duke, Greg Broekemier, Grace Mims, Sam Umland, Janet Steele, Rod Flanigan, Scott Unruh, Sharon Campbell, Satoshi Machida, Deb Schroeder, Martonia Gaskill, Holly Peterson, Evan Calhoun, and Brittney King.

Group 2: Ed Scantling* and Gilbert Hinga*, Sheryl Feinstein, Toni Hill, Carrie Kracl, Martha Kruse, Suzanne Maughan, George Holman, Dusty Newton, Kyle Means, Michael Stopford, Tami Moore, Aaron Estes, Bree Dority, Gloria Vavricka, and Dallas Doering.

Group 3: Kathy Zuckweiler* and Jane Sheldon*, Tim Burkink, Kyle Luthans, Jan Moore, Daren Snider, Paul Twigg, Mary Chinnock Petroski, Dustin Favinger, Laura Hyatt, Rochelle Kruger, Steve McGahan, David Palmer, and Chris Wilson.

Group 4: Kenya Taylor* and Jean Mattson*, Janet Wilke, Laurie Swinney, Sherry Crow, Tim Farrell, Scott Darveau, Lee McQueen, Rich Brodersen, Pete Kotsiopulos, Brian Cox, Chelsea Swarm, Richard Mocariski, Susan Mueller, and Megan Fryda.

Group 5: Kelly Bartling*, Bill Jurma, Paul Plinske, Alan Wedige, Lucas Dart, Shawn Kaskie, Marsha Yeagley, Dick Meyer, Rick Schuessler, Katherine Kime, Audrey Kauders, Will Stoutamire, Noah Rogoff, and Todd Gottula.

University of Nebraska at Kearney

Strategic Plan 2021 Update

Mission

The University of Nebraska at Kearney is a public, residential university committed to be one of the nation's premier undergraduate institutions with excellent graduate education, scholarship, and public service.

Vision

UNK will achieve national distinction for a high quality, multidimensional learning environment, engagement with community and public interests, and preparation of students to lead responsible and productive lives in an increasingly diverse, interconnected, interdependent, and technological society.

Values

- Learning Matters: UNK is an academic community that pledges to protect and foster a climate of rigorous intellectual inquiry, unfettered exchange of ideas, and mutual respect—inside and outside the classroom—that is grounded in the principles of academic freedom and academic responsibility. The academic community designs and continuously reviews programs to ensure that students develop broad intellectual capabilities and an awareness of diverse cultures and civilizations in addition to specific academic and career-related knowledge and skills.
- Learning Environment Matters: UNK is committed to a student-centered learning environment that:
 - is inclusive and explicitly values diversity of individuals, cultures, thought, and expression.
 - centers on student success through personalized teaching and mentoring relationships.
 - extends broad access to a quality education to all qualified students in the region, especially Nebraska, emphasizing diversity and quality.
 - prepares students for lifelong learning with the ability to think critically, exposure to global perspectives, and competence with technology.
 - embraces leading-edge technology to enhance pedagogy and access to traditional and online programs.
 - integrates experiential learning.
 - fosters ethical behavior and decision-making and responsibility.
 - promotes emotional, social, and physical wellness in addition to intellectual development.
 - serves, engages, and enriches the Kearney community, area, and region.
 - provides a regional focal point for intellectual, artistic, cultural, and recreational activity and competitive NCAA Division II intercollegiate sports.
- People Matter: UNK promotes an inclusive environment that affords equitable access and opportunity to every individual.

- Responsible Stewardship Matters: UNK is committed to efficient and effective administration of resources—human, financial, and physical/infrastructure—to ensure long-term institutional fiscal stability and environmental sustainability.

Mission Imperatives

UNK is an exemplary public university that serves Nebraska by:

- meeting citizens' educational needs.
- adhering to policies of accrediting and governing agencies.
- being accountable to stakeholders for the quality of its work and for good stewardship of its resources.
- engaging in research, service, and outreach activities that apply university expertise to public needs.
- renewing curriculum, pedagogy, and activities with advice from internal and external constituencies.
- recruiting, challenging, nurturing, and retaining a diverse student body.
- recruiting and mentoring qualified diverse faculty and staff.
- building bridges to the community and state through athletic, cultural, and educational events.

UNK is an exemplary residential university that provides:

- a holistic approach to student development manifested in a progressive academic curriculum and a wide array of personal growth opportunities outside the classroom.
- residence halls and academic buildings that are well suited to student success and achievement.
- modern, well-maintained and secure living and dining accommodations, sports and recreational facilities, and campus grounds.
- programs and services designed to involve those who live on or off campus in campus life.
- deliberate interaction with the surrounding community, capitalizing on location advantages to enhance learning opportunities for students.

UNK provides quality undergraduate education by means of:

- a curriculum that provides solid grounding for students in the liberal arts and sciences while also enabling them to specialize and prepare for careers.
- high quality academic programs that attract top students and draw faculty from centers of scholarship nationwide and worldwide.
- a well-qualified faculty/staff/student community whose diversity is itself an educational resource.
- student services that foster academic success, involvement in campus life, and progress toward graduation.
- a culture that supports opportunities for international experiences and studies.
- a commitment to learning with plentiful opportunities for students to engage in research with professors.
- a modern instructional and information technology infrastructure.
- expanding affordable access through quality online courses and degree programs.
- processes to assess student learning and to adjust programs in light of that appraisal.

UNK provides high quality graduate programs that:

- build on areas of undergraduate strength.
- respond to public need and demand and serve the people of Nebraska and beyond.
- familiarize students with trends and developments in their disciplines.
- mentor students to contribute to their disciplines and apply knowledge to issues in society.
- help students develop research skills.

UNK values and supports faculty research and creative activity that:

- advances academic disciplines and addresses public needs.
- enhances teaching and professional development.
- involves mentoring and collaboration with students.

Envisioned Outcomes

- UNK will graduate persons who know the accomplishments of civilizations, who value disciplined thought, and who are prepared for productive careers, further education, and responsible citizenship.
- UNK will advance state and community interests by applying university educational programs and other expertise to meet public needs.

Strategic Goals, Strategies and Implementation Priorities

Four strategic goals were derived directly from each of UNK's four core institutional values. Strategies and implementation priorities provide the means for achieving and evaluating progress toward the four strategic goals.

UNK Value—Learning Matters. UNK is an academic community that pledges to protect and foster a climate of rigorous intellectual inquiry, unfettered exchange of ideas, and mutual respect—inside and outside the classroom—that is grounded in the principles of academic freedom and academic responsibility. The academic community designs and continuously reviews programs to ensure that students develop broad intellectual capabilities and an awareness of diverse cultures and civilizations in addition to specific academic and career-related knowledge and skills.

Goal 1: Academic Quality. Faculty and staff will ensure ongoing review and continuous improvement of the curriculum across all academic programs on campus.

Strategies and Implementation Priorities:

- 1A. All academic programs and units on campus will undergo continuous review characterized by systematic planning, collection and analysis of data, and evaluation.
 - Continue Academic Program Review process at the departmental and college levels.
 - Review and, as appropriate, restructure the academic alignments within academic affairs, colleges, and departments. This may include consolidation or separation of academic units and/or reapportionment of resources.
 - Engage academic units to identify themes that might connect curriculum across campus (STEM/STEAM, Great Works, e.g.)
 - Evaluate pursuing formal accreditation for quality academic programs that are not currently accredited.
- 1B. Require completion of an extended, substantive, and independent— yet faculty or staff guided— Experiential Learning activity within the major field of study for graduation in all academic programs and degrees.
 - Charge the campus-wide Assessment Committee to develop a structure for organizing the EL activities that have been approved by the academic departments and colleges. This clearinghouse (source for information) and repository (central storage location) will serve as a common link for the Mission Imperatives across campus.
- 1C. Embrace the NU-system priority of collaboration and engage in collaborative opportunities with other campuses, government agencies, and the private sector.
 - Survey all existing collaborations across campus and identify and prioritize future opportunities that benefit students and regional needs, building upon existing and emerging system-wide collaborative models (e.g., Food for Health, Health Sciences, Engineering).
 - Expand innovative curricular initiatives (e.g., stackable credentials, certificate programs, 2 + 2 articulation agreements, and internships) in collaboration with other NU campuses, colleges and universities, community colleges, and the corporate sector.
 - Capitalize on expanded scope of academic opportunities while developing University Village, e.g. public and private academic and workforce-related ventures, maker spaces, incubator initiatives, collaborations with government, city, and civic agencies.

- 1D. Evaluate existing on-site and on-line graduate programs, investigate new degree and credential options in areas of strength and demand—notably those that form stronger partnerships with other NU campuses.
- 1E. Expand undergraduate and graduate online offerings in areas of strength and demand to provide greater access to quality UNK programs and market aggressively.

UNK Value—Learning Environment Matters. UNK is a community that is: inclusive and explicitly values diversity; extends broad access; promotes emotional, social, and physical wellness; embraces technology; centers on personalized teaching and mentoring relationships; enriches the Kearney community; provides a regional focal point for intellectual, artistic, cultural, recreational activity; and is competitive in NCAA Division II intercollegiate sports.

Goal 2: Access and Success. Increase recruitment and enhance support for student success.

Strategies and Implementation Priorities:

- 2A. Increase recruitment of a quality, diverse student body through holistic enrollment management.
 - Every unit of campus will embrace the critical role that each person plays in recruiting and retaining students, emphasizing engagement, positive interactions, and mutual respect. The Strategic Enrollment Plan will provide a structure for maintaining accountability.
 - Evaluate and enhance all aspects of strategic enrollment (e.g. Admissions, tuition and fees, and Financial Aid strategies; campus tours and academic department visits, enrollment technology, marketing, and transfer processes).
 - Deploy targeted initiatives to increase enrollments of out-of-state, online, graduate, transfer, minority, first generation, military and veteran, and international students, while strategically increasing communication and recruitment in the UNK traditional home base and Nebraska.
 - Increase presence in specific Nebraska schools with strong academic programs and high number of quality graduates.
- 2B. Increase retention of a quality, diverse student body through holistic enrollment management.
 - Emphasize professional engagement with students and increased outreach and responsiveness and customer service in all offices and functions.
 - Enhance the effectiveness and quality of advising (faculty and staff) through improved formal training, by developing common measures of student satisfaction with advising, and by exploring recognition of advising performance as a component of evaluation.
 - Enhance Military and Veteran services and support.
 - Implement best practices and policies to facilitate student transitions, success, and timely degree completion.

- Implement and expand learning community and living and learning community opportunities for all students.
 - Increase career education, readiness, and networking opportunities and use experiential learning and alumni connections to promote completion and placement.
- 2C. Initiate, enhance, and support outreach and marketing for all types of pipeline opportunities that connect future students and families to enrollment and success.
- 2D. Enhance support for diverse University activities and events that enrich the community and cultural life of the Kearney area, state, region, and beyond.
- Increasingly integrate themes of global engagement and cultural competency in academic programs and across campus and promote cross-cultural interaction between students from different backgrounds.
 - Enhance students' global engagement by increasing Study Abroad participation.
 - Promote service learning, civic engagement, and community outreach opportunities as part of experiential learning efforts.
 - Develop and support a comprehensive vision for UNK as a cultural hub for the fine and performing arts, museums, festivals, symposia and conferences, civic engagement, and public discourse.
- 2E. Enhance success in intercollegiate athletics within a sustainable, comprehensive framework.
- Develop a strategic plan for intercollegiate athletics, to provide a sustainable framework for student-athletes' competitive and academic success, and enhance relationships/affinity with students, employees, alumni, and community.

UNK Value—People Matter. UNK respects diversity—of individuals, cultures, thought, and expression—and supports an inclusive environment that affords equitable access and opportunity to every individual.

Goal 3: Quality Faculty and Staff. Recruit, support, develop, and retain a high quality and diverse faculty and staff.

Strategies and Implementation Priorities:

3A. Evaluate processes of recruiting, retention, compensation, and explore alternate compensation approaches.

- Maintain effective job postings that accurately reflect position responsibilities and workload expectations.
- Create programming that promotes professional and personal development opportunities.
- Design and implement programs to recognize employee contributions, performance, and accomplishments.
- Develop management and supervisory skills training on goal-setting, and recognizing performance and accomplishments.

3B. Explore and implement ways to enhance diversity of faculty and staff.

- Utilize the Equity, Access, and Diversity Advisory (EAD) to assist the Chancellor in further nurturing an atmosphere of inclusion for faculty, staff, students, and visitors to campus.
- Evaluate current employee recruiting processes and procedures to attract larger and more diverse candidate pools.

3C. **Specific for Faculty:** Explore and implement approaches to managing workload expectations and teaching, scholarship, and service to enhance the workplace and productivity.

- Utilize a consistent, electronic system as the official repository for faculty activity (teaching, scholarship, service, and administrative responsibilities) and annual productivity goals.
- Examine faculty workload policy, clarify performance and evaluation expectations, and seek parity across units.
- Inaugurate and clarify performance and evaluation expectations for Professor of Practice (greater degree of focus on teaching/advising/service).
- Provide appropriate and reasonable support for faculty to pursue a meaningful agenda of scholarly activity; one of professional satisfaction and distinct benefit to students and society.
- Develop campus-wide program in grantsmanship to increase grant resources, and in seeking parity across units, work toward recognizing grantwriting as an option for faculty scholarly productivity in evaluations.

3C. **Specific for Staff:** Explore and implement approaches to managing workload/expectations to enhance the workplace and productivity.

- Benchmark staff compensation through established NU system pay bands.
- Clarify staff workload expectations within job descriptions or bands and seek parity across units.
- Create a formalized exit interview process that provides data to enhance retention.
- Develop management and supervisory skills training on succession planning and career path development.

UNK Value—Responsible Stewardship. UNK is committed to efficient and effective administration of resources—human, financial, and physical infrastructure—to ensure long-term institutional fiscal stability and environmental sustainability.

Goal 4: Stewardship of Resources. Secure, generate, and responsibly steward the resources necessary to carry out the mission of the campus and ensure long-term institutional fiscal stability and environmental sustainability.

Strategies:

4A. Annually generate revenue necessary to offer competitive compensation, maintain and replace facilities, and invest in technology and infrastructure, student services, and general institutional needs.

- Enhance recruitment and retention of students to increase credit-hour production and tuition net revenue.
- Optimize course offerings, scheduling, and enrollments to increase credit hour production and tuition net revenue.
- Match instructor capacity to curriculum demand and mission-related expectations.
- Enhance current—and develop new—on-campus and online programs in areas of strength and demand, and market and recruit aggressively.
- Prioritize funding to on-campus and online programs in areas of strength and demand that have a ready to serve market demand, but are underfunded based on enrollment potential.
- Study the economic status of the faculty to determine whether salary disparity trends exist for tenure track faculty when compared to the salaries of faculty at peer institutions.
- Increase internal support for and success in acquiring external grant funding, including indirect cost recovery.
- Build on increasingly successful Foundation efforts to increase private giving through purposeful support of the University of Nebraska Campaign.

- 4B. Administer resources in alignment with campus, unit, and operations priorities.
- Critically analyze—using appropriate metrics—the effectiveness, efficiency, and fiscal and environmental sustainability of every element of UNK’s operations.
 - Align resource allocations with priorities in all units/aspects of UNK’s operations.
 - Continue to invest wisely in technology and environmentally friendly infrastructure to support campus priorities while seeking efficiencies in purchasing and within current staffing resources.
 - Ensure fiscal responsibility when making technology investments through a combination of research, planning, foresight, acquisition, and replacement.
 - Increasingly execute environmental sustainability strategies identified in UNK’s sustainability master plan.
 - Continue convening Budget Advisory, with representation across campus units, to provide input relative to resource allocation and administration.
- 4C. Enhance UNK’s brand and reputational identity across the state, region, and nation.
- Operationalize plans for integrated marketing, branding, and communications unique to UNK while complimentary to the NU “One University Four Campuses” theme, to tell our University’s story and aggressively promote the strategic priorities outlined in this document.
 - Incorporate university research, innovative faculty work, and department-guided stories into content marketing efforts to help increase awareness and engagement to bring potential students to departments.
 - Identify and pursue mutually beneficial collaborations with the City of Kearney and Buffalo County, regional businesses and stakeholders, and other specific area communities (such as Lexington and Grand Island) to work together to solve community academic and business challenges.
 - Capitalize on unprecedented opportunities provided by the development of University Village to pursue new ventures and partnerships: public/private, academic/community, retail, office, residential, and recreational.
 - Build on increasingly successful alumni engagement initiatives and tracking of graduates to deepen alumni affinity and engagement with campus to enhance recruiting, fundraising, and experiential learning and internship opportunities.

Brief History of the University and the Library

In March of 1903, House Roll No. 1 of the State Legislature appropriated \$50,000 to build a normal school in western Nebraska. In September of that same year, after 111 ballots, the State Board of Education accepted the City of Kearney offer of twenty acres and Green Terrace Hall at the western edge of the city to become the site. On October 18, 1904, the cornerstone of the first building was laid; in the summer of 1905, **Nebraska State Normal School at Kearney** offered its first classes in Kearney public school facilities. The first classes on campus were held that fall as the building was being completed around them.

In 1921, the name of the institution was changed to **Nebraska State Teachers College at Kearney**. In 1963, it became **Kearney State College**. Both name changes were a part of system-wide changes for the state colleges. In 1989, however, a legislative act, LB247, moved the institution from the State College system to the University of Nebraska system. After Supreme Court review, Kearney State College became **The University of Nebraska at Kearney** on July 1, 1991. State Representative C.J. Warner of Waverly introduced the 1903 bill creating the institution; his son, State Senator Jerome Warner, introduced the bill making UNK a part of the university.¹

The importance of a library in some form has been recognized since the very beginnings of the institution that is now the University of Nebraska-Kearney. In President A.O. Thomas's 1905 welcome to the 24 faculty members, including Librarian Anna Jennings, he made note of the library to come, "emphasizing that it should serve as the workshop for all other departments."² Indeed, by the end of the second week of classes in fall 1905, a tiny library had been arranged in a room on the third floor of the still unfinished Administration Building.³ The 1910 addition of a north wing to the building would provide library space for the next 53 years.⁴

Ruth L. Schini's 1965 history of the first 60 years of library service at UNK came too early to see the physical library joined by the "virtual library" of the 21st century. Still, her observances are of value in highlighting the seamless efforts to provide quality library support to the UNK community. In some instances, past history is repeated in the present and reflects the core mission of an academic library. This phrase from Schini's introduction could be used in a 2011 history, with only minor changes,

The reader needs to understand the efforts of the librarians to keep pace with the demands made on them and the library in coping with accreditation requirements, increased enrollment and graduate programs—in short, the main problems of the college. He needs to know also how dependent the library has been upon the action of the state legislature in setting budget limitations.⁵

Beginning in 1905, a small fee to support access to books was one of the costs of attending

¹ University of Nebraska Kearney. 2010/2011 Undergraduate Catalog. Web. 15 Feb. 2011. <<http://aaunk.unk.edu/catalogs/current/gen/genhist.asp>>.

² Schini, Ruth L. "A History of the Kearney State College Library." MA thesis. Denver University, 1965. Print., 10.

³ Schini 12.

⁴ Schini 15.

⁵ Schini 2.

the new institution. Schini states, “Although tuition was free to Nebraskans, a five-dollar matriculation fee paid by each student at his initial registration was put into the library fund.”⁶ The fee continued off and on, in varying amounts, until 1952, serving to foreshadow the tremendous importance of the present Student Library Enhancement Fee (SLEF) Fund toward resource access.

In 1933, Kearney State Teachers College was fully accredited by the North Central Association of Schools and Colleges. The student newspaper, *The Antelope*, commented, “The efficiency of the college is best exemplified in the college library,” but also noted the hard economic times reporting that the library would not remain open in the evenings due to campus budget reductions.⁷ Staff shortages during World War II again brought curtailed hours, however “Kearney College faculty helped solve the problem by volunteering for library duty from 7:00 to 9:30 p.m.”⁸

By 1950 lack of space in the Administration Building was critical. The college’s *Quarterly Bulletin* reported that “‘The book collection cannot continue to grow until the college acquires a new library building. The lack of shelving space makes it necessary to discard many books which should be kept for possible future use... . Library service to the students suffers from not having separate sound-proof conference rooms, a lecture room..., and space for exhibits.’”⁹ 1950 also saw the beginning of interlibrary cooperation in providing access, through mail service, to resources held at 40 regional libraries. What is still known today as “Interlibrary Loan” of materials had become a reality. Efforts at library use instruction were in full force by 1950 with the two librarians on staff providing “library orientation talks to ten sections of English 100 classes (about 350 freshmen)”.¹⁰

By the late 1950’s steady increases in the institution’s enrollment had stretched an already overcrowded library to the limit. A library self-evaluation in 1960 indicated a facility completely inadequate for the students, faculty and programs it served. The campaign was on for gaining a library building.¹¹ A February 2, 1962 *Antelope* article titled “College Officials Cite Reasons for Building New Library,” included comments from various members of the campus faculty and administration. Dr. Paul Gaer, Dean of Instruction, said the library should be a cultural center of the college and that, “The importance of an outstanding library facility is shown by the fact that accrediting agencies feel this to be a necessary and integral part of the educational opportunity for graduate students.”¹²

In October 1961, the governor approved \$700,000 for a college library.¹³ The cornerstone was laid on November 5, 1962. The new building was completed by August 1963 and open for the Fall semester.¹⁴ At the formal dedication in October 1963, the building was named for Calvin T. Ryan, a long-serving member of the English faculty.¹⁵

⁶ Schini, 13.

⁷ Schini, 37.

⁸ Schini, 49.

⁹ Schini, 53.

¹⁰ Schini, 55.

¹¹ Schini, 66.

¹² Schini, 72.

¹³ Schini, 74.

¹⁴ Schini, 76-77.

¹⁵ Schini, 94.

In the conclusion to her 1965 history, Ms. Schini looks to the future when she states, “It is easy to foresee that the library will continue to develop and grow as the college changes and expands into what the administrators of Kearney State College hope will someday become a university... .”¹⁶

In 1982, the building was doubled in size with an east addition and the renovation of the original 1963 building. The library building also houses the Mitchell Center, which is home to the Department of Communications, including faculty offices, classrooms, broadcast studios, and two specialized computer labs.¹⁷

Computer automation for the Calvin T. Ryan Library became a reality in 1989 after the four state colleges, including Kearney State College (later, the University of Nebraska Kearney), received approval by the Appropriations Committee of the Nebraska Legislature to acquire and install automated library systems and computers at the respective state colleges.

The \$3.5 million project automated the four libraries and funded a network infrastructure that connected all buildings on each campus with fiber optic cable funded the purchase of an ILS from Innovative Interfaces, Inc. The ILS provides automated processes in every aspect of the library’s organization (acquisitions, serials, circulation, public access catalog, electronic resources, and cataloging functions). Barcodes were placed on all cataloged materials in December 1990 and January 1991, and The OPAC (online public access catalog) was available by August 1991.

The project provided 7 terminals and 33 Windows PCs for library staff use, as well as 29 terminals located within the library and 93 terminals located across the extended campus for public searching of the online catalog. A networked printing system, Uniprint, was installed in the library building in Spring 1999, with the system implemented across the campus by Fall 1999. In the summer of 2000, all public terminals used for searching the text catalog were removed, and the migration to PC workstations and the WebOPAC was complete. As of 2011, there were over 40 public Windows PCs, 48 lab Windows PCs, and 7 Uniprint stations (including one color printer) available in the library for searching the WebOPAC and Web- based resources.

The title of the principal administrator at Calvin T. Ryan Library was changed from Director to Dean in 2004 to match the titles of library administrators at other NU campuses. Prior to 2006, the library had two major units, Technical Services and Reference Services, each headed by a library faculty member. With the shift to more Internet-based operations, it was determined that a Web Services Librarian was needed, and that position was filled during the Fall 2010 semester. Due to changing Library needs, it has since been moved to a managerial professional role.

Research assistance services are provided via LibAnswers, allowing submission of questions in a variety of modalities. LibCal facilitates research appointment scheduling. Other library services included Interlibrary Loan and document delivery, both print and electronic reserves as well as much more.

At the time of the 2022 Academic Program Review, the library had a staff of 21 employees. In

¹⁶ Schini, 96.

¹⁷ The Mitchell Center is not considered part of the Calvin T. Ryan Library as of April 2022.

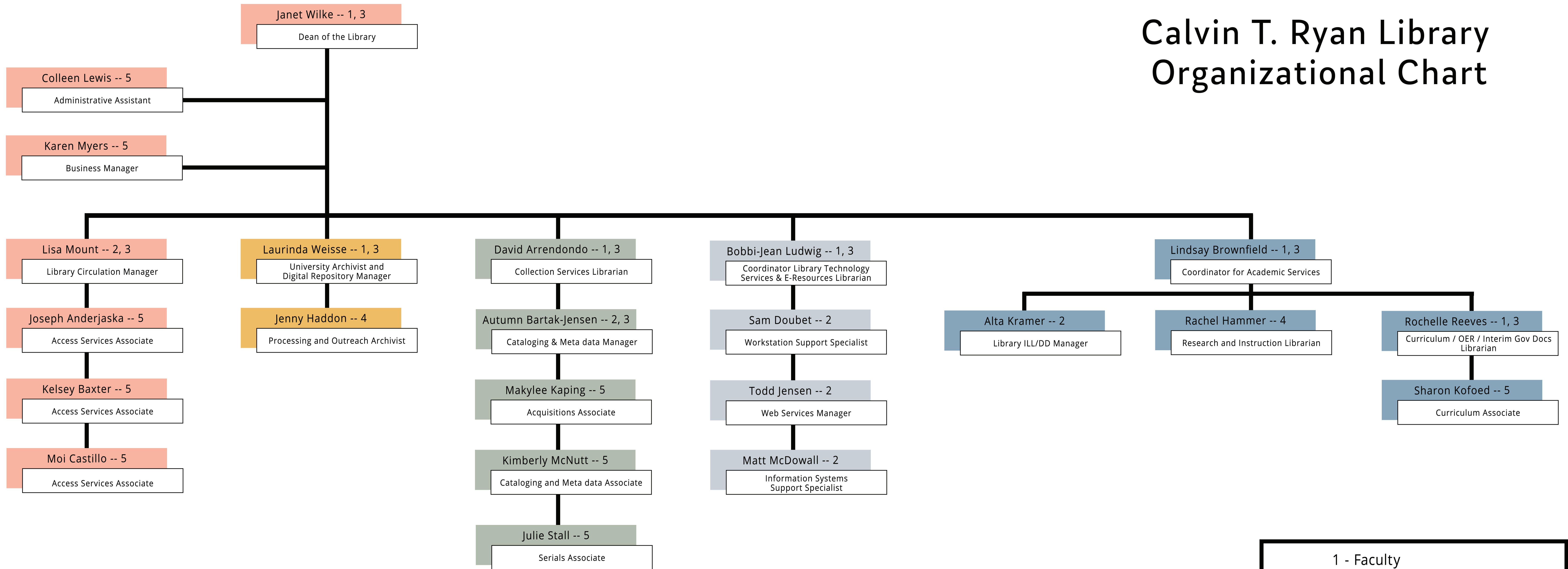
addition to the Dean, the staff included seven library faculty members, five managerial/professional staff members, and 9 support staff members.

In 2011, there were over 285,000 print titles in the library collections, along with more than 10,000 e-book titles. The library maintained over 800 print subscriptions to serials and the periodicals stacks contained more than 117,000 bound periodical volumes. Over 60,000 periodical titles were available online through more than 100 database and e-journal subscriptions.

A major mold outbreak in 2021 resulted in almost complete deaccessioning of bound periodicals, bringing the number of print serials under 6,000. In 2022, the collections consisted of 405,000 printed volumes, 781,000 ebooks, and 81,000 e-journals as well as over 250 databases.

The Learning Commons, established in the Library over a two-year period beginning in 2009 as a partnership between the Division of Student Affairs and the Calvin T. Ryan Library, was the first example in Nebraska of an innovative approach to providing a broad range of student support strategies and resources in a single location. The Library continues to partner with academic services students need. In 2021, the Undergraduate Research Program moved into the Library. It was joined by the Honors Program in 2022.

Calvin T. Ryan Library Organizational Chart



- 1 - Faculty
- 2 - Managerial Professional
- 3 - Supervisors
- 4 - Non-Supervisory Faculty
- 5 - Office Service

CALVIN T. RYAN LIBRARY
LIBRARY STAFF COMMITTEE ASSIGNMENTS
UPDATED: 6 April 2022

LIBRARY COMMITTEE ASSIGNMENTS

David Arredondo	Collection Development Committee (Chair) Library Faculty Affairs Advisory Committee
Autumn Bartak-Jensen	Library Marketing and Promotions Committee
Lindsay Brownfield	Collection Development Committee Library Marketing and Promotions Committee (Chair) Library Faculty Affairs Advisory Committee
Jenny Haddon	Collection Development Committee Library Faculty Affairs Advisory Committee
Rachel Hammer	Collection Development Committee Library Faculty Affairs Advisory Committee
Todd Jensen	Library Marketing and Promotions Committee
Bobbi-Jean Ludwig	Collection Development Committee Library Faculty Affairs Advisory Committee
Lisa Mount	Library Marketing and Promotions Committee
Rochelle Reeves	Collection Development Committee Library Faculty Affairs Advisory Committee Library Undergraduate Research Award Committee
Laurinda Weisse	Collection Development Committee Library Faculty Affairs Advisory Committee Library Marketing and Promotions Committee Library Scholarship Committee

UNK COMMITTEE ASSIGNMENTS

David Arredondo	American Democracy Project UNKOnline Advisory Group
-----------------	--

Lindsay Brownfield	University Academic Affairs Committee University Assessment Committee
Sam Doubet	UNK Technology Coordinators Committee
Rachel Hammer	UNK International Studies Committee
Bobbi-Jean Ludwig	Faculty Senate (Library Representative) Faculty Senate Academic Information Technology Committee (Chair) Faculty Senate Student Affairs Committee Faculty Senate UNKOnline Committee (formerly eCampus) UNK Safety Committee
Lisa Mount	Staff Senate Communications Committee Staff Senate Profession Development and Engagement Committee-Chair Leadership UNK Board of Graduate
Karen Myers	Staff Senate Recognition Committee (Co-Chair & Secretary) Leadership UNK Board of Graduates Equity, Diversity and Inclusion Committee
Rochelle Reeves	Campus Budget Advisory Committee Faculty Senate Faculty Welfare Committee First Generation Lopers Committee General Studies Council OER Campus Team Recruitment & Retention Group
Laurinda Weisse	Campus Compliance Committee Graduate Council Research Services Council Women, Gender, and Ethnic Studies Advisory Committee

UNIVERSITY SYSTEM COMMITTEE ASSIGNMENTS

David Arredondo	UNCL Acquisitions Committee (Chair) UNCL Research Data Services UNCL LSP Advisory Council UNCL LSP Acquisitions Committee (Chair)
Autumn Bartak-Jensen	UNCL LSP Resource Management Committee

Lindsay Brownfield UNCL Research and Instruction Services Committee (Chair)

Jenny Haddon UNCL ArchivesSpace Sub-Committee
UNCL ArchivesSpace Technical/Standards Task Force
UNCL ArchivesSpaces Outreach Task Force

Todd Jensen UNCL LSP Discovery Committee
UNCL Marketing/Promotions group

Bobbi-Jean Ludwig UNCL LSP Advisory Council
UNCL LSP E-Resources Committee
UNCL Technology Interoperability (ILS) Group
UNCL E-Resources Group

Matt McDowall UNCL LSP Systems Committee

Lisa Mount UNCL LSP Fulfillment & Resource Sharing Committee

Rochelle Reeves Midwest Higher Education Compact Working Group
Nebraska State OER Action Team
UNCL Research and Instruction Services Committee

Laurinda Weisse UNCL Institutional Repository Working Group
UNCL Archives Working Group
UNCL ArchivesSpace Sub-committee
UNCL ArchivesSpace Operations Task Force
UNCL ArchivesSpace Metadata Task Force

TO: The Board of Regents
Academic Affairs

MEETING DATE: June 8, 2012

SUBJECT: Revisions to rules and regulations for faculty and student self-government organizations

RECOMMENDED ACTION: Report

PREVIOUS ACTION: January 10, 2010 – The Board approved an amendment of Section 1.2 paragraph three of the *Bylaws of the Board of Regents of the University of Nebraska* to revise the process for approval of rules and regulations for faculty and student self-government organizations.

EXPLANATION: The *Bylaws of the Board of Regents* Section 1.2 as amended on January 10, 2010 state, “In any case where any officer, group or agency has been authorized by these *Bylaws* to adopt rules or regulations, such rules or regulations, before they may be effective, shall be:

- (1) considered by the officer, group or agency at a public hearing held after giving reasonable advance public notice thereof;
- (2) reviewed and approved by the General Counsel for consistency with these *Bylaws* and applicable policies, laws and regulations; and
- (3) filed with the Corporation Secretary for report to the Board. The President and cognizant Chancellor are to be timely provided with a courtesy copy of any public hearing notice.”

Consistent with these *Bylaws* and operating procedures, the following changes have been filed with the Corporation Secretary since the last meeting of the Board:

- Constitution of the College of Natural and Social Sciences at the University of Nebraska at Kearney
- Constitution and Bylaws of the Faculty of the Library at the University of Nebraska at Kearney

These changes are available for inspection in the Office of the Corporation Secretary.

REPORTED BY: Carmen K. Maurer
Corporation Secretary

DATE: May 9, 2012

MEMORANDUM

TO: Carmen K. Maurer
Corporation Secretary

FROM: Alison D. Basye ¹⁸⁷⁰¹³
Associate General Counsel

DATE: May 14, 2012

RE: Constitution and Bylaws of the College of Natural and Social Sciences
Constitution and Bylaws of the Faculty of the Library
University of Nebraska at Kearney

I have reviewed and approved the revisions to the attached Constitution and Bylaws of the College of Natural and Social Sciences and Constitution and Bylaws of the Faculty of the Library at the University of Nebraska at Kearney. These revisions have also been reviewed and approved by the UNK administration and chief academic officers. Pursuant to Bylaw 1.2, as amended, these are to be filed with your office with a report to the Board of Regents.

cc: Chancellor Doug Kristensen
Charles J. Bicak, Senior Vice Chancellor for Academic and Student Affairs

CONSTITUTION AND BYLAWS OF THE FACULTY OF THE LIBRARY OF THE UNIVERSITY
OF NEBRASKA AT KEARNEY

CONSTITUTION

PREAMBLE

The Calvin T. Ryan Library supports the mission of the University of Nebraska at Kearney through the provision of information resources and technology needed to support the teaching, research and scholarship of the UNK campus community, off campus education, and distance learning programs.

The Library Faculty acquires and manages informational resources, and cooperates with other libraries, especially those within the University of Nebraska system, to provide access to resources and services not physically available at UNK.

In partnership with teaching faculty, the Library Faculty strives to develop in UNK students an increased awareness of available resources and the skills necessary to recognize when information is needed and to locate, evaluate and utilize it effectively.

As members of a profession, librarians possess both rights and responsibilities. Academic freedom and collegial participatory processes are traditional rights of universities which serve free societies. Professional responsibilities encompass commitment to excellence in librarianship, scholarship, and service.

In order to carry out these responsibilities the Faculty of the Calvin T. Ryan Library does hereby establish this Constitution for the governance of the Library Faculty.

ARTICLE 1. NAME AND GOVERNANCE

- 1.1. The name of the organization shall be the Faculty of the Library of the University of Nebraska at Kearney, hereinafter referred to as the Library Faculty.
- 1.2. For purposes of this document, the Calvin T. Ryan Library should be considered the administrative equivalent of a school or college.
- 1.3. The Library Faculty abides by the Bylaws of the Board of Regents of the University of Nebraska and by the contract between the University of Nebraska at Kearney Education Association and the Board of Regents.

ARTICLE 2. OBJECTIVES AND STRUCTURES

2. 1. Within the limits established by the Constitution and laws of the State of Nebraska and the Bylaws of the Board of Regents of the University of Nebraska, the immediate government of the Library shall be by its own Faculty. The Faculty:
 - 2.1.1. Shall provide library service at the University of Nebraska at Kearney and encourage the professional and scholarly development of its members:
 - 2.1.1.1. To collect and organize library resources for effective use;
 - 2.1.1.2. To maintain these resources and to preserve the collections;
 - 2.1.1.3. To provide reference services and library instruction;
 - 2.1.1.4. To provide additional services required to support the curriculum and research needs of faculty, staff and students of the University of Nebraska at Kearney
 - 2.1.1.5. To advance the field of Library and Information Science through professional and scholarly activities;

- 2.1.2. Shall stand in an advisory relationship to the Dean of the Library. The role of the Faculty as a whole and through its committees is to counsel, recommend, and advise the Dean of the Library on matters of policy and program;
- 2.1.3. Shall adopt rules and regulations for the conduct of its business and approve or disapprove proposals for changes to the Constitution of the Faculty;
- 2.1.4. May establish committees for the conduct of Faculty business and assign functions and responsibilities to them;
- 2.1.5. Shall consider other business brought before it by the Dean, Faculty, Administrative or Faculty committees, and other persons.

ARTICLE 3. OFFICE OF THE DEAN

- 3.1. Responsibilities. The Dean of the Library shall provide leadership and guidance to the Library; shall be the officer primarily charged with the administration of the Library; shall serve as intermediary between the Library and the University; shall be the presiding officer at meetings of the Library Faculty; and shall report to the Library Faculty at regular meetings on the status of the Library.
- 3.2. Selection of the Dean. Appointment of the Dean shall be recommended to the President and the Board of Regents by the Chancellor, following procedures specified in the Bylaws of the Board. When Library recommendations are made for membership on an advisory/search committee, the Faculty Affairs Advisory Committee (see 5.1.2) shall make such recommendations. At least every fifth anniversary of the appointment, the Faculty Affairs Advisory Committee shall make recommendations, based on input from the Library Faculty, to the Chancellor or designated representatives concerning the continued appointment of the Dean.
- 3.3. Other Library Administrator(s). Office(s) of other Library administrators shall be filled in the following manner: The Dean shall, after consultation with the Library Faculty, recommend to the Vice Chancellor for Academic and Student Affairs and the Chancellor her/his choice of other Library administrator(s).

ARTICLE 4. LIBRARY FACULTY

- 4.1. Voting Membership. Voting membership shall consist of all Library Faculty subject to the collective bargaining agreement between the University of Nebraska at Kearney Education Association and the Board of Regents of the University of Nebraska.
- 4.2. Ex officio Membership. The Dean of the Library and such other persons as may be designated by the Library Faculty shall be ex officio members of the Library Faculty without vote.
- 4.3. Members of the Faculty shall be promoted and be granted continuous appointment in accordance with the Bylaws of the Board of Regents of the University of Nebraska; University of Nebraska at Kearney Guidelines: Evaluation, Rank, Tenure and Personnel Files; University of Nebraska at Kearney, Calvin T. Ryan Library, Standards for Promotion in Rank and Tenure for Academic Appointees; University of Nebraska at Kearney, Calvin T. Ryan Library Procedures for Promotion Consideration for Academic Appointees; and University of Nebraska at Kearney, Calvin T. Ryan Library, Procedures for Tenure Consideration for Academic Appointees.
- 4.4. Meetings may be called by the Dean, by any Standing Committee, or by written request of a majority of the Faculty. The Dean will schedule, prepare an agenda for, and preside over these meetings. The agenda will be published at least five (5) working days in advance of each meeting. Minutes will be taken and distributed by voting members of the

Library Faculty in alphabetical rotation. No person will serve as an officer who has not received a review for a full review period. Each recorder will serve for one (1) fiscal year.

ARTICLE 5. STANDING COMMITTEES

- 5.1. Standing committees shall include the following:
- 5.1.2. Faculty Affairs Advisory Committee
 - 5.1.2.1. The Faculty Affairs Advisory Committee stands in an advisory relationship to the Dean of the Library. The role of the Committee is to counsel, recommend and advise the Dean on matters of importance or concern to the Library Faculty as a faculty. The Committee will provide a forum for open discussion by all members of the Faculty, each of whom may participate freely without regard to academic rank.
 - 5.1.2.2. Membership of the Faculty Affairs Advisory Committee shall consist of all Library Faculty subject to the collective bargaining agreement between the University of Nebraska at Kearney Education Association and the Board of Regents of the University of Nebraska.
 - 5.1.2.3. Officers. Chair and Secretary. Each officer will serve for one UNK fiscal year, to be succeeded by the next member in alphabetical rotation. The Secretary will be the Library Faculty member following the Chair in alphabetical order, and will succeed the Chair.
- 5.1.3. Promotion Committee
 - 5.1.3.1. The purpose of the Promotion Committee is to consider and make recommendations to the Dean on applications for promotion by tenured or tenure-track members of the Library Faculty.
 - 5.1.3.2. Membership and officers of the Promotion Committee shall be as specified in University of Nebraska at Kearney, Calvin T. Ryan Library, Procedures for Promotion Consideration for Academic Appointees.
- 5.1.4. Tenure Committee
 - 5.1.4.1. The purpose of the Tenure Committee is to consider and make recommendations to the Dean on applications for continuous appointment by tenure-track members of the Library Faculty
 - 5.1.4.2. Membership and officers of the Tenure Committee shall be as specified in University of Nebraska at Kearney, Calvin T. Ryan Library, Procedures for Tenure Consideration for Academic Appointees.

ARTICLE 6. AMENDMENTS

- 6.1. An amendment to this Constitution may be introduced by a member or by a committee of the Faculty by submitting the suggested amendment in writing to the Dean of the Library. A copy of the proposed amendment shall accompany the agenda for the next meeting of the Library Faculty.
- 6.2. Approval of the amendment requires a two-thirds (2/3) majority of the Library Faculty.
- 6.3. Unless a specific date is stipulated, amendments to this Constitution shall become effective immediately upon approval of the Library Faculty, the Dean of the Library, the Senior Vice Chancellor for Academic and Student Affairs, the Chancellor of the University of Nebraska at Kearney, and the Board of Regents of the University of Nebraska.

ARTICLE 7. RATIFICATION

- 7.0 This Constitution and Bylaws shall become effective when adopted by the Library Faculty and approved by the Dean of the Library, the Senior Vice Chancellor for Academic and Student Affairs, the Chancellor of the University of Nebraska at Kearney, and the Board of Regents of the University of Nebraska.

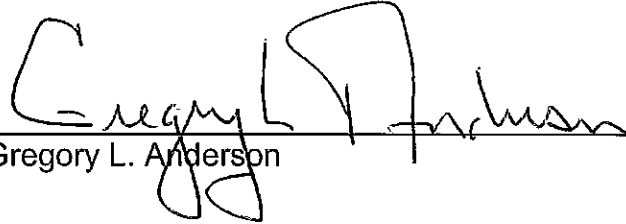
BYLAWS

- 4.4.4. The recorder will maintain a file of meeting minutes and associated documents, and pass it on to her/his successor.
- 4.4.5. Quorum: A Quorum shall consist of a simple majority of the voting members of the Faculty.
- 4.4.6. Parliamentary Authority: The most recent edition of Robert's Rules of Order shall constitute the procedural authority for Faculty meetings.
- 4.4.7. Voting: Voting shall usually be conducted by a voice vote; however written ballots will be used at the request of any Library Faculty member. A simple majority of the members present is required to pass a motion, except that a two-thirds majority is required to pass:
- 4.4.7.1. Motions to adopt a Constitution and Bylaws.
- 4.4.7.2. Motions to recommend amendments to the Constitution and Bylaws.
- 4.4.7.3. Motions to recommend changes to University of Nebraska at Kearney, Calvin T. Ryan Library, Standards for Promotion in Rank and Tenure for Academic Appointees
- 4.4.7.4. Motions to recommend changes to University of Nebraska at Kearney, Calvin T. Ryan Library Procedures for Promotion Consideration for Academic Appointees
- 4.4.7.5. Motions to recommend changes to University of Nebraska at Kearney, Calvin T. Ryan Library, Procedures for Tenure Consideration for Academic Appointees

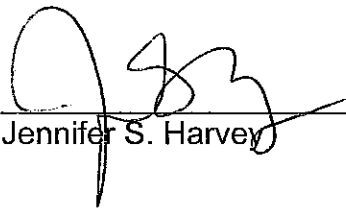
Revision approved 18 October 2011 by the Calvin T. Ryan Library Faculty Affairs Advisory Committee. It supersedes all previous versions. Revisions include modifications to 3.3, 5.1.2.2, 6.3 and 7.0.

Constitution and Bylaws of the Faculty of the Library of the University of Nebraska at Kearney

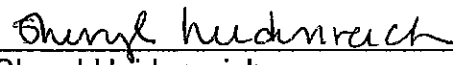
Members of the Library Faculty:



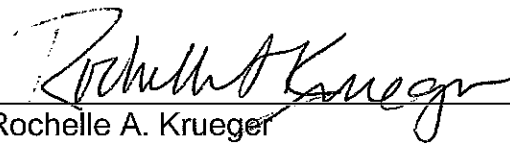
Gregory L. Anderson
Date 18 October 2011



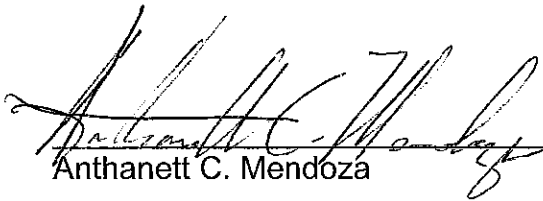
Jennifer S. Harvey
Date 18 October 2011



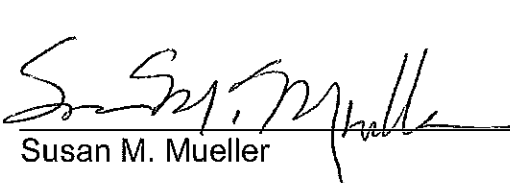
Sheryl Heidenreich
Date 10.18.2011



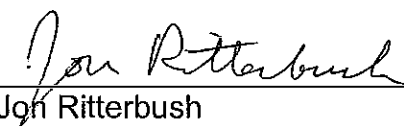
Rochelle A. Krueger
Date 10/18/11



Anthanett C. Mendoza
Date 18 OCT 11



Susan M. Mueller
Date 10/18/11



Jon Ritterbush
Date 10/18/11

Michael Sutherland 10/26/2011
Michael Sutherland Date

Ronald L. Wirtz 18 October 2011
Ronald L. Wirtz Date

Dean of the Library:

Janet Stoeger Wilke 11/8/11
Janet Stoeger Wilke Date

Senior Vice Chancellor for Academic and Student Affairs:

Charles J. Bicak 11/21/11
Charles J. Bicak Date

Chancellor:

Douglas A. Kristensen 12-12-11
Douglas A. Kristensen Date

For the Board of Regents of the University of Nebraska:

Approved by Board of Regents on June 8, 2012, see attached agenda item.
Date

**University of Nebraska at Kearney
Calvin T. Ryan Library**

**PROCEDURES FOR ANNUAL REVIEW
OF LIBRARY FACULTY**

1. PREFACE

According to 4.6 of the Bylaws of the Board of Regents of the University of Nebraska, and according to Section 4 of University of Nebraska at Kearney, Guidelines: Evaluation, Rank, Tenure and Personnel Files, each faculty member must be reviewed annually. What follows is an adaptation for the Library of the requirements of these documents.

The Dean of the Calvin T. Ryan Library ensures that annual reviews of Library Faculty are conducted. Normally, Calvin T. Ryan Library (hereinafter "Library") faculty reviews are completed by Library Faculty peer reviewers (the peer review) and by Library Faculty supervisors (the supervisor's review).

If the Library Faculty member is not tenured, the Dean makes a recommendation for reappointment / non-reappointment.

A Library Faculty member's annual review will vary in accordance with that person's specific job duties, rank, and tenure status. However, the annual review for every faculty member must be based upon the criteria for librarianship, scholarship, and service described in the Library's Standards for Promotion in Rank and Tenure for Academic Appointees.

The Dean will select the faculty peer reviewers by lot. Each faculty member will have one peer reviewer. Each faculty member will write one peer review. No faculty member may be reviewed consecutively by the same peer reviewer. A supervisor cannot serve as a peer reviewer for a faculty member whom s/he supervises.

2. CUMULATIVE LIBRARY FACULTY RECORD (hereinafter "CLFR")

The CLFR is kept on file in the Dean's office. This file includes transcripts, an annually updated curriculum vitae, appointment letters, annual reviews, etc. Library Faculty members are encouraged to provide relevant materials to their CLFRs. Each Library Faculty member will have access to her/his CLFR and may copy and/or add written responses to anything included in the file. The peer review and the supervisor's review; and, for untenured faculty, the Dean's recommendation for reappointment/non-reappointment; must be placed in a faculty member's CLFR. Written responses by a faculty member should be copied to her/his file.

3. PERIOD OF REVIEW

- 3.1. The review period runs from July 1 through June 30. The review will concern itself solely with performance and activities during this period.
- 3.2. For new library faculty who have not been employed for a full review period, the Dean of the Library will ensure their review and reappointment recommendation will be done in accordance with the schedule of the UNK *Guidelines: Evaluation, Rank, Tenure and Personnel Files* and the Board of Regents' *Bylaws*.
- 3.3. Library Faculty members will be reviewed according to the Library's Standards for Promotion in Rank and Tenure for Academic Appointees in effect at the beginning of the review period.
4. By June 30, the Dean will provide a list of all peer reviewers to the Library Faculty.
5. By July 31, each Library Faculty member will submit to her/his peer reviewer an individual annual report. This annual report will include a current job description, an annually updated curriculum vitae, and will describe the faculty member's activities, with supporting documentation addressing librarianship, scholarship, and service.
6. By August 31, the peer reviewer will provide a written review to the Library Faculty member's supervisor and to the faculty member. This review will be based upon the Library's Standards for Promotion in Rank and Tenure for Academic Appointees. The peer reviewer will forward the individual annual report to the faculty member's supervisor.
7. By September 10, the Library Faculty member may submit a response to her/his peer review to her/his supervisor.
8. By September 30, the Library Faculty member's supervisor will review the individual annual report, the peer review, and the faculty member's response (if any), and will prepare a written review of her/his own. The supervisor will provide the faculty member with a copy of this review.
9. By October 15, the Library Faculty member's supervisor will meet with her/him to discuss the supervisor's review.
10. By October 31, the Library Faculty member will return to her/his supervisor the signed review with any written response s/he may wish to make. Signing the review does not imply agreement with its content.
11. For an untenured Library Faculty member, her/his supervisor will forward the supervisor's review, the peer review, the faculty member's responses (if any),

and the individual annual report to the Library Dean. The Dean will make a recommendation for reappointment/non-reappointment to the Senior Vice Chancellor for Academic Affairs and Student Life according to the schedule required by Section II.B. of the University of Nebraska at Kearney's Guidelines: Evaluation, Rank, Tenure and Personnel Files

12. If a Library Faculty member is standing for either promotion or tenure, the process must be completed in time to meet the UNK tenure and promotion schedule.

13. NON-REAPPOINTMENT.

If the annual review process results in a notification of non-reappointment, the Library Faculty member will have the opportunity to request reconsideration by any individual or group recommending non-reappointment and to offer evidence for the reconsideration. (Regents Bylaw 4.8.a.). This reconsideration will follow the procedures established by the University.

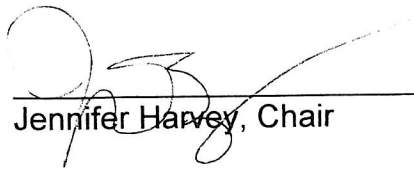
14. REVIEW.

This document will be reviewed as needed by the Faculty Affairs Advisory Committee.

Revision approved 7 January 2009 by the Calvin T. Ryan Library Faculty Affairs Advisory Committee. It supersedes the 28 February 2008 revision. Revisions include modifications to the second paragraph of section 1 and to section 3.2.

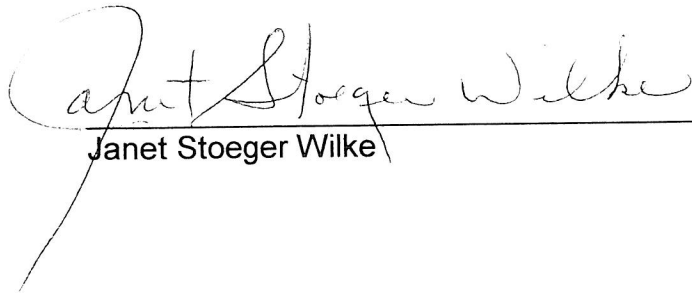
The undersigned approve the 7 January 2009 revision to the Calvin T. Ryan Library, Procedures for Annual Review of Library Faculty.

For the Calvin T. Ryan Library Faculty Affairs Advisory Committee:


Jennifer Harvey, Chair

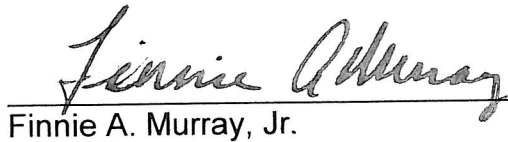
January 28, 2009
Date

Dean of the Library:


Janet Stoeger Wilke

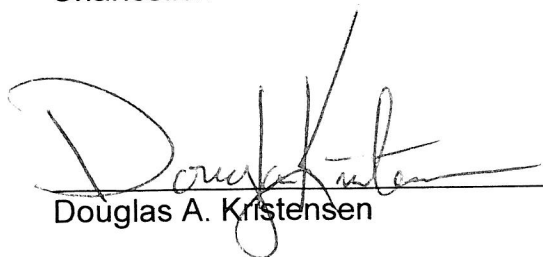
1/28/09
Date

Senior Vice Chancellor for Academic Affairs and Student Life:


Finnie A. Murray, Jr.

1/30/09
Date

Chancellor:


Douglas A. Kristensen

2-16-09
Date

**University of Nebraska at Kearney
Calvin T. Ryan Library**

**PROCEDURES FOR PROMOTION CONSIDERATION
FOR ACADEMIC APPOINTEES**

1. PREFACE

Consideration for promotion will be accomplished in accordance with the Bylaws of the Board of Regents of the University of Nebraska, the University of Nebraska Kearney's Guidelines: Evaluation, Promotion, and Tenure, the Calvin T. Ryan Library Standards for Promotion in Rank and Tenure for Academic Appointees, and this document.

2. NOMINATIONS

Any member of the Library Faculty who wishes to be considered for promotion may nominate her/himself for promotion by submitting a letter of nomination to the Dean of the Library by October 15. The nominating letter should include the rank to which the candidate wishes to be promoted, the standard exercised in seeking consideration, education and experience levels, and, if applicable, unique circumstances and/or requested policy exceptions.

3. PORTFOLIO

3. 1. The portfolio should be prepared by the faculty member and submitted to the Dean of the Library by November 1. The Dean of the Library should make all materials from the candidate's Library Personnel File available for the faculty member to include in his or her portfolio.

3. 2. While the portfolio should be large enough to fully describe the faculty member's level of contribution, an effort should be made to limit the bulk of the portfolio.

3. 3. Certain supporting materials may pertain to more than one area below and be referenced in more than one area of self-assessment; however, they should be included only once.

3. 4. Supporting materials in the portfolio which have neither been taken from the candidate's Library Personnel File, nor have been considered during an annual review of faculty performance, must be identified with an explanation of why they have not been reviewed.

3.5. The portfolio should be organized as follows:

3.5.1. A copy of the nominating letter to the Dean of the Library.

3.5.2. A current vita.

3.5.3. All job descriptions during the period of the candidate's current rank.

3.5.4. All annual reviews of the candidate's performance during the period of the candidate's current rank.

3.5.5. A self-assessment of Librarianship. Librarianship is the category for Library Faculty that is equivalent to the teaching category for instructional faculty. Librarianship encompasses the primary work assignment of Library Faculty and as such is the most important category to be considered in evaluating the candidate for promotion. The work assignments for each individual Library Faculty are described in his or her job description(s). Materials that support the self-assessment of librarianship may include, but are not

necessarily limited to, the examples listed in Section 1.1 of the Calvin T. Ryan Library Standards for Promotion in Rank and Tenure for Academic Appointees.

3.5.6. A self-assessment of scholarship, referencing both items in the vita and annual reviews of faculty performance. Materials that support the self-assessment of scholarship may include, but are not necessarily limited to, the examples listed in Section 1.2 of the Calvin T. Ryan Library Standards for Promotion in Rank and Tenure for Academic Appointees.

3.5.7. A self-assessment of service, referencing both items in the vita and annual reviews of faculty performance. A wide range of activities both in and outside the University are appropriate to this area, but activities involving the application of knowledge related to the faculty member's University role are of greater value. Materials that support the self-assessment of service may include, but are not necessarily limited to, the examples listed in Section 1.3 of the Calvin T. Ryan Library Standards for Promotion in Rank and Tenure for Academic Appointees.

4. PROMOTION COMMITTEE

4.1. Composition

4.1.1. Immediately upon receipt of the candidate's letter of nomination, the Dean of the Library will call together the appropriately ranked Library Faculty for the Promotion Committee.

4.1.2. All Library Faculty ranked at Associate Professor and above will serve on the Promotion Committee for a candidate applying for the rank of Associate Professor. All Library Faculty ranked at Professor will serve on the Promotion Committee for a candidate applying for the rank of Professor. The Dean of the Library will not serve on the Promotion Committee.

4.1.3. Should there be fewer than five appropriately ranked Library Faculty members, additional appropriately ranked faculty from inside or outside the institution should be appointed to the Committee by the Dean of the Library to make a minimum of five. The candidate may suggest additional Committee members for the Dean of the Library's consideration.

4.1.4. There will be a separate Promotion Committee for each candidate with its own Chair and Vice-Chair.

4.2. Chair and Vice Chair

4.2.1. Upon convening, the Promotion Committee will elect a Chair and Vice-Chair by majority vote.

4.2.2. The Chair will convene and conduct the meeting, and also participate and vote. The Chair will monitor the meeting for fairness. The Chair will supervise the voting, and will assist the Vice-Chair in preparing the Summary of Deliberations. The Chair will prepare the Recommendation (the written tally of the Committee vote and statement of recommendation or non-recommendation), and will give both the Summary of Deliberations and the Recommendation to the candidate by December 20.

4.2.3. The Vice-Chair will take notes of the deliberations, will assist the Chair in tallying the votes, will write the Summary of Deliberations, and will assume the position and duties of the Chair if the Chair is unavailable.

4.3. Promotion Committee Responsibilities

4.3.1. Prior to the deliberations, the Promotion Committee members will have reviewed all the appropriate documentation.

4.3.2. During the deliberations, each Committee member is expected to present her/his own opinion about the strengths and weaknesses of the candidate. Each Committee member is expected to keep the proceedings of the Committee and the views expressed by its members confidential.

4.3.3. Each Committee member must judge the candidate against the University of Nebraska at Kearney Calvin T. Ryan Library Standards for Promotion in Rank and Tenure for Academic Appointees and the University of Nebraska Kearney's Guidelines: Evaluation, Promotion, and Tenure.

4.3.4. Each member will vote for or against promotion by secret ballot. A majority vote of the Committee constitutes a recommendation for promotion.

4.3.5. The Promotion Committee will meet to review the Summary of Deliberations. Each member will sign the final copy of the Summary of Deliberations.

5. CANDIDATE'S RESPONSE

The candidate may respond to the Summary of Deliberations, ask for reconsideration of his/her original portfolio by the Promotion Committee in light of that response, or withdraw from consideration before the Recommendation and the Summary of Deliberations are put forward to the Dean of the Library by January 15.

6. RESPONSIBILITIES OF THE DEAN OF THE LIBRARY

The responsibilities of the Dean of the Library in regard to the promotion procedures are outlined in Section V, Promotion and Tenure Process, of the University of Nebraska Kearney's Guidelines: Evaluation, Promotion, and Tenure.

7. EXTENUATING CIRCUMSTANCES

In the event of an extenuating circumstance (a situation not covered by this document) the candidate, the Dean of the Library, and the Chair of the Promotion Committee will meet, confer, and agree upon a procedure appropriate to the situation.

Created: December 20, 2005

Revised: April 26, 2012

Approved by:



5/7/12

Chair, Library Faculty Affairs Advisory Committee

Date



Dean of the Library

5/9/12
Date



Senior Vice Chancellor for Academic and Student Affairs

5/15/12
Date

Chancellor

A handwritten signature in black ink, appearing to read "Douglas White", written over a horizontal line.

05-15-2012
Date

**University of Nebraska at Kearney
Calvin T. Ryan Library**

**PROCEDURES FOR TENURE CONSIDERATION
FOR ACADEMIC APPOINTEES**

1. PREFACE

Consideration for tenure will be accomplished in accordance with the Bylaws of the Board of Regents of the University of Nebraska, the University of Nebraska Kearney's Guidelines: Evaluation, Promotion, and Tenure, the Calvin T. Ryan Library Standards for Promotion in Rank and Tenure for Academic Appointees, and this document.

2. NOMINATIONS

Any member of the Library Faculty who wishes to be considered for tenure may nominate her/himself for tenure by submitting a letter of nomination to the Dean of the Library by October 15. The nominating letter should include the standard exercised in seeking consideration, education and experience levels, and, if applicable, unique circumstances and/or requested policy exceptions.

3. PORTFOLIO

3. 1. The portfolio should be prepared by the faculty member and submitted to the Dean of the Library by November 1. The Dean of the Library should make all materials from the candidate's Library Personnel File available for the faculty member to include in his or her portfolio.

3. 2. While the portfolio should be large enough to fully describe the faculty member's level of contribution, an effort should be made to limit the bulk of the portfolio.

3. 3. Certain supporting materials may pertain to more than one area below and be referenced in more than one area of self-assessment; however, they should be included only once.

3. 4. Supporting materials in the portfolio which have neither been taken from the candidate's Library Personnel File, nor have been considered during an annual review of faculty performance, must be identified with an explanation of why they have not been reviewed.

3.5. The portfolio should be organized as follows:

3.5.1. A copy of the nominating letter to the Dean of the Library.

3.5.2. A current vita.

3.5.3. All job descriptions during the candidate's probationary period.

3.5.4. All annual reviews of the candidate's performance during the candidate's probationary period.

3.5.5. A self-assessment of Librarianship. Librarianship is the category for Library Faculty that is equivalent to the teaching category for instructional faculty. Librarianship encompasses the primary work assignment of Library Faculty and as such is the most important category to be considered in evaluating the candidate for tenure. The work assignments for each individual Library Faculty are described in his or her job description(s). Materials that support the self-assessment of librarianship may include, but are not necessarily limited to, the examples listed in Section 1.1 of the Calvin T. Ryan Library Standards for Promotion in Rank and Tenure for Academic Appointees.

3.5.6. A self-assessment of scholarship, referencing both items in the vita and annual reviews of faculty performance. Materials that support the self-assessment of scholarship may include, but are not necessarily limited to, the examples listed in Section 1.2 of the the Calvin T. Ryan Library Standards for Promotion in Rank and Tenure for Academic Appointees.

3.5.7. A self-assessment of service, referencing both items in the vita and annual reviews of faculty performance. A wide range of activities both in and outside the University are appropriate to this area, but activities involving the application of knowledge related to the faculty member's University role are of greater value. Materials that support the self-assessment of service may include, but are not necessarily limited to, the examples listed in Section 1.3 of the Calvin T. Ryan Library Standards for Promotion in Rank and Tenure for Academic Appointees.

4. TENURE COMMITTEE

4.1. Composition

4.1.1. Immediately upon receipt of the candidate's letter of nomination, the Dean of the Library will call together the Tenure Committee.

4.1.2. The Tenure Committee will be comprised of all tenured Library Faculty members. The Dean of the Library will not serve on the Tenure Committee.

4.1.3. Should there be fewer than five tenured Library Faculty members, additional tenured faculty from inside or outside the institution should be appointed to the Committee by the Dean of the Library to make a minimum of five. The candidate may suggest additional Committee members for the Dean of the Library's consideration.

4.1.4. There will be a separate Tenure Committee for each candidate with its own Chair and Vice-Chair.

4.2. Chair and Vice Chair

4.2.1. Upon convening, the Tenure Committee will elect a Chair and Vice-Chair by majority vote.

4.2.2. The Chair will convene and conduct the meeting, and also participate and vote. The Chair will monitor the meeting for fairness. The Chair will supervise the voting, and will assist the Vice-Chair in preparing the Summary of Deliberations. The Chair will prepare the Recommendation (the written tally of the Committee vote and statement of recommendation or non-recommendation), and will give both the Summary of Deliberations and the Recommendation to the candidate by December 20.

4.2.3. The Vice-Chair will take notes of the deliberations, will assist the Chair in tallying the votes, will write the Summary of Deliberations, and will assume the position and duties of the Chair if the Chair is unavailable.

4.3. Tenure Committee Responsibilities

4.3.1. Prior to the deliberations, the Tenure Committee members will have reviewed all the appropriate documentation.

4.3.2. During the deliberations, each Committee member is expected to present her/his own opinion about the strengths and weaknesses of the candidate. Each Committee member is expected to keep the proceedings of the Committee and the views expressed by its members confidential.

4.3.3. Each Committee member must judge the candidate against the University of Nebraska at Kearney, Calvin T. Ryan Library, Standards for Promotion in Rank and Tenure for Academic Appointees and the University of Nebraska Kearney's Guidelines: Evaluation, Promotion, and Tenure.

4.3.4. Each member will vote for tenure or non-tenure by secret ballot. A majority vote of the Committee constitutes a recommendation for tenure.

4.3.5. The Tenure Committee will meet to review the Summary of Deliberations. Each member will sign the final copy of the Summary of Deliberations.

5. CANDIDATE'S RESPONSE

The candidate may respond to the Summary of Deliberations, ask for reconsideration of his/her original portfolio by the Tenure Committee in light of that response, or withdraw from consideration before the Recommendation and the Summary of Deliberations are put forward to the Dean of the Library by January 15.

6. RESPONSIBILITIES OF THE DEAN OF THE LIBRARY

The responsibilities of the Dean of the Library in regard to the tenure procedures are outlined in Section V, Promotion and Tenure Process, of the University of Nebraska Kearney's Guidelines: Evaluation, Promotion, and Tenure.

7. EXTENUATING CIRCUMSTANCES

In the event of an extenuating circumstance (a situation not covered by this document) the candidate, the Dean of the Library, and the Chair of the Tenure Committee will meet, confer, and agree upon a procedure appropriate to the situation.

Created: December 20, 2005

Revised: April 26, 2012

Approved by:


Chair, Library Faculty Affairs Advisory Committee
Date: 5/7/12


Dean of the Library
Date: 5/9/12


Senior Vice Chancellor for Academic and Student Affairs
Date: 5/15/12


Chancellor
Date: 05-15-2012

University of Nebraska at Kearney Calvin T. Ryan Library

STANDARDS FOR PROMOTION IN RANK AND TENURE FOR ACADEMIC APPOINTEES

Librarians play an integral role in fulfilling the academic mission of the University of Nebraska at Kearney. Librarians work with the teaching faculty to contribute to the social, cultural and economic development of Nebraska through the University's educational programs, research and creative activities, and service.

To recognize the unique role of librarians in the academic mission of the University, the following standards will be followed during the promotion and tenure process. These standards have been developed for Library Faculty per Regents Policy 4.3.1.

1. CRITERIA FOR TENURE AND PROMOTIONⁱ

Librarianship, scholarship and service, both in and outside the University, are the general areas to be used by reviewers in determining Library Faculty performance.

Consistent with the UNK mission, performance in librarianship is paramount. Therefore, all Library Faculty applying for promotion or tenure must provide, as a minimum, evidence of excellence in librarianship.

Scholarship, which includes the advancement, the integration, the application, and the representation of knowledge, is inherent in effective librarianship. Scholarship results in publications, presentations and projects of many types and is an expectation of all Faculty.

Librarians will be active in serving the Library, the university, the profession, and the public. Service may be at the local, state, regional, national, or international level.

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 remaining time being spent in relevant scholarly activities and service.ⁱⁱ

1.1 Librarianship

Librarianship is the category for Library Faculty that is equivalent to the Teaching category for instructional Faculty. Librarianship encompasses the primary work assignment of Library Faculty as specified in each individual's position description and therefore is the most important category to be considered in the evaluation process. Consistent with the UNK mission, performance in librarianship is paramount and, as such, all library faculty must provide evidence of excellence in librarianship.

The primary work assignment for some Library Faculty may be narrowly defined; other Library Faculty may have much more diverse assignments. Regardless of assignment(s), Library Faculty are expected to perform at a high level of competence and collegiality, contributing to the educational and research missions of the Library and the University. Competence in librarianship is the ability to meet the information needs of library users. Excellence in librarianship shall be

evaluated in the following ways: grasp of library methods and new technologies, command of their areas of responsibility, continued growth as librarians, initiative, judgment, leadership, innovation, and ability to relate their assignment(s) to the broader goals of the Library and the University. Collegiality in librarianship is the demonstrated ability to work collaboratively with colleagues and students. Collegiality is essential in the library because it creates a welcoming and supportive atmosphere conducive to serving the UNK community and the public.

Areas in which librarianship may be evaluated are listed below. This list is intended to be descriptive, but not exhaustive.

- Identification, selection, acquisition and preservation of books, serials, electronic resources, and other library materials necessary to support the teaching and research activities of the University.
- Analysis, development and maintenance of high quality bibliographic information.
- Prompt, courteous, and efficient provision of accurate, informed, and appropriate information to library users.
- Instruction and assistance in the use of the Library and information resources through personal and online services and instructional programs.
- Improvement, maintenance, monitoring and analysis of the quality of Library services and collections.
- Prompt, courteous, and efficient provision of comprehensive, convenient, and easy-to-use access to information resources and collections.
- Communication and cooperation with faculty, staff, students, and the public in the pursuit of better library service, particularly as liaison to assigned academic units.
- Analysis of informational and other library needs of the University community and the organization of materials and services to meet both present and anticipated needs.
- Effective management and stewardship of personnel, personal resources (e.g., time management), funds, users' time, and other assigned resources.
- Administration or management of library units; effective management of operations, achieving the best possible results with available staff and/or resources.
- Coordination of Library services with University programs, policies, and curricula.
- Demonstration of leadership in presenting and implementing individual, unit, or Library goals and objectives.
- Education, including education that results in new and enhanced services to clientele, improved access to materials, and/or improved management of the Library.

1.2 Scholarship

Scholarship is one of the three categories within which Library Faculty are evaluated. Scholarship, which includes the advancement, the integration, the application, and the representation of knowledge, is an expectation of all faculty.

Scholarship results in publications, research, presentations, and projects of many types which are typically subject to review and validation by one's peers. Scholarship in library and information science, however, is not necessarily subject to the traditional research peer review process, and, furthermore, peers can include non-librarians, such as journal and book editors. Scholarship may appear in print, in electronic form, or in public presentations.

The following are examples of scholarly activities:

Publications:

Books; articles; chapters or articles in books or other publications; case studies, and annotated or other substantial bibliographies or finding aids.

Supplementing this category: Writing book or other format reviews, and editing, compiling, indexing, or translating substantial works.

Research:

Evidence of research in library and information science, or in an area related to the faculty member's areas of responsibility, or in an area of the faculty member's academic expertise, that is documented by publication or presentation as a paper, poster session, or other public review of the research work.

Application for and/or success in obtaining grants to support research in library and information science.

Presentations:

Presentations of research, scholarly exhibits, or programs at professional meetings, conferences, or workshops. This category includes poster sessions and panel discussions at professional meetings.ⁱⁱⁱ

1.3 Service

Service is one of the three categories within which Library Faculty are evaluated. Library Faculty can render valuable service to the Library and the University, other institutions, professional associations, and the community in governance, advisory, development, and implementation roles. A wide range of activities both in and outside the University are appropriate to this area, but activities involving the application of knowledge related to the faculty member's University role are of greater value.

The strength of the service contribution will be evaluated by examining the mission and function of the service group, the Library Faculty member's role and accomplishments in the group, and

the demonstrated value of the Library Faculty member's service to UNK or to other affected groups and institutions.

Some examples of service for which a Library Faculty member may be evaluated are listed below.

- Service (holding office, chairing, or being a member) on committees, task forces, or advisory or governing bodies of the University of Nebraska at Kearney (UNK) or the University of Nebraska system (NU), or in state or national professional associations, organizations, or societies.
- Service (as defined above) on Library committees or task forces.
- Application for and/or success in obtaining grants to improve Library facilities, equipment or service.
- Giving presentations relevant to professional expertise.
- Serving as a moderator or panelist, relevant to professional expertise.
- Organizing workshops, institutes, or similar meetings relevant to professional expertise.
- Consulting work relevant to professional expertise.
- Receiving awards relevant to professional expertise.
- Providing other services to UNK (such as advising to student groups, serving as editor or contributor to in-house publications, or consulting or advisory service to off-campus programs).
- Engaging in community service activities relevant to professional expertise.
- Teaching college level courses.
- Serving as editor or referee for a professional or scholarly journal.

2. RANKS

The terminal degree, required of all Library Faculty, is the Master's Degree in Library Science or equivalent from a program accredited by the American Library Association, as recognized in the "statement on the Terminal Degree for Academic Librarians" approved as policy by the Association of College and Research Libraries (ACRL), a division of the American Library Association, in 1975 and reaffirmed by ACRL, June, 2001.

2.1. Lecturer / Senior Lecturer

Faculty at this rank are full-time, non-tenure-track members of the Library Faculty appointed for a specific term. Duties are primarily librarianship and service (see Sections 1.1 and 1.3 of this document), but do not include scholarship. See also the UNK Standards VII, "Promotion of Lecturers to Senior Lecturer."

2.2. Assistant Professor

Faculty at this rank range from appointees with little or no professional experience to faculty with several years of experience in the Calvin T. Ryan Library or other libraries. The Faculty member must show promise of making a contribution to the Library and the University.

2.3. Associate Professor

Faculty at this rank have fully demonstrated professional competence in librarianship. They must give evidence of ability to work independently, subject only to general review; to make sound decisions; to cooperate with colleagues; and to assume increasing responsibility. They have demonstrated an active interest in proving their professional and/or subject knowledge and show ability to perceive and solve problems. Promotion to Associate Professor normally requires five years of full-time experience in college-level librarianship or its equivalent and three years in the rank of Assistant Professor at UNK.

2.4. Professor

The rank of Professor is the highest academic rank in the University and recognizes sustained achievement in a faculty member's work. For promotion to Professor there should be clear evidence of continued contribution significantly beyond the level of accomplishment expected for promotion to associate professor. Promotion to the rank of Professor reflects a record of distinguished contribution to librarianship, scholarship and/or service. Promotion to Professor normally requires ten years of full-time experience in college-level librarianship or its equivalent, and five years in the rank of Associate Professor at UNK.

3. TENURE

Tenure is the most significant recognition the University can give the Faculty member because it most significantly affects the future of the institution. Therefore, promise of future performance must be supported by clear evidence of sustained contribution, consistent with the standards in University of Nebraska at Kearney Guidelines: Evaluations, Rank, Tenure and Personnel File (UNK Guidelines), VI.D., over a period of time. All candidates for tenure must hold the terminal degree.

In addition to the standard in UNK Guidelines, VI.D., individuals and committees who make recommendations on the granting of tenure should address their expectation that the candidate's future performance will contribute to the effectiveness of the Library. The collegial model of shared authority requires responsible participation in the pursuit of Library and University objectives.

The granting of tenure must conform to Regents Bylaw 4.10 and Regents Policy 4.3.1. To gain tenure, the candidate without credit for prior experience will normally be considered in the sixth year at UNK. The truly exceptional candidate may be considered at an earlier date. The date will be considered as the candidate's sixth year in the tenure process as per Bylaw 4.10 (which addresses tenure related experience at other institutions and leave of absence time), must be specified in the initial letter of appointment.

To receive tenure, faculty are expected to perform at a high level of competence and collegiality. The candidate must perform at a high professional level in librarianship, including such areas as library instruction, cataloging of library materials, reference service, collection development, and/or library management and administration. Scholarship and service also contribute to the work and welfare of the University. Each area should be considered in the evaluation of Library Faculty. The Library Faculty member contributes most directly to the academic community

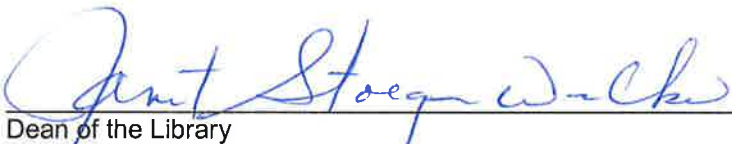
through librarianship, and that activity should be considered the primary criterion in evaluation. The criteria for any individual candidate are to be applied in relation to his/her specific responsibilities in his/her position description.

The annual performance evaluations, although they may be favorable, cannot be considered a binding prediction that the candidate will be recommended for tenure.

November 4, 2011

Approved by:


Chair, Faculty Affairs Advisory Committee
Date 11/4/2011


Dean of the Library
Date 11/8/11


Senior Vice Chancellor for Academic and Student Affairs
Date 11/11/11


Chancellor
Date 12/12/11

ⁱ Portions of this document are based on the University of Northern Iowa's Library Faculty Evaluation Handbook, with permission and thanks.

ⁱⁱ Thanks to University of Nebraska-Lincoln, University Libraries, Promotion and Continuous Appointment Criteria, May 3, 2004, p. 2.

ⁱⁱⁱ Thanks to University of Nebraska-Lincoln, University Libraries, Promotion and Continuous Appointment Criteria, May 3, 2004, Preface.


**University of Nebraska Kearney
Workload Policy for Library Faculty**

UNK Library faculty are employed under a 12-month contract, which extends from July 1 to June 30. Approximately 70-75% of the workload will be spent on librarianship responsibilities as described in each individual's position description. Librarianship, which is equivalent to the Teaching category for instructional faculty, typically consists of a combination of management, instruction, reference, collection development, organization and access to resources, and/or other professional duties.

Approximately 25-30% of the workload is to be comprised of a balance of scholarship and service. Librarianship, scholarship, and service responsibilities are reviewed during the annual review period to enable the faculty member to meet the requirements of future annual reviews and the Library's Standards for Promotion in Rank and Tenure.

Lecturer and non-tenure track librarians are not required to engage in scholarship activities; therefore, approximately 80% of the workload will be spent on librarianship responsibilities and approximately 20% for service.


Approved by Library Faculty Affairs Advisory Committee
May 4, 2012



Jon Ritterbush
Chair, Library Faculty Affairs Advisory Committee

5/7/12

Date



Janet Stoeger Wilke
Dean of the Library

5/9/12

Date

Jon R. Ritterbush

From: Charlie J. Bicak
Sent: Thursday, July 26, 2012 11:14 AM
To: Jon R. Ritterbush
Cc: Michael J. Sutherland; Janet Wilke; Tami Plugge
Subject: Re: Library Faculty Workload Policy

Dear Jon,

This is to confirm my support of the attached document, "Workload Policy for Library Faculty" as approved by you and Dean Janet Wilke on May 7th and 9th 2012 respectively. As is noted in the policy document, Library faculty are under a 12-month contract. The approximate distributions for professional time...70-75% on librarianship responsibilities and 25-30% on scholarship and service...parallel expectations for instructional faculty. Also, I think this is consistent with peer institutions and with the recommendations of the APR of March, 2011. Faculty workload and expectations were topics of extended discussion at that time with the Program Review Team members led by external reviewer Dr. Mary Somerville; along with Dean Wilke and myself.

If you should need any additional information, please let me know.

Than you.

Charlie

Charlie Bicak
Senior Vice Chancellor
Academic & Student Affairs
University of Nebraska at Kearney
(308) 865-8209

From: "Jon R. Ritterbush" <ritterbushjr@unk.edu>
Date: Tuesday, July 24, 2012 4:46 PM
To: Charlie Bicak <bicakc@unk.edu>
Cc: "Michael J. Sutherland" <sutherlandmj@unk.edu>, Janet Wilke <wilkej@unk.edu>
Subject: Library Faculty Workload Policy

Dear Dr. Bicak:

Dean Wilke has recently advised me of your support for the "Workload Policy for Library Faculty," as approved by the library's faculty and dean (see attached). I appreciate your thoughtful consideration and time in reviewing this document.

The library faculty would propose amending UNK's Faculty Workload Guidelines, as posted at <http://www.unk.edu/academicaffairs.aspx?id=3404>, with the library's workload policy. In early May, Bill Wozniak of UNKEA suggested such changes needed administration approval before going to the union's negotiating team (see below). Since that time, I have not received any further instructions from UNKEA, though I have forwarded the library's workload policy to Bill Wozniak as of July 16.

Would you be willing to send me a memorandum of support for the library's workload policy? Having this documentation might assuage UNKEA's concerns about our proposed amendment. I am also copying this email to Dean Wilke and to Michael Sutherland, the incoming chair of the library's Faculty Affairs Advisory Committee.

Thank you, as always, for your kind support of the library's faculty and mission.

Jon

Jon Ritterbush
E-Resources and Serials Librarian
Calvin T. Ryan Library - University of Nebraska-Kearney
308.865.8585 - ritterbushjr@unk.edu - <http://library.unk.edu>

From: William Wozniak
Sent: Wednesday, May 02, 2012 10:29 AM
To: Jon R. Ritterbush
Cc: Roger Davis
Subject: Re: [UNK Faculty] Contract Negotiations Input

Hi Jon,

I consulted with our past president, Roger Davis, to double check the policy. Basically, the union needs to consent to the changes but the administration has to fully approve of them before it gets to us. I think that means the Dean's Council, the SVCAA and perhaps Central Administration must review and approve the change before it comes to us. ...

Bill

William Wozniak, Ph.D.
Professor of Psychology
University of Nebraska at Kearney
304F Copeland Hall
2507 11th Avenue
Kearney, NE 68849

David Arredondo

3008 Country Club Lane, Kearney, NE 68845
(806) 584-7937
darredo1@gmail.com

Education

MS, University of Missouri-Columbia, 2013

Major: Library and Information Science

Concentration: Academic Libraries

BA, University of Nebraska-Lincoln, 2010

Major: English Literature

Minor: Sociology

Professional Experience

University of Nebraska at Kearney (UNK)

Collection Services Librarian, Assistant Professor | **September 2018 –**

University of Nebraska-Lincoln (UNL)

Acquisitions Manager | **August 2015 – August 2018**

Acquisitions | **May 2013 – August 2015**

Presentations

Nebraska Library Association College & University Section

Panel Member

Managing Library Operations During the Covid-19 Pandemic May 15, 2020

Data Analysis and Services Interest Group

Poster Session

Electronic Resources & Libraries (ER&L) March 9, 2020

Cross-Examining the Witness: Journal Mobility in Packages

Primary presenter with Matt McDowall

Nebraska Library Association (NLA)/Iowa Library Association Joint Conference October 3, 2019

Visualizing the Invisible: Exploring the Electronic Resource Ecosystem

Primary presenter with Keelan Weber

Nebraska Library Association College & University Section Spring Meeting June 2, 2017

University of Nebraska-Lincoln Libraries June 1, 2017

The Ugly Butterfly: Learning to Manage our Ebook Collections

Nebraska Library Association Annual Conference October 20, 2016

Sponsored by College & University Section and Technical Services Round Table Omaha, NE

University of Nebraska-Lincoln Libraries December 14, 2016

Sponsored by the Staff Development Committee Lincoln, NE

Committee Appointments

University of Nebraska at Kearney (UNK)

Collection Development Committee, chair	Sep 2018 –
Professional Staff Committee	Sep 2018 –
Faculty Advisory Committee	Sep 2018 –
University of Nebraska Consortium of Libraries (UNCL) Acquisitions	Sep 2018 –
American Democracy Project	2019 –
<u>University of Nebraska Consortium of Libraries (UNCL)</u>	
UNCL Acquisitions	2016 –
Chair	2021 -
ILS Migration Working Groups	
Acquisitions Working Group (AWG) Co-chair	2019 – 2021
Resource Management Working Group (RMWG)	2019 – 2021
Electronic Resources Working Group (ERWG)	2019 – 2021
Search Committee, UNL Research Data Services Librarian	2021
<u>UNL</u>	
Strategic Planning Steering Committee, Co-chair	Jun 2017 – Aug 2018
Library Personnel Association, Chair	Apr 2017 – Jun 2018
Technical Advisory Group	May 2016 – Aug 2018
Discovery Systems	Jun 2016 – Dec 2017
University of Nebraska Consortium of Libraries (UNCL) Acquisitions and Contracting	Aug 2016 – Aug 2018
Collections Strategy Committee	Sep 2015 – Aug 2018
Staff Development Committee	Jul 2014 - Jun 2016
Search Committee, Virtual Learning Librarian	Jul 2015 – Dec 2015

Membership and Service

Data Analysis and Services Interest Group, founder	Apr 2019 -
Nebraska Library Association	Oct 2012 –
College & University Section	Jun 2017 –
Mountain Plains Library Association Honorary Member	Oct 2012 – Oct 2013
American Library Association	May 2014 –

Professional Development

Association of Research Libraries (ARL) Digital Scholarship Institute	Jul 29 – Aug 2, 2019
American Library Association (ALA) Intermediate Cataloging for non-Catalogers	Jun 3 – Aug 25, 2019
Electronic Resources & Libraries (ER&L) Conference, attendee	Mar 4 – 6, 2019
Midwest Collaborative for Library Services	Feb 12 - 14, 2019
- Original Cataloging of Monographs Workshop	
ALCTS – The Fundamentals of Acquisitions	Jul 2015 – Aug 2015
ALA New Members Round Table Mentoring Program	Oct 2013 – Jun 2014
Advanced Classification Web	Dec 2016 – Mar 2017
- Shelflisting	
- Assigning LC Call Numbers and Subject Headings	

EDUCATION:

Master of Business Administration 2018
Regis University, Denver, Colorado

Master of Library Science 2007
Indiana University, Bloomington, Indiana

Bachelor of Arts (History) 2004
University of Nebraska, Lincoln, Nebraska
Spring Semester at Palacky University, Olomouc, Czech Republic

EXPERIENCE:

Calvin T. Ryan Library, University of Nebraska-Kearney in Kearney, Nebraska, 2018-

Coordinator of Academic Services, Assistant Professor July 2021-

Interim Coordinator of User Services, July 2020-June 2021

Coordinate all academic services at the library between campus and seven faculty librarians, four managerial professionals, and five staff members: circulation department, interlibrary loan, research & instruction services, library outreach & promotions, technology & electronic services, and archives & special collections. Collect and communicate departmental data and assessment activities, campus and NU system committee work, tenure and promotion activities, point person at the building when the dean is off campus, and liaison duties to the College of Business and special student populations.

Reference and Instruction Librarian, Assistant Professor 2018-2021

Primary duties include research desk and question queue coverage (email, text, and chat) 15-20 hours per week and liaison for the business, computer science, chemistry, biology, and health science departments and library program coordinator for University 101 and visiting high school student groups. Bibliographic instruction for liaison departments, ENG 101 & 102, International Programs, and transfer student groups. *Libguide* creation and upkeep, tutorial creation for *Canvas*, and special projects as assigned. Promotion and tenure activities: committee memberships (library and campus wide), professional association membership and conference participation (presentations, committee memberships, and attendance), and research activities (currently multi-year, IRB supported, first-year information literacy project with two other reference librarians). Member of the library's marketing and collections committees.

UNK Mortar Board Faculty Advisor, 2022-

Dayton Memorial Library, Regis University in Denver, Colorado, 2013-2018

Cochrane-Woods Library, Nebraska Wesleyan University in Lincoln, Nebraska, 2008-2013

Bishop Muller Library, Briar Cliff University in Sioux City, Iowa, 2007-2008

BOARD MEMBERSHIP:

Vice President, Malaika Foundation 2022-

PROFESSIONAL DEVELOPMENT:

Practicing Pedagogies Teaching Summit. (2021 summit chair, 2020 planning co-chair & presenter, 2019 committee member & presenter, 2018 attendee) Love Library, University of Nebraska-Lincoln

ACRL Immersion Program. (2019). Loyola Chicago University, Chicago, IL.

Academic Management Institute from the Colorado Network of Women Leaders. (2014/2015) Office of Women in Higher Education participant

The Institute for Strategic Funding Development. (2016). Grant Writing Workshop. Boulder, CO. CFRE Accredited

PROFESSIONAL MEMBERSHIPS:

American Library Association, ACRL (IS section) and RUSA Division

CONFERENCE PRESENTATIONS & PUBLICATIONS:

Brownfield, L. (2021). "History" in *Magazines for Libraries*. Ed. By Cheryl LaGuardia. 26th ed. New Providence, NJ: Bowker

Brownfield, L. (2021). "Weddings" in *Magazines for Libraries*. Ed. By Cheryl LaGuardia. 26th ed. New Providence, NJ: Bowker

Brownfield, L. (2019, November). *The tool we never teach: The good, the bad, and the end (point) of Google's usefulness in first-year experience assignments*. Presentation at the Brick & Click Academic Library Conference at Northwest Missouri State University in Maryville, Missouri.

Brownfield, L. (2019). "History" in *Magazines for Libraries*. Ed. By Cheryl LaGuardia. 26th ed. New Providence, NJ: Bowker

Brownfield, L. (2019). "Weddings" in *Magazines for Libraries*. Ed. By Cheryl LaGuardia. 26th ed. New Providence, NJ: Bowker

Brownfield, L. (2018, November). *Rethinking the news: Resource evaluation and news literacy*. Presentation at the Brick & Click Academic Library Conference at Northwest Missouri State University in Maryville, Missouri.

Brownfield, L., Drysdale, C., & Damour, M. (2018, July). *Variety hour: Making sense of first year library instruction*. Presentation at Library Instruction of the West 2018 conference, Grand Junction, CO.

Brownfield, L. (2017, October). *Fake news: The fun, the fear, and the future of resource evaluation*. Presentation at the Colorado Association of Libraries annual fall conference, Loveland, CO.

Brownfield, L. (2017). "History" in *Magazines for Libraries*. Ed. By Cheryl LaGuardia. 25th ed. New Providence, NJ: Bowker

Brownfield, L. (2017). "Weddings" in *Magazines for Libraries*. Ed. By Cheryl LaGuardia. 25th ed. New Providence, NJ: Bowker

Brownfield, L. & Combe, D. (2015, October) *Discovering your leadership potential*. Presentation for the Colorado Association of Libraries annual fall conference, Loveland, CO.

Brownfield, L. & O'Neill, K. (2014, October) *Marketing library services at an academic library: Just do it!* Presentation at the Colorado Association of Libraries annual fall conference, Loveland, CO.

Brownfield, L. (2015). "Weddings" in *Magazines for Libraries*. Ed. by Cheryl LaGuardia. 24th ed. New Providence, NJ: Bowker.

Summary

- Over 17 years Archives and Evidence/Records Management experience applying best practice standards when working with evidence, artifacts, physical and digital records in academic research, legal and corporate environments.
 - Experience in archival arrangement and description, processing to-date 450 approximately linear feet of textual records, over 65,000 photographs and negatives, and developing finding aids to enhance access.
 - Knowledge of multiple archival open source software programs (AtoM/ArchivesSpace/ContentDM), archival descriptive standards (EAD/RAD/DACS and familiar with current Freedom of Information, privacy and copyright legislation.
 - Experience in leading training and instructional classes, project planning and implementation at the supervisory level while coordinating with multiple stakeholders.
 - Extensive understanding of evidence/artifact collection, cataloging and management, including security/chain-of-custody and retention/disposition procedures.
 - Experience with digitization project planning, including material selection, extensive metadata development and QA.
 - Highly motivated and adaptable worker possessing excellent time management skills with a proven track record of developing and managing large-scale operations.
-

Previous Employers

University of Nebraska at Kearney, C.T. Ryan Library: Processing and Outreach Archivist
Kearney, NE 08/2021 – Present

Simon Fraser University, Special Collections and Rare Books: Project Archivist
Burnaby, BC 09/2016 – 06/2020

University of British Columbia Library and University Archives: Strategic Projects Assistant and Student Researcher
Vancouver, BC 05/2015 – 04/2016

Deloitte & Touche: Supervisory Evidence Custodian
Houston, TX USA 02/2012 – 05/2013

Ideal Innovations, Inc: Evidence Custodian/Case File Manager
Iraq 07/2010 – 09/2011

English Heritage: NMR/HPD Data Coordinator; GINA Project Officer; Archive Officer
Swindon, Wiltshire UK 08/2008 – 03/2010

City of Thornton Police Department: Police Property Evidence Clerk
Thornton, CO USA 10/2001 - 9/2005

Specific Work Experience and Skills

- Currently employed as Processing and Outreach Archivist. Primarily responsible for developing and implementing an arrangement scheme and processing plan for the UNK Archives. Additionally tasked with creating finding aids, making information accessible and available online for researchers, promoting the use of Archives to students and faculty, and continually developing departmental policies.
- Worked as a Project Archivist processing collections comprised of multiple formats and material, working to timelines on grant-funded digitization projects, providing information services, generating RAD-compliant finding aids, and utilizing AtoM to make collections accessible online. Routinely collaborated on digital preservation projects. Responsible for coordinating and supervising transfer of collections to new storage vault, researching preservation methodologies for special formats, and updating policies, procedures and statistical report forms. Trained colleagues and supervised students in archival processes, liaised with other departments, conducted routine inventories, led student seminars, gave tours and responded to informational requests. Experience acting in support capacity for donor requests and grant writing activities.
- Worked in collaboration to design and conduct a province-wide audiovisual media survey of British Columbia's archival community, reaching out to almost 1500 contacts. Resulting data was analyzed and reported in multiple formats and media.
- Managed several projects wherein a series of English Heritage's photographic and location archive management database systems were cleansed of erroneous records. Conducted research in order to verify geographic location and descriptive accuracy, resulting in streamlined access to tens-of-thousands of accurate archive records for online users.
- Collaborated with a local Vancouver archive to digitize a portion of their photographic material, develop metadata and descriptions using Dublin Core 2.0 standards and generate a digital collection using ContentDM/DB Textworks for their website.
- Served as Supervisor for Evidence, Device Handling and Scheduling Units, overseeing 7-14 associates and interns responsible for over 80,000 items and electronic records relating to computer forensics litigation defense.
- Routinely conducted organizational research, reporting results via executive summaries, status reports and statistics. Familiar also with defining best practice procedures, developing workflow processes and quality control guidelines, and conducting training classes when necessary.
- Experience liaising and coordinating with multiple stakeholders at a variety of academic, governmental and corporate levels and customizing deliverables as needed.

Education

University of British Columbia MAS Archival Science	2016
Bournemouth University MSc Forensic Archaeology: Crime Scene and International Investigation	2008
Durham University MSc Paleopathology	2007
Beloit College BA Anthropology; BA History	1998

Publications and Panels

Haddon J. and Rose, C. (2015) *British Columbia Audio Visual Inventory Initiative (BC AVII) Survey Report*. Unpublished report, University Archives, University of British Columbia, Vancouver, Canada.

Haddon, J. and Rose, C. (2016, June) BC AVII: Understanding the Status of BC's Physical AV Holdings. In R. Beattie (Chair) *Looking to the Future: Innovations in Sound and Moving Image Archives*. Panel presentation conducted at the meeting of the Association for Canadian Archivists, Montreal, QC

External Engagement

Member of: Americal Library Association; Nebraska Library Association; Midwest Archives Conference; Association of Canadian Archivists; Kenyon International (on-call volunteer since 2007 - disaster response: victim liaison/evidence repatriation)

Contributor to: University of Nebraska Consortium of Libraries – ArchivesSpace committee (member); University of Nebraska Pre-Tenure Faculty Group (member); UNK Library Dean Search Committee (member), UNK Library Hospitality committee (member); SFU Library Holiday Party planning committee (decorating), Library outreach (Halloween), SFU Library Health & Wellness activities (catering), Special Collections events (catering).

Rachel K. Hammer
 RKHammer95@gmail.com
 Kearney, NE 68845
 720-584-8331

SUMMARY OF QUALIFICATIONS

- Understands many details of library and archive work having encountered topics including reference services, marketing and outreach, archives, and research
- Provides personable, effective customer service with problem-solving, collaboration, and communication skills: face-to-face, over the phone, or by email
- Extensive experience creating workshops and lesson plans for students ranging from college freshmen to Doctoral students due to self-motivation, attention to detail, creative thinking, and timekeeping skills

EDUCATION

Master of Library and Information Science

University of Denver, Denver, CO

Earned: August 2021

Master of Arts in English

University of Northern Colorado, Greeley, CO

Earned: May 2019

Bachelor of Arts in English: Liberal Arts, *summa cum laude*

Minor in Film

University of Northern Colorado, Greeley, CO

Earned: May 2017

Study Abroad

University of Central Lancashire, Preston, England, UK

September 2016-December 2016

PROFESSIONAL EXPERIENCE

Research and Instruction Librarian

Calvin T. Ryan Library, University of Nebraska at Kearney, Kearney, NE

January 2022-present

- Assists patrons with reference questions and research needs ranging from locating objects to discovering sources about obscure topics
- Provides general library instruction and information literacy instruction to university students in various levels of classes
- Works one-on-one with patrons and with groups of patrons to provide effective, friendly service

Library Page

Columbine Library, Jefferson County Public Libraries, Littleton, CO

August 2021-December 2021

- Shelled and organized materials circulated through Columbine Library
- Quality-checked DVDs for case condition, disc condition, and labeling
- Processed various materials through Prospector

Intern: Stephen H. Hart Research Center

History Colorado, Stephen H. Hart Research Center, Denver, CO

June 2021-August 2021

- Handled manuscripts and photographs for patron requests
- Digitized manuscripts after making estimates of books
- Answered reference queries using microfilm and other resources
- Created reference images for the broadsides collection, seeing the project to its completion

Affiliate English Instructor

Colorado Christian University, College of Adult and Graduate Studies, Lakewood, CO August 2019-Present

- Executes learning objectives by maintaining an online course shell for 15 students per class by participating in class discussions and replying to student concerns
- Grades discussion posts, writing assignments, and tests for accuracy, structure, and content
- Provides clarification and instruction on the basics of composition, including organization, grammar, persuasion, and argumentative strategies

Affiliate English Instructor

Colorado Christian University, College of Undergraduate Studies, Lakewood, CO

August 2019-December 2019; August 2020-May 2021

- Designed lesson plans for 44 students regarding rhetorical strategies, paragraph structure, argumentative essays, research papers, and grammar
- Graded writing assignments, including papers and worksheets, for content, structure, coherence, and analysis
- Met with students one-on-one to discuss their development as writers, concerns with course material, and strategies to improve their writing

Bookseller

Barnes and Noble, Golden, CO

May 2019-August 2020; May 2021-December 2021

- Communicated with customers to sell books using knowledge of the inventory and knowledge of available electronic product look-up resources
- Completed sales at the cash register and sold membership cards to customers
- Organized, straightened, and re-shelved books alphabetically with an eye for detail

Graduate Teaching Assistant: College Composition Instructor & Writing Center Tutor

University of Northern Colorado, Greeley, CO

August 2017-May 2019

- Created daily lesson plans to instruct 25 students on thesis statements, research papers, paragraph construction, conducting research using UNC's library databases, and grammar
- Graded writing assignments for structure, grammar, organization, argument, and analysis
- Provided one-on-one tutoring for students ranging from Freshman to Doctoral candidates on writing assignments, including revising, brainstorming ideas, argument coherence, idea development, and structure

ACADEMIC CONFERENCE PRESENTATIONS OF CRITICAL RESEARCH PAPERS

International Crime Fiction Association (selected for presentation)	July 2022
Feminist inter/Modernist Association Conference (selected for presentation)	April 2020; April 2022
University of Northern Colorado Research Day	March 2019
Rocky Mountain Modern Language Association (RMMLA) Convention	October 2018
Space Between Society and Feminist inter/Modernist Association Joint Conference	June 2018
Sigma Tau Delta International English Convention	March 2016

AWARDS AND ACCOLADES

Academic distinction. College of Humanities and Social Sciences. 2014-15, 2015-16, and 2016-17.

Selected by the English faculty at the University of Northern Colorado for recognition at Honors Convocation.

Academic distinction. Placement on the Dean's List at the University of Northern Colorado 2013-14, 2014-15, 2015-16, and 2016-17.

Secretary. Sigma Tau Delta English Honors Fraternity's Zeta Psi Chapter at the University

of Northern Colorado, Spring 2016.

CERTIFICATIONS

College Reading and Learning Association Advanced Certified Tutor, Level II

May 2018

Bobbi-Jean Ludwig, MLIS

Address: Calvin T. Ryan Library, Kearney NE 68849 **Phone:** 308-865-8585 **E-mail:** ludwigbj@unk.edu

EDUCATION

University of Wisconsin – Milwaukee

Master of Library and Information Science, 1996-1999

Bachelor of Arts, 1991-1995

Commencement Honors, Magna Cum Laude; Major: Comparative Study of Religion

EXPERIENCE

University of Nebraska at Kearney, Calvin T Ryan Library, Kearney, NE

Coordinator for Library Technology Services & eResources Librarian, August 2017-present

Collection Services, August 2017-August 2018

- Supervise 3 full-time staff – Workstation Support Specialist, Web Services Manager, Library Information Systems Support Specialist
- Manage electronic resources, trouble-shoot access
- Oversee management of Library Services Platform (LSP); currently Ex Libris Alma/Primo, previously Sierra/EBSCO Discovery Service
- Managed Migration projects – switched to Sierra Hosted, moved from WAM hosted to EZProxy hosted, 360Link to FullTextFinder, and Sierra/EDS to Alma/Primo
- UNK's Institutional Lead on the UNCL ILS/LSP RFP and Migration Project (2018-2021); UNK representative on UNCL LSP Advisory Council (2021-present)
- Created new ticketing system to track library technology issues using SpringShare LibAnswers
- Participate in search committees
- Serve on Faculty Senate Committees
- Work with Dean and fellow librarians/staff on library-wide initiatives and projects

Collection Services duties, 2017-2018

- Worked with librarians on renewals, purchases, allocating funds for their departments, setting up trials and working with vendors
- Supervised cataloging and acquisitions, including 3 staff members
- Worked with UNCL (University of Nebraska Consortium of Libraries) group on system-wide initiatives in acquisitions/collection development; Member of Collections Framework sub-committee of this group

Purdue Northwest Libraries, Hammond/Westville, IN

Electronic Resources Librarian, December 2014-August 2017

- Manage all aspects of electronic resources including licensing, access management, troubleshooting, working with vendors, collecting usage statistics, etc.
- Manage acquisitions, technical services, and resource management in library services platform (Ex Libris Alma/Primo); Manage Primo discovery tool
- Serve as acquisitions and technical services manager, supervise full-time Acquisitions Assistant
- Serve as part of Collection Development and Reference teams
- Participate in University-wide committees

PRESENTATIONS

- Presented at ALA Midwinter, January 2016 – Panel discussing ALMA/GOBI API for ordering/acquisitions
- “RFP = Really! Fun! Process! – How to Survive the ILS RFP Process”, short talk, ER&L 2019
- “Switching Resolvers – Moving from 360Link to FullTextFinder”, short talk, ER&L 2019
- “Migration Madness and How to Get Through It” – ALCTS/CORE e-forum, November 10-13, 2020; Co-moderated, wrote questions and discussion summary
- “Managing Technology Problems: Using SpringShare’s LibAnswers as a Ticketing System”, On-Demand Short Talk, ER&L 2022

COMMITTEES

University of Nebraska at Kearney -

- Faculty Senate (Library Representative), 2021-present
- Faculty Senate Academic Information Technology Committee, Chair 2017-2019, 2020-present
- Faculty Senate Academic Information Technology Committee, Member 2019-2020
- Faculty Senate UNKOnline (formerly eCampus) Committee, Member 2019-present
- Faculty Senate Student Affairs Committee, Member 2018-present
- UNCL LSP Advisory Council, UNK representative, 2021-present

Purdue Northwest –

- APSAC – Administrative Professional Staff Advisory Committee
- PNW APSAC Representative for the Purdue West Lafayette APSAC group
- APSAC Representative on the Institutional Effectiveness Advisory Council for Continuous Improvement and Student Engagement Plan Sub-Committee

TECHNOLOGY PORTFOLIO

- ILS/LSP/Discovery – Alma, Primo, Sierra, EDS, Voyager
- Online Meeting platforms – Zoom, Web-Ex
- Microsoft – Office (Word, Excel, PowerPoint), Teams
- SpringShare – LibGuides, LibAnswers, LibCal, LibStaffer
- 360Link/SerialsSolutions, FullTextFinder, SFX
- Basecamp

SELECTED PROFESSIONAL DEVELOPMENT

- Electronic Resources & Libraries Conference (ER&L) – April 2016, 2017, 2018, 2019, virtually in 2022
- Ex Libris Technical Seminar – May 2015, 2016, 2017
- Ex Libris ELUNA Meeting/Conference – May 2015, 2017, 2019, virtual sessions in 2020 and 2021
- LITA Forum – November 2017
- IUG (Innovative Users Group) Meeting – April 2018

Rochelle Hunt Reeves

Associate Professor/Librarian

Calvin T. Ryan Library
University of Nebraska at Kearney
Kearney, NE 68849-2240

E-mail: reevesr@unk.edu

Phone: 308-865-8276

FAX: 308-865-8722

EDUCATION:

Drexel University

Master of Library and Information Science, 2010

University of Nebraska at Kearney

History, 24 graduate hours, 1998

Kearney State College

Bachelor of Science, 1991

Major: Comprehensive Social Science with an Emphasis in History

EXPERIENCE

University of Nebraska Kearney, Kearney, NE

Curriculum/Open Educational Resources/Government Documents Librarian, 2017-present

Curriculum Librarian, 2014-2017

Government Documents Librarian, 2010-2014

- Manage Curriculum and Government Documents Collections.
- Serve as Open Educational Resources (OER) liaison to UNK and larger UN campuses.
- Manage federal and state government document depository operations.
- Liaison to the College of Education, providing information literacy instruction as requested.
- Select/deselect appropriate print and electronic books for campus.
- Create web-based guides, assisting users to navigate library resources.
- Appointed to the Faculty Advisory Committee to represent the faculty.
- Represents the library on committees such as General Studies Council, Retention Committee, First Generation Committee, etc.

University of Nebraska Kearney, Kearney, NE

Curriculum Associate, 1994-2010

- Assisted library users, both in department and at the reference desk.
 - Processed new departmental materials.
 - Maintained departmental website.
 - Worked with faculty to coordinate resources with classroom visits.
-

SELECT PUBLICATIONS and PRESENTATIONS:

- Duffin, D.L., Ziebarth-Bovill, J. & Reeves, R.H. (2021). The Assault on Reason in the Human Conversation. *Adaptive and Responsive Educational Renewal* 12(1),3-182.
- “Information Literacy: Librarian-Faculty Collaboration.” Presentation with Dr. Duffin and Dr. Ziebarth-Bovill, College & University Section Fall Meeting, Nebraska Library Association. Via Zoom.
- “Developing Difference Makers In Undergraduates: Educating for a Democratic Society.” Presentation with Dr. Diane Duffin and Dr. Jane Ziebarth-Bovill, NNER (National Network for Educational Renewal) Annual Conference, October 16-18, Ft. Collins, CO.
- Duffin, D.L., Ziebarth-Bovill, J., and Krueger, R.H. (2019). Building Democratic Capacity in Preservice Teachers. *Delta Kappa Gamma Bulletin*, 86(1), 14-24.
- “Building Civic Capacity in Undergraduates: Results from a Collaborative Research Project.” Presentation with Dr. Duffin and Dr. Ziebarth-Bovill, Western Social Sciences Association Conference, San Diego, CA, 2019.
- “Growth Mindset: Sip, Share Books, Stories, & Strategies.” Presentation with Dr. Ziebarth-Bovill, Madi Casper, and Patsy Bruner, Nebraska Reading Conference, Kearney, NE, 2018.
- Harvey, Jennifer and Rochelle Krueger. “Advice for Collecting and Maintaining Select Curriculum Material Types.” *Audio Recorders to Zucchini Seeds: Building a Library of Things*. Ed. Mark Robison and Lindley Shedd. Libraries Unlimited, 2017. Chapter invited.
- “Collaborating With Faculty: Getting the Students Into the Library.” Presentation at the Brick & Click Conference, NW Missouri University, November 2015: Also included in the conference proceedings.
- Duffin, Diane, Jane Ziebarth-Bovill, Rochelle Hunt Krueger, Dennis Potthoff. “Sharing Responsibility for Democratic Governance: Preparing the Next Generation of Teacher-Leaders.” *Renewed Accountability for Access and Excellence: Applying a Model for Democratic Professional Practice in Education*. Ed. Penny Tenuto. Lexington Books, 2015.
- “Interdepartmental Collaboration: Bringing the Library to Faculty and Students.” Presented with Jennifer Harvey at the NLA Annual Conference, October 2013.

Laurinda Weisse

Address: Calvin T. Ryan Library, Kearney NE 68849 **Phone:** 308-865-8593 **E-mail:** weissell@unk.edu

EDUCATION

University of Michigan School of Information

Master of Science in Information, 9/2011- 5/2013

Specializations: Archives and Records Management; Preservation of Information

University of Wisconsin-Madison

Bachelor of Arts, 9/2006-5/2010

Majors: Anthropology; History; Latin American, Caribbean, and Iberian Studies

EXPERIENCE

University of Nebraska Kearney, Kearney, NE

University Archivist & Digital Repository Manager, July 2020-present

University Archivist, October 2014-July 2020

Institutional Repository Manager, June 2017-July 2020

- Managed Archives and Special Collections.
- Implemented and ran the institutional repository.
- Developed and taught information literacy, primary source literacy, and archives classes for 8 departments in Arts and Sciences.
- Selected appropriate print and electronic books for 13 departments.
- Consulted with community organizations on preservation and digitization issues.
- Served on the University of Nebraska Consortium of Libraries Archives and Institutional Repository working groups, to coordinate and streamline processes across the Nebraska System.
- Represented the library on select committees such as Faculty Senate, Research Services Council, Graduate Council, and more.

University of Nebraska Kearney, Kearney, NE

Reference/Special Projects Librarian, January 2014-September 2014

- Connected patrons with information through physical and virtual reference services.
- Improved security and intellectual integrity of archives by drafting access policies.

SELECT PEER-REVIEWED PRESENTATIONS

- "Flatwaters Digital Repository: Digitizing Historical Environmental Materials for Ongoing Scholarship", Conference of Intermountain Archivists/Northwest Archivists Joint Meeting, 19 May 2017
- "Low Cost A/V Solutions", Society of Southwest Archivists Annual Meeting, 26 May 2017
- "Flatwater Digital Repository: Leveraging Student Assistance to Digitize Historical Environmental Materials", Nebraska Library Association College and University Section Spring Meeting, 2 June 2017
- "Voices of Rural Nebraska: Building Personal Experience into a Digital Repository", Agricultural History Society Annual Meeting, 9 June 2017
- "Low Cost VHS and Cassette Digitization to Provide Access for All", Nebraska Library Association Conference, 12 October 2017
- "Coming to the Plains: Latino/a Stories in Central Nebraska", Rare Book & Manuscript Section Meeting, 20 June 2018
- "Crafting Relevant Community Partnerships Using Archives", Nebraska Library Association Conference, 6 October 2018

- “Coming to the Plains: Latino/a Stories in Rural Nebraska”, Brick and Click, 2 November 2018
- “Connecting with Other Academic Departments” – lightning talk, Nebraska Library Association College and University Section Spring Meeting, 7 June 2019
- “Coming to the Plains: An Oral History Project on Latinx People from Nebraska’s Central Plains”, Nebraska International Language Association, 12 October 2019
- “Coming to the Plains: Latin@ Stories in Central Nebraska.” Universality of Global Education Issues Conference, 20 February 2020
- “Primary Source Instruction and Creative Projects.” Nebraska Library Association, 9 October 2020
- “Beyond the Humanities: Archives Instruction for Science and Medicine”, Brick and Click, 6 November 2020

PUBLICATIONS

- Weisse, Laurinda. “Archives for All Academic Disciplines.” In *Teaching with Archives & Special Collections Cookbook*, edited by Julie Porterfield. Chicago: Association of College and Research Libraries, 2021.
- Weisse, Laurinda. “Beyond the Humanities: Archives Instruction for Science and Medicine.” Brick and Click Proceedings 2020.
- Weisse, Laurinda, Jacob Rosdail, and Michelle Warren. “Coming to the Plains: Latino/a Stories in Nebraska.” Brick and Click Proceedings 2018.

OUTREACH/INVITED TALKS/KEYNOTE ADDRESSES

- “History of Education at UNK and in Nebraska”, Nebraska Country School Association meeting – invited talk, 15 July 2017
- “UNK Archives: What They Are and What They Can Do For You”, Nebraska State Reading Association – outreach, 14 April 2018
- “Coming to the Plains: Latino/a Stories in Central Nebraska”, RSC Recipient Presentation – outreach, 16 November 2018
- “Digital Filing/Digital Archiving”, Nebraska Press Women conference – keynote address, 27 April 2019
- “Fabulous Fridays! Talk - UNK Archives: Past, Present, and Future”, Buffalo County Historical Society – invited talk, 13 September 2019
- Recurring monthly slot, NTV’s Good Life, 2018 – 2020

EXHIBITS

- “Coming to the Plains: Latinx Stories of Immigration to Central Nebraska”, development of content, design, and production. CTR Library May 2021-Aug 2021. Grand Island Public Library Aug 2021-Sep 2021. University of Nebraska-Omaha Sep 2021-Oct 2021. Great Plains Art Museum Oct 2021.

GRANTS

- “Coming to the Plains: Latin@ Stories in Central Nebraska” - UNK Diversity Research Services Council Grant, awarded \$6,000 on 4 October 2017
- “Forcibly Removed: Homeland Detachments of International and Indigenous Refugees” – University of Nebraska Collaboration Initiative Planning Grant, awarded \$19,923 on 17 May 2019
- “Coming to the Plains: Latinx Stories in Central Nebraska” – University of Nebraska (NU) Collaboration Initiative Seed Grant, awarded \$74,999 on 30 June 2019
- “Community Participatory Based Research on Health Disparities Among Immigrants and Refugees in Central Nebraska” - NU Collaboration Initiative Grant, awarded \$40,000 on 24 June 2021

For full CV see: <https://tinyurl.com/h763axz2>





CALVIN T. RYAN LIBRARY

UNK Library / Librarians by Subject / Librarian Listing

Librarians by Subject

List of Librarians and the subject areas they cover for the library.

Name	Contact Info	Subject Areas
David Arredondo 	Collection Services Librarian LIBR 112A arredondodr@unk.edu 308-865-8992	Kinesiology & Sport Sciences Athletic Training Exercise Science Recreation & Event Management Natural Resources & Park Management Math & Statistics Physics Political Science Social Work
Lindsay Brownfield 	Coordinator for Academic Services LIBR 220 brownfieldlj@unk.edu 308-865-8853	Accounting & Finance Agribusiness Aviation Systems Business Administration Online Program Chemistry Construction Management Economics Health Sciences & Nursing Kinesiology & Sport Sciences Industrial Distribution Industrial Technology Interior & Product Design Management and Marketing Philosophy

Supply Chain Management

Jenny Haddon

Processing and Outreach Archivist
LIBR 208
haddonj@unk.edu
308-865-8399

Biology
Criminal Justice
Geography
Sociology

Rachel Hammer

Research and Instruction Librarian
LIBR 220
hammerr@unk.edu
308-865-8592

Art & Design
English
International Studies
Literature
Modern Languages
Music, Theatre & Dance

Rochelle Reeves

Curriculum / OER Librarian
LIBR 010
reevesr@unk.edu
308-865-8276

Communication Disorders
Counseling & School Psychology
Early Childhood Education
Educational Administration
English (Juvenile Literature)
Teacher Education
Family Science & Family Advocacy

Bobbi-Jean Ludwig


Coord Library Technology Services &
E-Resources Librarian
LIBR 007
ludwigbj@unk.edu
308-865-8585

Cyber Security Operations
Cyber Systems
Information Networking &
Telecommunications
Information Technology
Management Information Systems

Laurinda Weisse

University Archivist and Digital
Repository Manager
LIBR 215
weissell@unk.edu
308-865-8593

Communication
History
Psychology
Women's, Gender & Ethnic Studies

Last Updated: Feb 1, 2022 1:31 PM | **URL:** <https://guides.library.unk.edu/librariansbysubject> |  Print Page

[Staff Login](#)

[Report a problem](#)

Subjects: Accounting, Finance & Economics, Art & Design, Biology, Chemistry, Communication Disorders, Communication, Media and Journalism, Counseling & School Psychology, Criminal Justice, Curriculum Collections, Cyber Security, Education,

**CALVIN T. RYAN LIBRARY
PROFESSIONAL STAFF ROSTER
CALENDAR YEARS 2011 THROUGH 2021**

Employee	Date(s) of Service	Function	Status
Stoeger Wilke, Janet	Hired 02/01/1988	Curriculum Librarian	Promoted to Dean of The Library 03/01/2007; Still Serving
Anderson, Greg	Hired 11/01/1988	Reference/Archives/ Electronic Resources Librarian	Retired 06/30/2014
Arredondo, David	Hired 09/01/2018	Collection Services Librarian	Still Serving
Bartak-Jensen, Autumn	Hired 07/21/2008	LS Assistant—Access Services	Transferred to LS Assistant—Cataloging, 12/16/2010; Promoted to LS Associate—Collection Services, 01/01/2017; Promoted to LS Specialist—Collection Services—Cataloging and Metadata Manager, 03/01/2020; Still Serving
Brownfield, Lindsay	Hired 02/01/2018	Reference/Instruction Librarian	Promoted to Coordinator for Academic Services, 07/01/2021; Still Serving
Doubet, Sam	Hired 12/09/2013	IT Specialist	Workstation Support Specialist; Still Serving
Haddon, Jennifer	Hired 08/02/2021	Processing and Outreach Archivist	Still Serving
Hart, Douglas	Hired 12/01/2018	Coordinator for Access Services	Appointment Expired 06/30/2020
Harvey, Jennifer	Hired 06/01/2008	Curriculum Librarian	Resigned 01/17/2014
Heidenreich, Sheryl	Hired 07/19/1999	ILL/DD/Distance Education Librarian	Deceased 05/03/2017
Jensen, Todd	Hired 08/17/1998	LS Associate—Access Services	Promoted to LS Specialist -- Web Services Manager 05/08/2017; Still Serving
Kramer, Alta	Hired 03/31/1981	LS Associate ILL/DD	Promoted to LS Specialist – ILL/DD Manager 01/01/2018; Still Serving

LaJoie, Sally	Hired 01/06/2014	Temporary Reference Librarian	Resigned 09/05/2014
Ludwig, Bobbi-Jean	Hired 08/15/2017	Coordinator for Library Technology Services & eResources Librarian	Still Serving
McDowall, Matt	Hired 05/21/2018	IT Specialist – Library Systems Specialist	Still Serving
Mendoza, Anthanett	Hired 09/15/2008	Diversity Specialist / Reference Librarian	Retired 07/05/2016
Mount, Lisa	Hired 05/01/2016	LS Associate – Access Services	Promoted to LS Specialist – Library Services Manager 05/01/2018; Still Serving
Mueller, Susan	Hired 07/01/2009	Coordinator for Collection Services	Retired 08/01/2017; Special Projects Librarian (Temporary) 11/01/2018; Retired (2 nd time), 08/16/2021
Myers, Karen	Hired 11/01/2016	AB Specialist – Library Business Manager	Still Serving
Powell, Julia	Hired 07/21/2014	Library Instruction / Government Documents Librarian	Resigned 08/04/2016
Reeves, Rochelle	Hired 11/07/1994	LS Assistant – Curriculum	Promoted to Government Documents Librarian 07/01/2010; Transferred to Curriculum Librarian 01/20/2014; Title Change to Curriculum / OER Librarian, 07/01/2020; Still Serving
Ritterbush, Jon	Hired 01/01/2009	Electronic Resources Librarian	Resigned 10/03/2016
Russell, John	Hired 05/06/2008	IT Associate – Workstation Support Technician	Promoted to IT Specialist – Workstation Support Specialist on 05/01/2010; Resigned 09/27/2013
Sinor, Sally	Hired 11/04/2014	Project Archivist -- 2 year Temporary Appointment	Resigned 06/15/2017
Sutherland, Michael	Hired 10/01/2010	Web Services Librarian	Resigned 01/04/2016
Urwiller, Dee	Hired 01/30/1990	LS Assistant – Access Services	Promoted to LS Specialist – Head of

			Access Services during FY1993/1994; Retired 05/04/2018
Weisse, Laurinda	Hired 01/06/2014	Temporary Reference Librarian	Promoted to University Archives Librarian 10/01/2014; Title Change to University Archivist & Digital Repository Manager, 07/01/2020; Still Serving
Wilson, Glenda	Hired 12/05/1988	LS Assistant – Cataloging	Reclassified to Computer Software Tech II, 01/01/1994; Reclassified to IT Specialist – Workstation Support L1, 02/03/2006; Retired, 10/04/2017
Wirtz, Ron	Hired 08/01/2007	Coordinator for User Services/Assessment; Assistant Director for the Learning Commons	Sabbatical 08/17/2015 through 01/03/2016; Retired, 06/30/2020

**LIBRARY PROFESSIONAL STAFF
DETAILED SUMMARY OF
STAFFING CHANGES 2011-2021**

Some of the Professional Staff totals look large because we had some Staff resign or retire and others hired to fill their positions within the same year. Because I was using the Staff Leave Records to pull the data, I counted all the Librarians and Managerial Professional Staff who had Leave Records in a given year. -- Colleen

2011 Calendar Year

13 Professional Staff : 3 Managerial Professional (MP); 10 Librarians (Libr)
No New Hires
No Resignations or Retirements
No Reclassifications

2012 Calendar Year

13 Professional Staff : 3 MP; 10 Libr
No New Hires
No Resignations or Retirements
No Reclassifications

2013 Calendar Year

14 Professional Staff : 4 MP; 10 Libr
1 New Hire (Sam Doubet)
1 Resignation (John Russell)
No Reclassifications

2014 Calendar Year

16 Professional Staff : 4 MP; 12 Libr
4 New Hires (Sally LaJoie, Julia Powell, Sally Sinor, Laurinda Weisse)
2 Resignations ((Sally LaJoie, Jennifer Harvey)
1 Retirement (Greg Anderson)
1 Transfer (Rochelle Krueger from Gov Docs Librarian to Curriculum Librarian)
1 Promotion (Laurinda Weisse to University Archives Librarian)

2015 Calendar Year

14 Professional Staff : 4 MP; 10 Libr
No New Hires
Ron Wirtz on Sabbatical 08/17/2015 to 01/03/2016
No Resignations or Retirements
No Reclassifications

2016 Calendar Year

14 Professional Staff : 5 MP; 9 Libr
1 New Hire (Karen Myers)
3 Resignations (Michael Sutherland, Julia Powell, Jon Ritterbush)
1 Retirement (Anthanett Mendoza)
No Reclassifications

2017 Calendar Year

13 Professional Staff : 6 MP; 7 Libr
1 New Hire (Bobbi-Jean Ludwig)
1 Resignation (Sally Sinor)
2 Retirements (Susan Mueller, Glenda Wilson)
1 Death (Sheryl Heidenreich)
1 Promotion (Todd Jensen to LS Specialist – Web Services Manager)

2018 Calendar Year

16 Professional Staff : 7 MP; 9 Libr
4 New Hires (David Arredondo, Lindsay Brownfield, Doug Hart, Matt McDowall)
No Resignations
1 Retirement (Dee Urwiller)
2 Promotions (Alta Kramer to LS Specialist – ILL/DD Manager; Lisa Mount to LS Specialist – Library Circulation Manager)
1 Temporary Special Appointment (Susan Mueller – Special Projects Librarian)

2019 Calendar Year

15 Professional Staff: 6 MP; 9 Libr
No Resignations
No Retirements
No Reclassifications
Susan Mueller's appointment as Special Projects Librarian will continue on a year-by-year basis for as long as she wants to continue working.
All retirements and resignations that took place in 2019 were of Biweekly Staff who are not represented in this document. There were no changes to the Professional Staff.

2020 Calendar Year

16 Professional Staff: 7 MP; 9 Libr
No New Hires
No Resignations
1 Retirement (Ron Wirtz)
1 Appointment expired (Doug Hart)
1 Promotion (Autumn Bartak-Jensen to LS Specialist – Cataloging and Metadata Manager)
1 Temporary Special Appointment renewed (Susan Mueller)

2021 Calendar Year

15 Professional Staff: 7 MP; 8 Libr

1 New Hire (Jennifer Haddon)

No Resignations

1 Retirement (Susan Mueller)

No Reclassifications

Updated 03/25/2022

**LIBRARY STUDENT WORKER SUMMARY
FY 2010/2011 THROUGH FY 2020/2021**

TOTAL NUMBER OF STUDENT WORKERS BY FISCAL YEAR

Fiscal Year	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017	2017/ 2018	2018/ 2019	2019/ 2020	2020/ 2021
Total	31	27	31	21	22	25	24	26	22	20	16
FTE (Full Time Equivalent)	4.68	4.53	4.00	3.54	3.70	3.84	3.41	3.58	3.02	2.67	3.87
Work Study	7	4	5	3	2	4	5	4	3	8	8
Non-Work Study	24	23	26	18	20	21	19	22	19	12	8
US Citizens	19	14	17	10	10	12	17	18	12	14	14
International	12	13	14	11	12	13	7	8	10	6	2

Several factors contributed to the decline of Student Worker employment.

A State of Nebraska Minimum Wage referendum was passed in Fall, 2014, increasing the State Minimum Wage from \$7.25/hr. to \$9.00/hr., phased in over a 2-year period. These increases were implemented in January 2015 and January 2016, which was the middle of each of those fiscal years. FY2014/15 and FY2015/16 budget allocations had already been distributed and were not increased to accommodate the Minimum Wage increases.

The Calvin T. Ryan Library utilizes a Student Worker Wage Increase Policy that grants a 25¢/hr. wage increase to students who are rehired and whose job performance continues to be satisfactory. Wage increases are automatic for eligible students, but the Library's Student Worker budget is not increased to cover these raises. This results in an increase in fund expenditure and a potential decrease in the number of students hired and/or in the number of hours per week students are scheduled to work.

Advances in technology and automated processes in recent years, as well as changes in student workflow procedures, rendered many of the tasks that were formerly done by Student Workers obsolete, resulting in the need to hire fewer Student Workers.

The decline in the number of Work Study students in some years resulted from the fact that fewer Work Study students applied for available library positions.

The COVID-19 pandemic caused student worker Supervisors, out of a sense of caution and possible future pandemic-related shut-downs, to hire fewer students, but schedule them for more hours per week.

Library Computer Software List 2021- 2022

Software available on library patron-use computers

Floor (44), East Lab (31), Main lab (8), Main Lab Laptops (20) and Checkout Laptops (25)

Operating System:
Microsoft Windows 10 Enterprise
Software Applications:
Adobe Acrobat Reader
Audacity
Microsoft Office 2016 Enterprise, including:
[Word](#) [Excel](#) [InfoPath Designer](#) [InfoPath Filler](#)
[OneNote](#) [PowerPoint](#) [Publisher](#) [Access](#)
Mozilla Firefox
Palo Alto Cortex
VLC (Media Player)
Windows Media Player
WEPA

EAST LAB -
Google Earth

iMacs (6)

Operating System:
Mac OS Sierra
Software Applications:
iTunes (For Podcasts) Microsoft Office 2016
Apple Safari
WEPA
QuickTime
Apple Xcode
iBooks Author
Evernote
Apple iLife, including:
Garage Band
iMovie
iPhoto
Apple iBooks Author

Library West Lab Software List 2021-2022

Software available on library patron-use computers

West Lab Computers (21)

Operating System:
Microsoft Windows 10 Enterprise
Software Applications:
Adobe Acrobat Reader
Audacity
Microsoft Office 365 Enterprise, including:
Microsoft Access
Microsoft Excel
Microsoft InfoPath Designer
Microsoft InfoPath Filler
Microsoft OneNote
Microsoft PowerPoint
Microsoft Publisher
Microsoft Word
Mozilla Firefox
Palo Alto Cortex
VLC (Media Player)
Windows Media Player
WEPA

Additional Special
Software:

Adobe Create Cloud
Filezilla
Geogebra
GMetrix
Matlab
R
SPSS
WXMaxima
GIMP
InkScape
Notepad++
Anaconda
Paint.net
Adobe Creative Cloud

Computing Resources in the Calvin T. Ryan Library

Patron Accessible computers:

(165 Windows computers, Windows laptops, and Macs)

These include:

101 Windows desktops in public areas and in computer labs

45 Windows laptops (25 available for checkout)

8 Macs

2 Windows computers with microfilm readers

1 Windows computer/1 Mac computer in the One Button Studio

7 Windows instructor desktops

Staff:

40 Windows desktops

22 laptops, both Windows & Mac

We also support the Learning Commons:

LC Patron Accessible: 7 Windows desktops

LC staff: 7 Windows desktops, 8 Windows laptops

Statistics

[Homepage](#)[A-Z Databases Page](#)[Guides](#)[Sessions](#)[Browser/OS](#)[Searches](#)[Assets](#)[Content Summary](#)[E-Reserves](#)

System-wide usage statistics and detailed statistics for all your guides.

Statistics are available through 2022-03-26. Statistics that are older than 12 months will only be available on a Monthly aggregated basis.

Guide Tracking



133 guides, 1050476 views, 96 months

Statistics

[Homepage](#)[A-Z Databases Page](#)[Guides](#)[Sessions](#)[Browser/OS](#)[Searches](#)[Assets](#)[Content Summary](#)[E-Reserves](#)

This page shows hits to your public A-Z Databases page (az.php).

Statistics are available through 2022-03-26. Statistics that are older than 12 months will only be available on a Monthly aggregated basis.

A-Z Databases Page Tracking

Monthly

2014-01



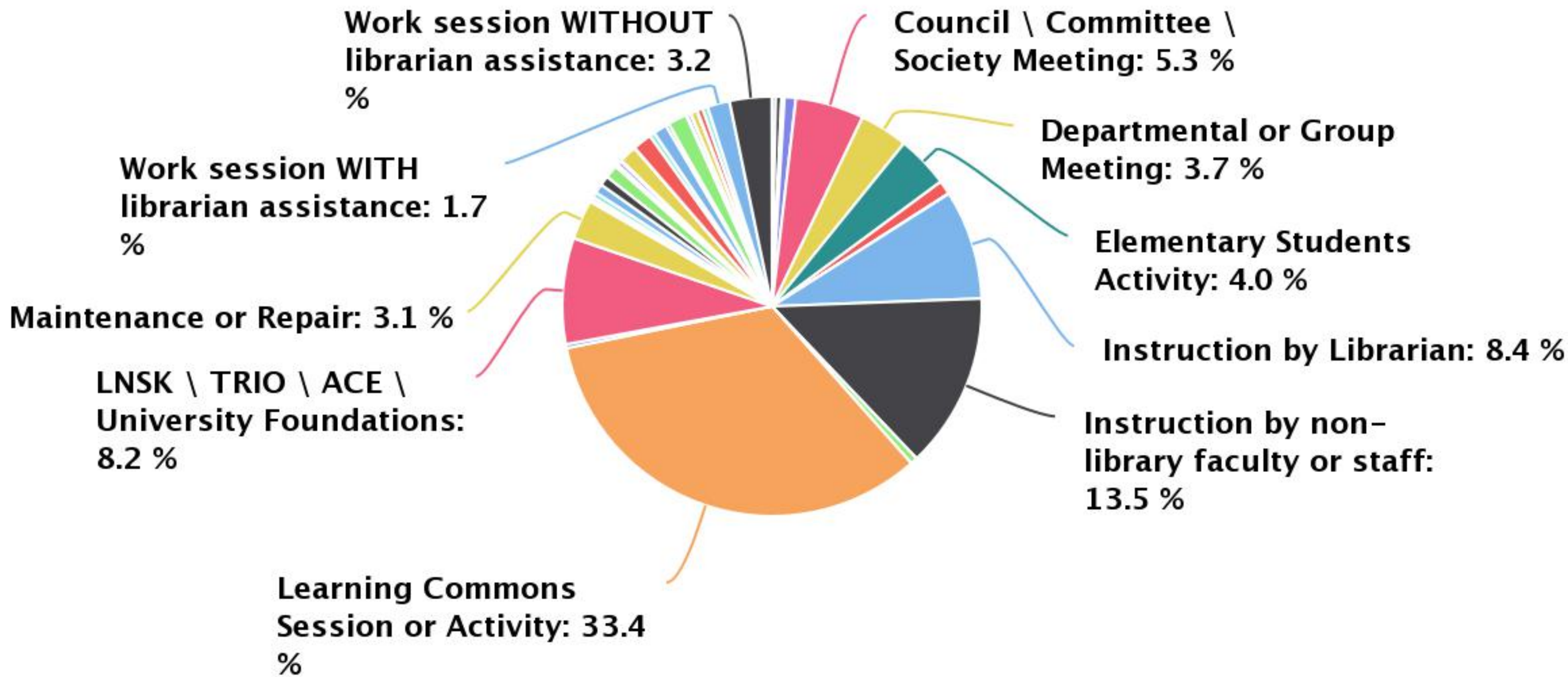
2021-12

[Run Report](#)

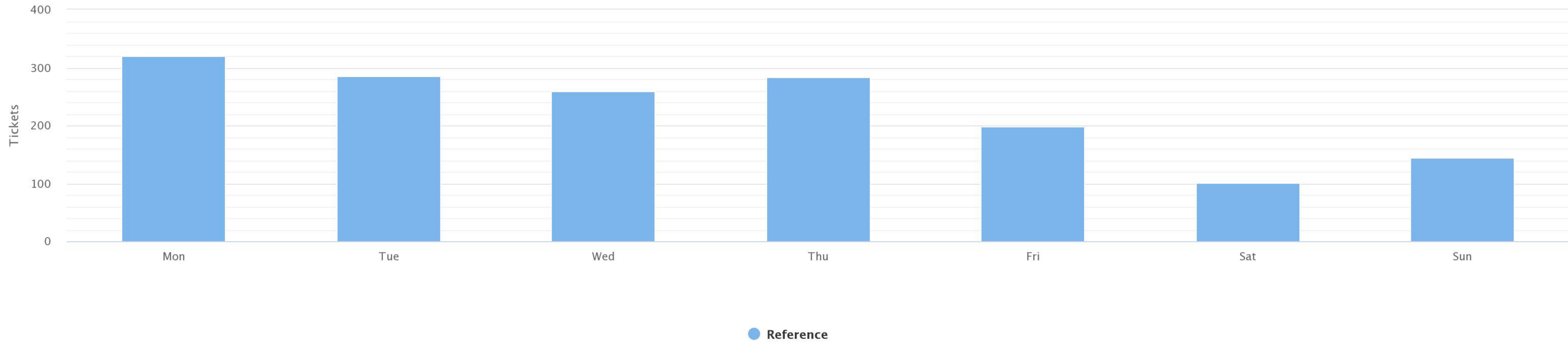
96 months, 177067 views

[Export All Records](#)

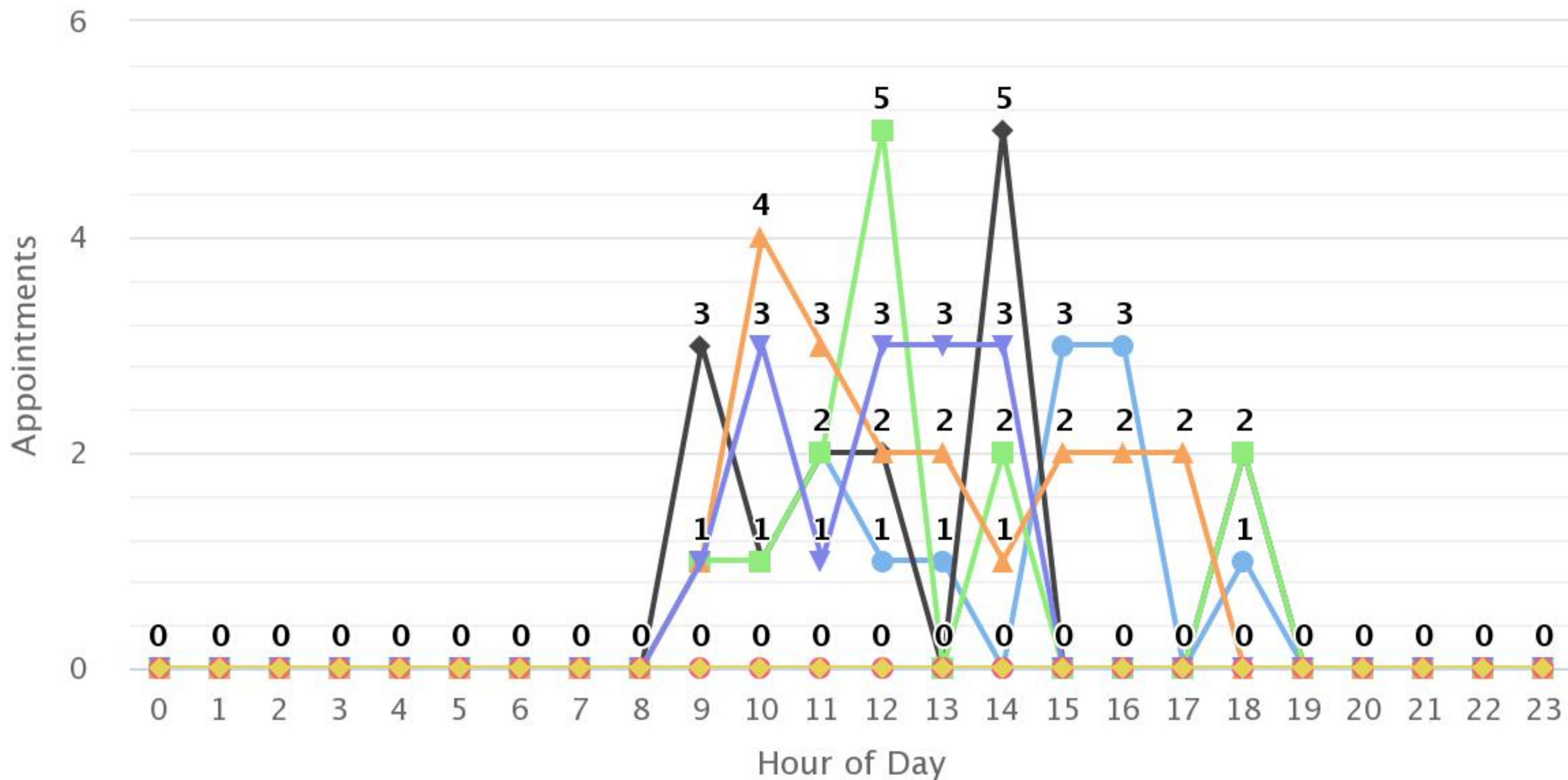
Category Distribution



Daily Breakdown



Daily/Hourly Appointment Statistics



Monday
Saturday

Tuesday
Sunday

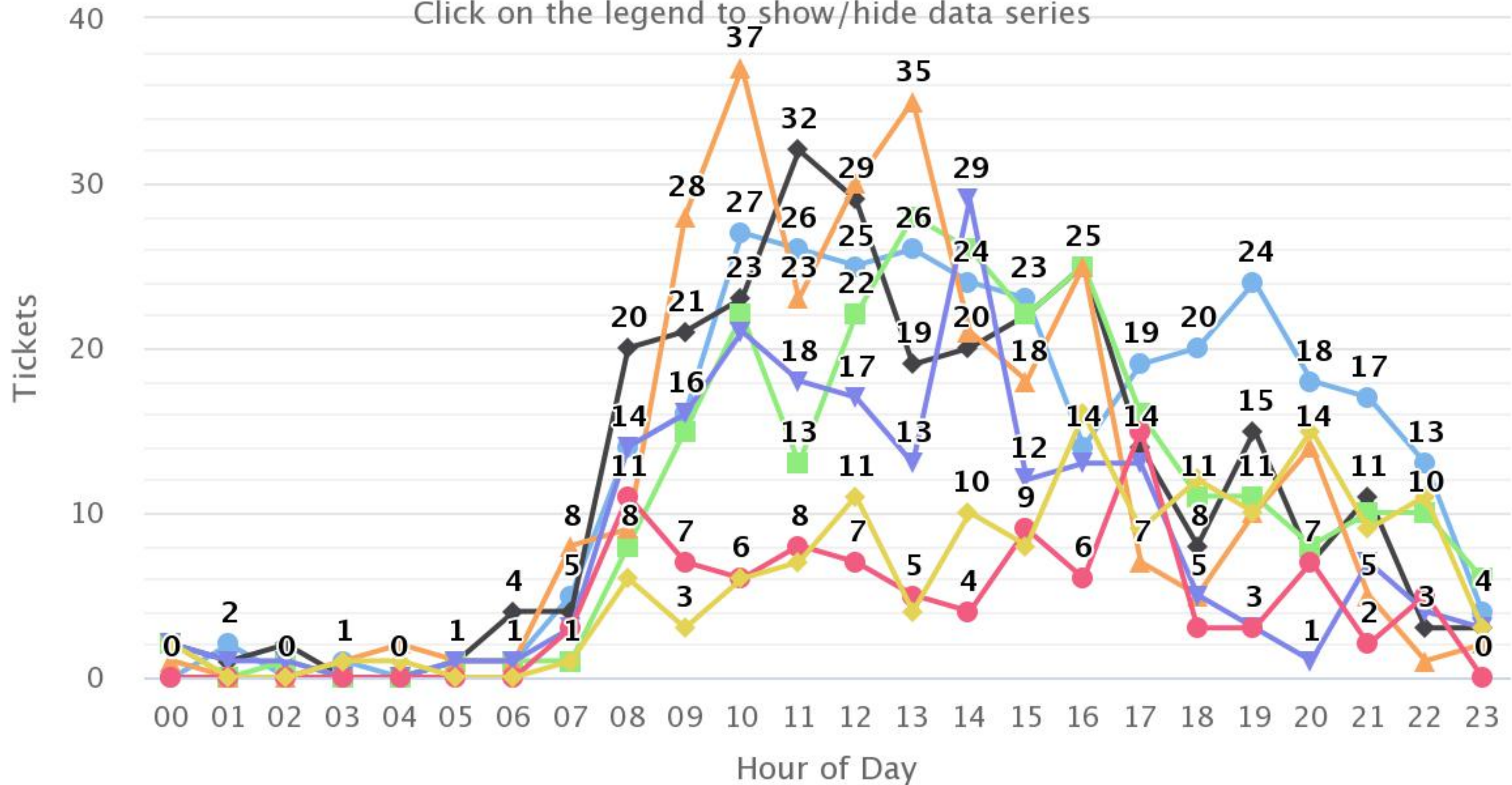
Wednesday

Thursday

Friday

Daily/Hourly Distribution

Click on the legend to show/hide data series



● Mon ◆ Tue ■ Wed ▲ Thu ▼ Fri ● Sat ◆ Sun

Use this page to filter and view tickets from any/all queues in your system. Please note, tickets are indexed at 30 second intervals to ensure a robust and accurate full text search experience. This may mean a slight delay in tag and ticket status updates when using the Knowledge Base Explorer. The ticket dashboard will continue updating with no delay.

ID Full Text Source All Status All Asked from 2014-01-01 to 2021-12-31 Updated between and

Owner All Tag None selected Limit by Day All Days Limit by Time between 00 hrs and 24 hrs Turnaround (hours) <= 0

Name Email [\(Clear filter\)](#)

Statistics

[Homepage](#)[A-Z Databases Page](#)[Guides](#)[Sessions](#)[Browser/OS](#)[Searches](#)[Assets](#)[Content Summary](#)[E-Reserves](#)

System-wide usage statistics and detailed statistics for all your guides.

Statistics are available through 2022-03-26. Statistics that are older than 12 months will only be available on a Monthly aggregated basis.

Homepage Tracking

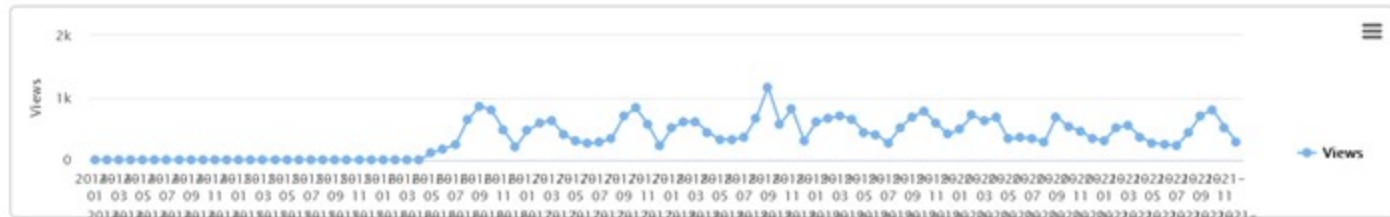
Monthly



2014-01



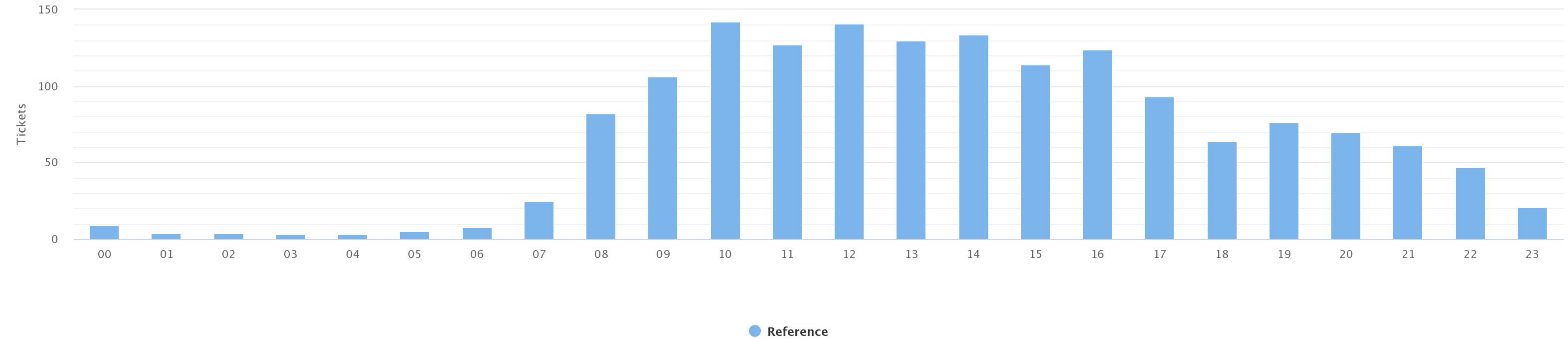
2021-12

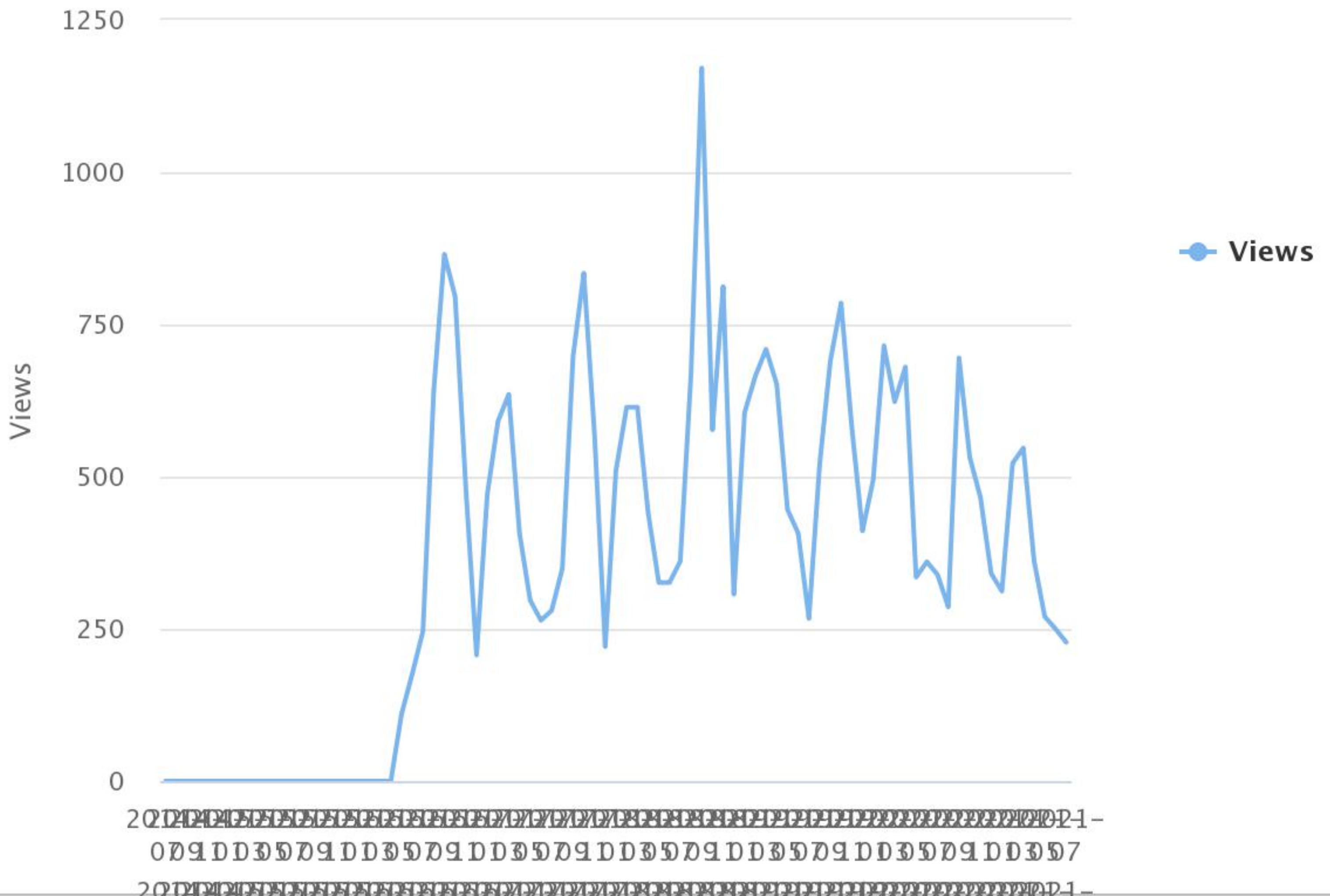
[Run Report](#)

96 months, 33729 views

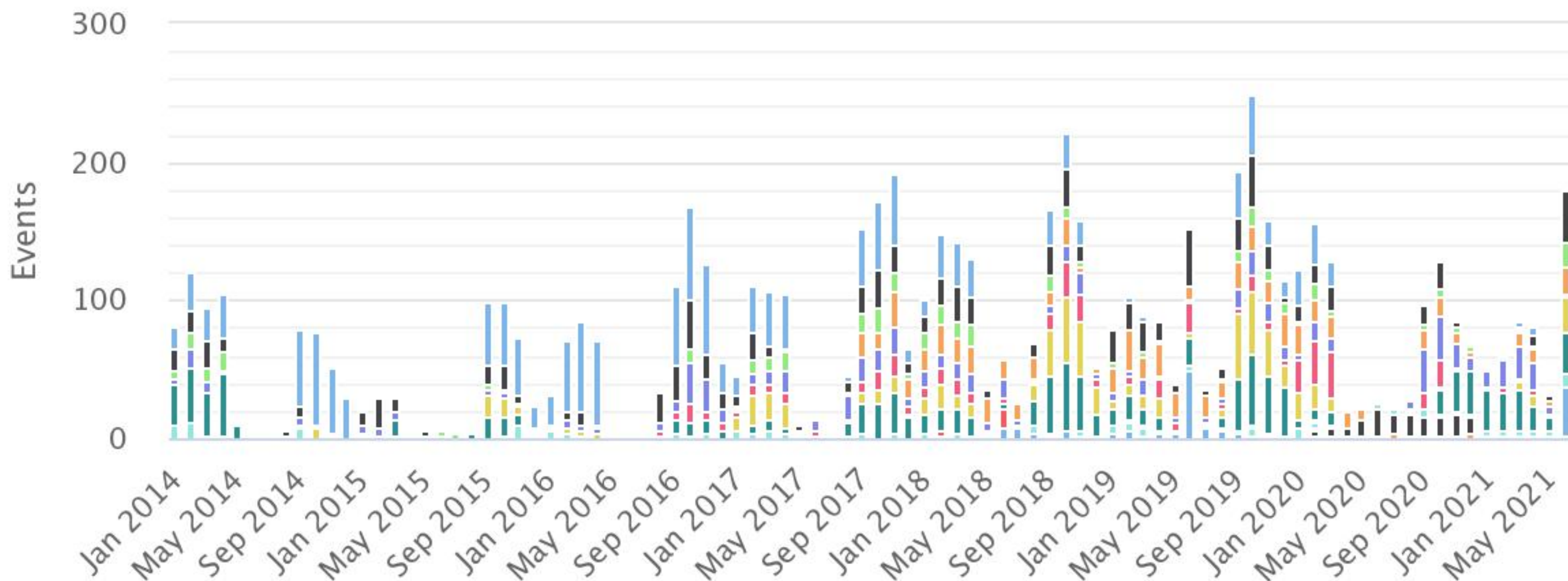
[Export All Records](#)

Hourly Breakdown





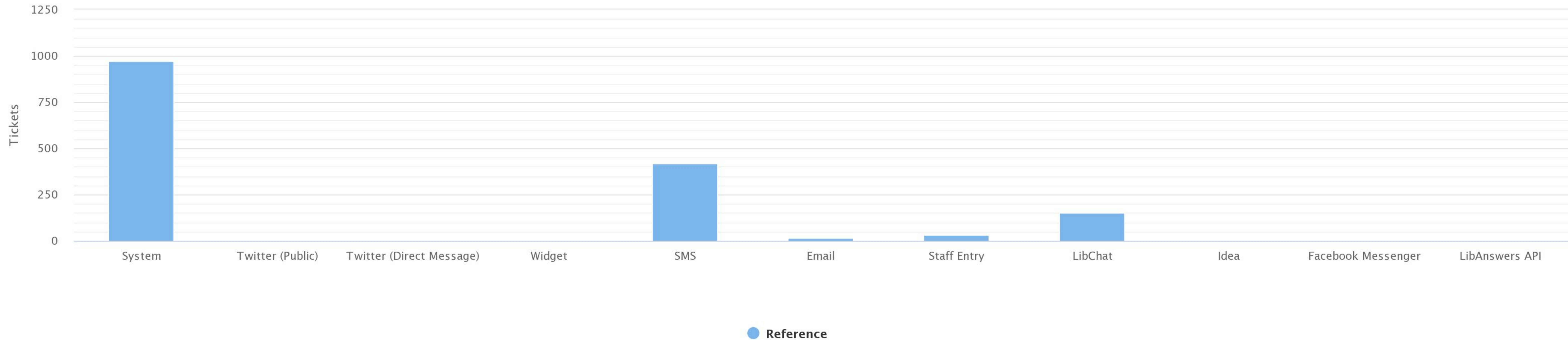
Monthly Event Statistics



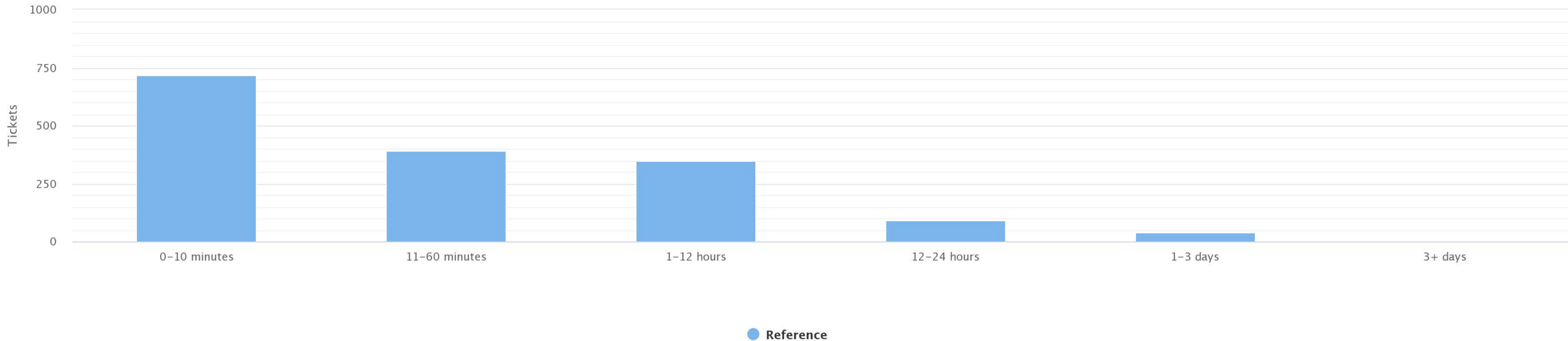
- Learning Commons
- Curriculum Meeting Room – 34 Seats
- Main Library Computer Lab – 35 Seats
- Jennings Room – 16 Seats
- Social Work Practice Room (Room 115A)
- Curriculum Open Area
- Todd Practice Calendar

- East Lower Level Lab – 29 Seats
- Library Conference Room
- West Lower Level Lab – 20 Seats
- Curriculum Classroom – 14 Seats
- Out of Library Session
- ILS Calendar
- ILS Training WG

Source Statistics



Turnaround Statistics



Interlibrary Loan & Document Delivery Policies:

Apart from return shipping charges on books sent to Distance Students, The Calvin T Ryan Library does not charge for any costs associated with ILL/DD services of printed materials. This is partly because UNK's distance services contribute grant funding to cover the costs of the equipment lease and software subscription on which ILL operates. The Library does reserve the right to limit the amount spent on any request. The library does not charge for any materials it supplies to other libraries and educational institutions.

UNK faculty, students, and staff are eligible to use ILL/DD services to support their research and instructional needs. The following types of materials may be requested through ILL/DD: books; microforms; photocopies or electronic copies of journal or magazine articles; government documents, and musical scores.²⁷ Depending on the availability from lending libraries, ILL/DD may be able to obtain audiovisual materials (videos, audio recordings, etc.).²⁸ Materials not available through ILL/DD include: reference books; textbooks; newspapers; entire issues or volumes of journals or magazines; rare or fragile items; archive materials; and genealogical materials.

When requesting photocopies of journal or magazine articles the ILL/DD staff must adhere to current copyright laws. The ILL/DD Division of the library adheres to copyright law (Title 17, US Code - <http://www.copyright.gov/title17>) and its accompanying guidelines. The library reserves the right to refuse any order that would violate copyright law. Interlibrary Loan and Document Delivery services are not available to community users or UNK alumni.

Materials from the Calvin T. Ryan Library collection that cannot be loaned to other libraries include reference materials, Government Documents reference materials, and most items in the Serials collection. Curriculum/Non-book materials may be loaned on a case-by-case basis and with the approval of the Curriculum Librarian. Special Collections materials may be loaned on a case-by-case basis, but only with the express approval of the University Archivist.

Academic Program Review Template for Library Support Information

University of Nebraska at Kearney, Academic Program Review Guidelines and Procedures.

Revised, approved –August 2008; updated – August 2009; updated – July 2011, 2012
<http://www.unk.edu/uploadedFiles/academicaffairs/APR%20Guidelines.pdf>

Page 12

Library Assessment –

“The Department Chair / Program Director notifies the Dean of the Library and requests that the Library develop an appraisal of the level of library support afforded their Department / Program over the preceding five years, or since the last APR. This report, developed by the Department’s / Program’s liaison librarian and in consultation with the Department / Program being reviewed, will be included as part of the final Self-Study document.”

Appendix D: Program Review Timelines available at:

<http://www.unk.edu/uploadedFiles/academicaffairs/APR%20Guidelines.pdf>

Schedule for Academic Program Reviews available at:

<http://www.unk.edu/uploadedFiles/academicaffairs/APR%20schedule.pdf>

Library Report

The Library Liaison (LL) for the department/program under review will lead the effort in developing the Library’s report.

Support will be provided by the **Designated Librarian for Collection Services and/or other Library Staff as appropriate** and needed. **(DL)**

Academic Departments and Programs differ in their requests for needed information. The Outline is not meant to be either inclusive or exclusive, but rather to serve as a guide for the Liaison Librarian when discussing information needs with the Academic Department and in final preparation of the report.

Liaisons are encouraged to view this as an evolving document and present ideas for revision to the Library Dean.

Outline for Library support

Section	Person(s) responsible
<p>1. Introduction to include Responsibility statement: author, author's rank and title, date. A brief paragraph describing the purpose and organization of the report</p>	LL
<p>2. Library Mission Statement</p>	Library webpage
<p>3. General Statistics: Size of the building, when built/added on to Seating Equipment and facilities</p>	DL
<p>4. Staff Information: Number and type of staff. Description of the liaison librarian role for the academic unit</p>	DL LL
<p>5. Budget: Overall Library budget for: Electronic formats Books Periodicals and other serials Preservation and binding Microformats Other formats</p>	DL
<p>7. Collections - Books, non-print, etc.:</p>	LL
<p>Overall Library collection Electronic resources for this department Book Collection Reference Collection Non-print Collection (Specific types?) Microforms Collection Juvenile Literature Collection (depending on department) K-12 textbook Collection (depending on department) Or textbooks of interest to secondary/elementary methods classes taught in in the department. Government Documents Collection</p>	DL

<p>Specific to Department <i>(if requested by department)</i></p> <p>Collection size of interest to department, call number ranges. Reference Collection (actual titles of interest to the department) Lists of books, non-print, etc. ordered by the department. Lists of books, non-print, etc. ordered by the liaison librarian.</p> <p>Assessment of quality of library collection. Methodology: Using Worldcat collection analysis, or comparing collections with a peer institution) <i>(if requested)</i></p>	<p>LL</p>
<p>8. Collections - Periodicals:</p> <p>List of periodicals assigned to the department. (include prices and uses) Selected list of full-text periodicals of interest to the department</p> <p>Assessment of library periodical holdings. Methodology: Comparing collection to recognized core list of journals in the discipline, and identifying other titles in the collection of interest to the department. <i>(if requested)</i></p>	<p>LL</p>
<p>9. Collections - Indexes, Full-Text databases of interest to the department.</p> <p>Lists of indexes, databases</p>	<p>LL</p>
<p>10. Library Use:</p> <p>Circulation Use information for major fixed format collections Use of major databases for the discipline Provide information about the use of Course Reserves, print and electronic</p>	<p>LL</p>
<p>11. Library Instruction:</p> <p>Narrative on the general instruction program. Statistics on library instruction classes for the department</p>	<p>LL</p>
<p>12. Distance Education:</p> <p>Information from the library web page Liaison librarian's participation in BlackBoard classes for the department</p>	<p>LL</p>
<p>13. Interlibrary Loan</p>	<p>LL</p>

Information from the library web page

14. Other:

LL

Library Blog (appearing on the Library's main web page) Articles of interest to the department.

Articles of specific interest to the department.

In Brief (Library newsletter) articles of interest to the department.

15. Liaison specific information:

LL

Projects undertaken for the department

Sample questions answered

Pathfinders or other aids created for the discipline or department, etc

16. Final steps:

Once completed, the Library report is forwarded to the Library Dean for review.

Following approval by the Dean, the report is sent to the academic department.

The full Library support report is added to the "APR Library Support Reports" folder on the "W" drive.

LL

Calvin T. Ryan Library Report for Academic Program Review: Department of History (2020-2021)

This library report provided for the Academic Program Review of the Department of History was prepared by Laurinda Weisse, University Archivist and Digital Repository Manager, during the Fall 2021 semester. The report provides general information about the Calvin T. Ryan Library, as well as specific library resources and services which support the Department of History.

LIBRARY MISSION STATEMENT

The Calvin T. Ryan Library supports the University of Nebraska Kearney mission by acquiring and organizing resources; providing collaborative assistance and instruction in support of scholarly teaching, learning and research; meeting information needs; and adhering to recognized standards of library practice.

The Library's primary clientele are UNK students, faculty and staff. All members of the UNK community may access the library's electronic resources from both on or off-campus. Students from other units of the University of Nebraska, or from State Colleges, are classified as reciprocal borrowers and may check out library materials. The library is also open for public use. Nebraska citizens may acquire a *Special Borrower's* card free of charge. Special Borrowers can check out up to five library items, and also have access to the Library's electronic resources on a "walk in" basis only.

FACILITIES & GENERAL STATISTICS

The library's services and collections are based in the Calvin T. Ryan Library, which was built in 1963 and expanded in 1981-82 to its present size. The library is open approximately 3,750 hours per year. During FY 2019-20, library entrance gates recorded 111,937 visits to the library, which reflects the COVID-19 related closure for the major of spring 2020.

The library offers study and classroom seating to accommodate over 1,100 library users. Group study rooms, individual study carrels, tables, comfortable seating, photocopying and scanning facilities, three instructional computer labs, and a coffee shop are some of the amenities available within the library to support research and curriculum needs. The Learning Commons, which includes Academic Peer Tutoring and the Writing Center, is located on the library's second floor.

Over 160 desktop and laptop computers are available to library users. These computers are equipped with a full suite of productivity applications. In addition, computers in the West Lower Level Lab have SPSS, Mathematica, R, Matlab, and other specialized software available. Media production applications are also available on select computers. Access to the University's secure wireless network is available; guest access to wireless is available for those who are not affiliated with the University.

The library also makes available equipment for checkout, including 29 laptops, microphones, tripods, and other materials, resources used heavily by History classes for a podcasting assignment.

STAFF INFORMATION

The library has 20 employees. In addition to the Dean, the library includes 6 library faculty members, 6 professional staff, and 8 support staff positions. The library also employs many student workers.

Library faculty members are assigned to liaise with specific academic departments and programs. These liaison assignments are posted on the library's website. The librarian liaison works with faculty members of the academic department to identify resources to add to the library's collections. In addition, the librarian liaison offers instructional classes to the department, to increase awareness of library resources, improve information literacy, and enhance scholarship. The librarian liaison also maintains online research guides to assist faculty and students in navigating library resources related to that discipline. Research assistance from the librarian liaison is also available through email, online appointments, telephone, and in-person consultations.

BUDGET

University Administration allocates state funds and tuition revenue in setting the library's budget, which is augmented by the Student Library Enhancement Fee. Faculty input from academic departments and programs is sought in purchasing decisions so that the library's collections align with the research and curriculum needs of the University faculty.

Overall Library budget for FY 2019-20:
One-time purchases (books, serial backfiles, etc): \$79,900
E-books: \$29,700
Subscription resources (databases, etc): \$684,000
Preservation/binding - \$50

Library Budget Allocations for History

Historically, the Library has allocated funds to departments based on the number of credit hours produced by the department in the previous academic year. However, for the past several years, History faculty members have been able to request purchase of materials as needed. During the 2018-2019 and 2019-2020 academic years, the History Department has spent at least \$5,181 on books. Because of changes in library systems and in how data is tracked, this is likely an undercount. Additional academic resources crucial to departmental teaching and research are provided via databases.

COLLECTIONS

Books, E-books, and DVDs

As of July 2021, there are over 250,000 print titles, 228,000 e-book titles, and approximately 2,600 DVD videos in the library's collections. The library collects other media types as well, although an increasing number of materials are available solely online via databases. See the Databases and E-Resources section for more detail.

Within the library's collections, over 38,771 books and 314 DVDs were cataloged with call numbers related to History, as shown in Table 1 below. Additional resources are available as ebooks. Because ebooks are spread across multiple collections, we are unable to provide an exact count for History-specific ebooks.

Table 1: History-related book and DVD holdings as of July 2021

LC Class / Subjects related to history	Print volumes in Book Collection	DVD titles
D-F/ World History and History of Europe, Asia, Africa, Australia, etc.; History of the Americas	38,771	314

Periodicals

As of July 2021, over 100,000 periodical titles were available online to library users via subscription databases and publisher e-journal packages. The library also maintains approximately 150 current periodical subscriptions in print and about 5,100 volumes dating from the early 1900s forward.

Table 2 below shows the number of unique periodical titles related to criminal justice, as pulled from Alma, which categorizes some UNK serials subscriptions by the Hierarchical Interface to Library of Congress Classification (HILCC) system. It is important to note that hundreds or thousands of additional history-related periodicals are available to UNK students and faculty, but are not classified within Alma.

Table 2: Periodical titles available to UNK library users and related to history as of June 30, 2021

HILCC Subject Area	Number of unique serial titles accessible in print or online
History & Archaeology	1,869

Additional titles are available via publishers' e-journal packages or large database aggregators.

During FY 2020-2021, the library subscribed to the following individual periodical titles on behalf of the History Department, as shown in Table 3 below. Note that many titles included on previous APR lists are now available in databases rather than as individual subscriptions.

Table 3: Individual periodical titles subscribed to on behalf of History as of July 1, 2021

Title Name	Format	Total Cost
American Historical Review	Online	322.00
American History	Print	45.00
Annals of Wyoming : the Wyoming History Journal	Print	75.00
Appalachian Heritage	Online	0.00
Appalachian Review	Online	72.00
Colorado Heritage	Membership Title	0.00
Environmental History	Online	272.00
Hispanic American Historical Review	Online	569.00
History Colorado Membership	Membership	80.00
Journal of American History	Online	258.00
Journal of Military History	Print	120.00
Journal of the Civil War Era	Online	102.00

Journal of the Gilded Age and Progressive Era	Online	186.00
Journal of the West	Print	91.00
Kansas Historical Society Membership	Membership	65.00
Kansas History	Membership Title	0.00
Middle West Review	Online	125.00
Museum of the fur Trade Membership	Membership	35.00
Museum of the fur Trade Quarterly	Membership Title	0.00
New England Quarterly	Online	130.00
NINTH JUDICIAL CIRCUIT HISTORICAL SOCIETY MEMBERSHIP	Membership	40.00
Ohio History	Online	62.00
Ohio Valley History	Online	57.00
Our Kansas Stories	Print	0.00
Pennsylvania Magazine of History & Biography	Online	0.00
PENNSYLVANIA MAGAZINE OF HISTORY & BIOGRAPHY - ONLINE /FOR INSTITUTIONS/	Online	111.00
Public Historian	Online	276.00
Public Historian	Online	0.00
Sixteenth Century Journal	Online	110.00
South Atlantic Quarterly = SAQ	Online	321.00
SPECULUM : JOURNAL OF MEDIEVAL STUDIES - ONLINE /ALL EXCEPT JAPAN/	Online	249.00
Western Historical Quarterly	Online	173.00
WESTERN LEGAL HISTORY /JOURNAL OF THE NINTH JUDICIAL CIRCUIT HISTORICAL SOCIETY/	Membership Title	0.00
Wyoming History News	Membership Title	0.00
Wyoming State Historical Society Membership	Membership	0.00
Feminist Studies	Online	390.00
JOURNAL OF AFRICAN AMERICAN HISTORY - ONLINE	Online	410.00
JOURNAL OF MODERN HISTORY - ONLINE	Online	403.00
Pacific Historical Review	Online	233.00
TOTAL PAID in FY 2020-2021		\$5,382.00

Databases and E-Resources

The library subscribes to 249 online databases, including multidisciplinary, full-text sources such as *Academic Search Premier*, *Academic OneFile*, *JSTOR*, and *NexisUNI*. Subject-specific databases supporting the History Department include *Historical Abstracts* and *HeinOnline*, as well as numerous primary source collections such as *Cold War: Global Perspectives on East-West Tensions*, *Territorial Papers of the United States*, *American Indian Correspondence*, and more. Additionally, the Library added *Chicago Manual of Style Online* at the behest of the History Department. Table 4 shows recent usage statistics for these history-related databases.

Table 4: Recent search and result click statistics for history-related databases

Database Name	2019 Total Use	2020 Total Use
America: History and Life (EBSCO)	976	699
Historical Abstracts (EBSCO)	626	687
JSTOR	44014	41697
Territorial Papers	87	21
Cold War	6	47
Immigrations, Migrations etc	1	48
Archives Unbound	Not available	40
Agricultural Periodicals (EBSCO)	23	67
American Periodical Series (ProQuest)	534	405
American Race Relations	19	3
Wiley Digital Archives		
British Library Newspapers	24	44
19th century collections	Not available	1773
18th century collections	Not available	2
19th c. U.S. newspapers	Not available	1773
17th and 18th c. Burney Newspapers	Not available	31
Periodicals of the American West (EBSCO)	28	7

The library also has subscriptions to two streaming video collections: *Films On Demand* and *Kanopy*. These resources provide online access to over 55,000 documentaries, instructional videos, and films, including over 5,800 history-related videos. *Films on Demand* also provides over 5,300 archival films & newsreels.

Special Collections

The library's collections include several specialized collections, including the University Archives and Special Collection, Government Documents, Curriculum Collection. Archival materials include documents, photographs, and realia related to the institution's history from its founding in 1905 through the present day. Graduate student theses and published documents from the departments that make up the University are also retained in the Archives. The library's Special Collection includes about 2,500 cataloged items, mostly books, concerning the history of Nebraska, the Great Plains, and the American West. Items related to rural schools, as well as other items that support teaching, learning and scholarship at UNK, are also actively collected. Special Collections materials are regularly used in History classes both to give students experience working with primary sources and to support arguments made by History faculty.

Government Documents

The library serves as a federal and state depository of government documents. It has been a selective depository of U.S. Government publications since 1962, with more than 275,000 federal publications in print and microform formats, and cataloged access to over 20,000 federal publications. As a Nebraska

State Depository Library, Government Documents also contains about 17,000 state documents in print, microform and online formats.

Digital Repository

[OpenSPACES](#) is the campus's institutional repository. Research, scholarship, and creative works of faculty, students and staff are gathered, preserved, and shared with a global audience. OpenSPACES also hosts several journals as well as a selection of UNK Archives and Special Collections materials. OpenSPACES can assist faculty with making their work – scholarship, creative activity, teaching materials, etc. - freely available while also respecting copyright.

SERVICES

Learning Commons

The UNK Learning Commons is a collaboration of the CTR Library and the Division of Student Affairs. Located on the second floor of the library the Learning Commons centralizes academic support services to foster student confidence and independence in a collaborative learning environment. Programs offered in the Learning Commons are subject tutoring, language tables, supplemental instruction, and the Writing Center.

Reference / Research Assistance

Research assistance from library faculty is available in-person, by telephone, appointment, email, text, and online chat. [Ask a Librarian](#) is the central portal for research assistance services.

Course Reserves

Faculty may place course reserve materials at the library's circulation desk for students to access. Electronic reserves provide 24-7 online access to supplemental readings via the library's e-reserves system. Physical reserves may include personal copies or library copies of books, videos, CDs, or other materials.

Library Instruction

Library instruction is a service provided by librarian liaisons to each academic department and program. Since 2014, Prof. Laurinda Weisse, University Archivist and Digital Repository Manager, has been the librarian liaison to the History Department.

Weisse regularly teaches sessions on information literacy, primary sources, archives, metadata, and other topics for the History Department. In the 2020-2021 academic year, Weisse taught 13 instruction sessions, down from past years due to the ongoing COVID-19 pandemic. To supplement classroom instruction, Weisse recorded a number of videos for specific classes.

Prof. Weisse has also developed and maintained a number of online research guides to assist History students. Some pertain to particular classes while others cover specific skills such as citation and metadata creation. These guides are accessible at <https://guides.library.unk.edu/hist>, and provide links to recommended databases, reference works, and tips on citing sources.

Interlibrary Loan/Document Delivery

The library offers an interlibrary loan/document delivery (ILL/DD) service to all UNK faculty, students, and staff to support their research and instructional needs. Books, microforms, photocopies of journal or magazine articles, government documents, musical scores, and other items not owned by the Calvin T. Ryan Library may be requested from other libraries through Interlibrary Loan. Document delivery is a service by which library-owned materials are made available to distance learning students. The library pays for the costs of requesting and shipping materials associated with ILL/DD service. This service expands faculty and student access to materials which the Library does not own.

Open Education Resources

The University of Nebraska is committed to student affordability by supporting faculty in adopting free or reduced cost digital course materials in their courses. Faculty are encouraged to go to the Open Nebraska (ONE) website and use the available resources. Calvin T. Ryan librarians are available to assist faculty in this process. Since the UNK initiative began in 2015, students in 83 courses have saved nearly half a million dollars. Beginning with the Spring 2022 semester, campuses at the University of Nebraska will pilot a new course attribute in for the searchable web-based course schedules.

Order New Items



New books and e-books may be suggested for purchase at:

<https://unk.libwizard.com/recommend>

At the present time, departmental purchase allocations are not limited, subject to budget constraints. (Some departments require authorization by the department chair). For more details, please contact your liaison librarian, listed at: <http://guides.library.unk.edu/librariansbysubject>

Proxy Borrower Cards



Faculty may set up a Proxy Borrower Library Account so that student or graduate assistants may check out books in their name. This account will be separate from their regular account. Faculty must fill out a Proxy Borrower Form for each assistant they wish to have check out books. The assistant will be issued a Proxy Borrower Card that they must present to check books out to the proxy account. Contact Circulation/Access Services for more information: (308) 865-8597

Copyright Compliance



For information on University of Nebraska Copyright Compliance policies and use of copyrighted materials in an educational setting, please see:

<https://tinyurl.com/unkcopyright>

Library Deliveries



Faculty and administrative/professional staff may request items to be delivered to their office by locating the item in the library catalog and clicking "Request Delivery to Faculty and Administration Offices" on the right of the screen. Login to the "My Library Account" screen, then choose the "Delivery" option. Library items are normally delivered within 24 hours during regular office hours.

Loper Loan - ILLiad



Loper Loan is a free service provided to the UNK community. Faculty, students, and staff may request books, journal articles, and other materials not available at Calvin T. Ryan Library. For more information visit:

<https://unk.illiad.oclc.org/illiad/>

Or call: (308) 865-8594

Course Reserves



Do you have supplemental readings for your classes beyond required text books? The library can manage course reserve materials in electronic or physical formats. More information about library course reserve policies and a reserve request form are available at:

<https://guides.library.unk.edu/reserves>

UNK[®]
CALVIN T. RYAN
LIBRARY

Faculty Services

**University of Nebraska
Kearney
2508 11th Ave
Kearney, NE 68849-2240**

(308) 865-8599

library.unk.edu

Ask A Librarian



If you have questions or need help using library resources, please ask at the main floor Reference Desk or call **(308) 865-8586**. Questions may also be submitted anytime via email, instant message, or text message to the library's Ask a Librarian service at:

<http://library.unk.edu/ask>

Class Instruction & Visits



Library faculty members are available to provide instruction in the use of library resources to your classes. These sessions can help students clarify their research topics, identify appropriate print and electronic sources, and use these sources with greater proficiency.

<https://unk.libwizard.com/instruction-request>

Library instruction classes may be arranged to meet in the library's collaborative laptop lab, in one of two other labs, or in classrooms on campus. Instructors may also request that their students be enrolled in a free, online "Library Research Tutorial" within Canvas. For additional information, please contact your subject librarian, listed at:

<https://guides.library.unk.edu/librariansbysubject>

Research & Reading Lists



Need assistance conducting a literature review or updating course reading lists? Calvin T. Ryan librarians will be happy to assist you with identifying recommended sources. To arrange a consultation, please contact your liaison librarian, listed at:

<https://guides.library.unk.edu/librariansbysubject>

Looking for a few recommended article databases or e-books in your subject discipline? Try one of the library's online research guides at:

<http://guides.library.unk.edu/>

Customized research guides may also be requested for use with your on-campus or online classes. Please contact your subject liaison librarian for more information.

<https://guides.library.unk.edu/librariansbysubject>

Persistent Links



The library provides access to a growing number of online resources, including e-books, and full-text articles from peer-reviewed journals. Many of these online resources provide persistent links, which can be used in Canvas course pages, electronic reserves, Word documents, or emails for sharing with students and colleagues.

Potential technical and copyright issues can arise from photocopying or scanning content for re-distribution, instead of using persistent links. For more details, please see the "Using Persistent Links" information page at:

http://library.unk.edu/library_services/faculty.php

Open Education Resources



Open Educational Resources are teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. — The William and Flora Hewlett Foundation Additional information can be found at:

<https://guides.library.unk.edu/open-educational-resources>

UNIVERSITY OF NEBRASKA CONSORTIUM of LIBRARIES

Memorandum of Understanding
Revised December, 2015

I. PARTIES

The University of Nebraska Council of Libraries (UNCL), founded in 1982, currently consists of the following members: The University of Nebraska - Lincoln Libraries (UNL), the University of Nebraska Medical Center McGoogan Library (UNMC), the University of Nebraska - Omaha Criss Library (UNO), the University of Nebraska – Kearney Calvin T. Ryan Library (UNK), and the University of Nebraska – Lincoln Law Library (UNL Law) (collectively the “Members”). This updated Memorandum of Understanding (MOU) is made and entered into this 16th day of December 2015, (Effective Date) by and between the Members to further formalize the relationship of the parties and change the name of the existing council to the University of Nebraska Consortium of Libraries (UNCL or Consortium).

II. MISSION

The mission of UNCL is to lead the University of Nebraska libraries to create and sustain a rich, supportive, and diverse knowledge environment that furthers teaching, learning, and research through the sharing of collections, expertise, and programs.

UNCL membership does not replace each library’s obligation to maintain and enhance collections, personnel, and technological infrastructure, in order to meet the primary teaching, learning and research needs of its students, faculty, staff, and other users. Except as expressly stated herein, each member library retains autonomy over its staff, operations, and budget. However, participation in UNCL requires collaboration and commitment to the Consortium for the benefit of the University of Nebraska System (System) as a whole.

III. PURPOSE

- A. Provide leadership working together to address major policy and economic challenges facing the University of Nebraska libraries;
- B. Expand access to and affordability of electronic information resources through Consortium negotiation and purchasing arrangements;
- C. Participate in interlibrary loan and reciprocal borrowing programs;
- D. Support coordinated collection management, digitization, preservation, archiving and storage projects;
- E. Evaluate integrated library management systems and implement shared technologies to enhance discovery and access across campuses;

- F. Share library resources, expertise, and services;
- G. Work collaboratively with other library agencies, networks, and consortia.

IV. GOVERNANCE

The governing body of UNCL shall be known as the Executive Committee, and shall consist of the Deans/Directors of the Members. Each member library is entitled to one vote. In the case of formal votes, all decisions of the Executive Committee shall be made by unanimous vote of the member libraries.

The Executive Committee will meet quarterly, with the physical location of the meeting rotating between campuses. Executive Committee business between meetings will be conducted through email or conference call whenever possible.

V. WORKING GROUPS

The Executive Committee shall create such standing working groups and ad hoc task forces as are determined to be necessary to properly fulfill the mission of UNCL.

A. Acquisitions and Collection Management Group

In order to ensure that the University of Nebraska Libraries are being as efficient and effective as possible in providing students, faculty, staff and other users with seamless access to information resources, UNCL is entering into more formal, coordinated collection management and acquisition of library resources in all formats (print, electronic, media, etc.).

The Group consists of appropriate acquisitions, collection management and business representatives from each campus. The members are to be identified by the library Deans or Directors and approved by the Executive Committee.

The Group is charged with:

- i. Identifying and prioritizing Consortial opportunities
- ii. Working collaboratively to negotiate and execute Consortial agreements
- iii. Developing the necessary policies, processes and procedures to identify opportunities, share information, determine interest, make recommendations, obtain approvals and expend Consortial Funds
- iv. Preparing, monitoring and reporting on the annual budget for the expenditure of Consortial Funds
- v. Preparing an Annual Review of the CHF and acquisitions expenditures
- vi. Developing a shared collection assessment process for library resources in all formats
- vii. Analyzing and strategically planning collection development

B. Access Services Group

The purpose of this group is to facilitate communication and collaboration between the UNCL campuses in the areas of Access Services including standardizing interlibrary loan and reciprocal borrowing practices. Standardizing interlibrary lending periods and shipping methods amongst Members improves service for all University of Nebraska libraries' patrons. The UNCL Access Services Group meets regularly to discuss policies, trends and changes in services and facilities. Each member library is concerned with providing high quality service to their patrons.

C. Technology Interoperability Group

The purpose of this group is to exchange ideas and technical expertise for the purpose of identifying and developing joint projects for interoperability between the campuses.

D. Research Services and Instruction Group

The purpose of this group is to provide a suite of research services and share expertise to answer questions, access virtual reference collections, and provide instruction and workshops to meet the needs of faculty, staff, and students.

E. Archives and Special Collections Group

The purpose of this group is to exchange information about archival and special collections issues, including policies, standards developments, and best practices.

VI. CONSORTIAL FUNDS

Student Credit Hour Fee (CHF) funds generated for NU System Libraries will be used by the Consortium for the acquisition of electronic information resources to benefit the University of Nebraska member libraries as a whole. The contribution of CHF funds will be reviewed and agreed upon by the Members on an annual basis. The CHF contribution amounts will become part of the annual review the Executive Committee has with the University of Nebraska System Executive Vice President and Provost. The Acquisitions and Collection Management Group will develop operating procedures for the expenditure of Consortial Funds to be approved by the Executive Committee. These funds are not intended to replace other sources of funds (State Aided, F&A and Foundation) used for the acquisition of information resources.

The Acquisitions and Collection Management Group will review resource requests from member libraries and prepare an annual budget, to be approved by the Executive Committee, for the expenditure of Consortial Funds along with periodic reporting. Unbudgeted acquisitions will require approval by the Executive Committee based on recommendations from the Acquisitions and Collection Management Group.

The Acquisitions and Collection Management Group will prepare an Annual Review report of the CHF and acquisitions expenditures within 120 days of fiscal year end. The report will be reviewed and discussed by the Executive Committee in collaboration with the University of Nebraska System Executive Vice President and Provost for the purpose of determining future CHF requests.

Future CHF requests will be made at the University of Nebraska System level and will be aligned with the System's biennial budget. Requests will be reviewed by the System Chief Administrative Officers and the System Executive Vice President and Provost with a recommendation to the System President with approved requests reported to the Board of Regents.

VII. LEAD LIBRARY

The University of Nebraska – Lincoln Libraries will serve as the Lead Library, acting as the designated fiscal, contractual and administrative agent on behalf of UNCL. All activities shall conform to the policies and procedures of the Lead Library. Specific services and functions are described herein but may be amended from time to time by mutual consent based on the changing needs of UNCL. The Lead Library will:

- A. Serve as business, contractual and/or fiscal agent on all matters relating to the receipt or expenditure of Consortial Funds and on any contracts or licenses entered into on behalf of UNCL.
- B. Serve as a repository for all official UNCL documents such as correspondence, business and financial records, licenses and contracts.
- C. Coordinate developing policies, processes and procedures for the Consortium.
- D. Coordinate developing, monitoring and reporting on the annual budget for the expenditure of Consortial Funds, as well as preparing the Annual Review of the CHF and acquisitions expenditures.

Staff at each member library who take on responsibilities to support the mission and purpose of UNCL, will maintain their primary duties and responsibilities at their home campuses.

VIII. TERM

The initial term of the MOU will be for three years commencing July 1, 2016. The MOU will automatically renew for successive two year periods coinciding with the University of Nebraska biennial budget.

IX. AMENDMENT

This is the entire MOU, which supersedes all previous written or spoken indications of agreement. This MOU may be amended in writing by mutual consent of the Members.

X. ASSIGNMENT

This MOU may not be assigned to any other person or entity.

XI. TERMINATION

This MOU may be terminated by mutual agreement of the Members with not less than two years advanced written notice.

Prior to any termination, the Members will resolve all issues relating to contractual agreements then in effect, outstanding financial obligations, the disposition and transfer of unencumbered funds, and other related financial and legal matters.

IN WITNESS WHEREOF, the parties hereto have caused this MOU to be executed as of the Effective Date.

University of Nebraska-Lincoln

Nancy J. Busch
Signature
Nancy J. Busch
Dean of Libraries

12/23/15
Date

Richard Leiter
Signature
Richard Leiter
Director of Law Library

1/8/16
Date

Ronnie D. Green
Signature
Ronnie Green
Senior Vice Chancellor of Academic Affairs

1/04/16
Date

University of Nebraska-Omaha

Michael LaCroix
Signature
Michael LaCroix
Interim Dean of the Library

1/04/16
Date

B.J. Reed
Signature
B.J. Reed
Senior Vice Chancellor for Academic and Student Affairs

1/4/16
Date

University of Nebraska Medical Center

Emily McElroy
Signature
Emily McElroy
Director of the Library

1/6/16
Date

H. Dele Davies
Signature
H. Dele Davies
Vice Chancellor for Academic Affairs

1/6/16
Date

University of Nebraska-Kearney

Janet Wilke
Signature
Janet Wilke
Dean of the Library

1/5/16
Date

Charles Bicak
Signature
Charles Bicak
Senior Vice Chancellor for Academic and Student Affairs

1/5/16
Date

University of Nebraska Consortium of Libraries (UNCL)

Strategic Plan, 2020-2023

Mission

UNCL provides sustainable, equitable and unhindered access to exceptional programs, services, expertise, and collections for students, faculty, the citizens of Nebraska, and our global partners.

Vision

UNCL is a forward-thinking leader providing transformative, diverse and distinctive library resources, programs, and services.

Goals and Objectives

Goal #1 Successfully plan for and implement Consortium-wide Ex Libris Alma/Primo integrated library system.

Goal #1 Objectives:

- All campuses involved in planning and implementing the ILS
- All campuses integrated into the ILS at a consortium level

Goal #2 Communicate UNCL's value and collective strengths to external and internal audiences and stakeholders

Goal #2 Objectives:

- Prioritize communication around ILS
- Onboard recently arrived campus leaders to UNCL concept
- Plan for leadership transition and making a future case for additional support

Goal #3 Investigate, develop and implement services to support new and evolving research practices (i.e., impact services, research data).

Goal #3 Objectives:

- Convene a research data services working group to identify primary stakeholders, recommended areas of focus, and resources needed. 'Research data services' can be broadly construed to include data management training and support; data acquisition and data reference; data repositories and curation services; training and support in applied data techniques (visualization, etc.); and related activities.
- Identify a peer group across UNCL to assess opportunities for the libraries to extend, connect, or expand their activities in the broad area of impact services, researcher identity (including ORCID), research information support, and research networking, in particular where collaboration across UNCL presents compelling opportunities.

- Identify systemwide needs and opportunities for additional UNCL collaboration around other research services, including but not limited to systematic reviews, reproducibility support, and publishing.

Goal #4 Define the future dimensions of a program to secure accessible, sustainable, and well curated collections that support the teaching and research priorities of the University of Nebraska

Goal #4 Objectives:

- Refresh and revisit comparison of resources
 - Develop processes and procedures for routinely evaluating use and continued need for the resources acquired via UNCL
 - Prepare a report annually, or as needed, to go to the Executive Board
 - Establish process for withdrawing a resource from UNCL
- Understand the role and opportunities around collective collections
 - Identify priority collections for each campus, including but not limited to subject, and format
 - Explore opportunities and challenges as they relate to each campus. As example, a shuttle service may be feasible for Lincoln and Omaha, not so much for Omaha/Lincoln to/from Kearney.
- Better understand and articulate how we can work with closely affiliated partners
 - Develop procedures for identifying potential partners from outside of UNCL
 - Establish decision process for adding partner/collections
 - With appropriate University offices, develop a contract to outline responsibilities of UNCL and affiliated partner

Goal #5 Enhance organizational success with a focus on governance, sustainability and employee development.

Goal #5 Objectives:

- Review the MOU to eliminate inconsistencies, delete or add working groups, refine language, and bring major changes up to the Executive Group for review.
- Create an environment to empower UNCL constituent groups to lead by considering rotating co-chairs, encouraging new volunteer co-chairs, and communicating to groups their role in provide new ideas and initiatives up to the UNCL Executive Group.
- Explore opportunities for sharing staff development across all UNCL libraries by investigating an UNCL annual conference, communicating potential workshops and educational opportunities for UNCL members, and sharing educational programming offered by Lyris, BTAA, ExLibris, and other organizations.
- Explore opportunities and/or pilots for staff sharing where it makes sense by investigating an internal social network platform, wiki, website, etc.



Lincoln



Omaha



Kearney



Medical Center

**University of Nebraska Consortium of Libraries (UNCL)
One-time Strategic Investment Funds Final Report
June 30, 2018**

In January 2016, President Bounds awarded UNCL \$500,000 of one-time strategic investment funds to accelerate pursuit of Consortial opportunities and support funding priority initiatives. The funds have been expended as of June 30, 2018. This final report summarizes the initiatives and related benefits that UNCL was able to pursue and achieve by using these strategic investment funds.

Initiatives

- UNL, UNO and UNMC used bepress *Digital Commons* for their institutional repositories. One-time incentive funds of \$22,830 were used in fiscal year 2017 to fund the first year of bepress *Digital Commons* for UNK to launch its own institutional repository for sharing and promoting faculty and student research publications. The addition of UNK allowed for the creation of an umbrella site, *Nebraska Scholarly Commons* at: <https://scholarlycommons.nebraska.edu/>. This site provides the opportunity to promote research and scholarly output for the University of Nebraska System and adds single search capability across all campus repositories.
- Bloomberg BNA is a leading source of legal, tax, regulatory, and business information covering a range of interdisciplinary practice areas. Access was limited to UNL and Law. One-time incentive funds of \$14,265 were used to leverage our current subscription and expand access to all campuses in fiscal year 2017.
- Incentive funds of \$199,500 were used in fiscal year 2017 for the one-time purchase of perpetual access to the Newsbank *Omaha World Herald* digital archive (1878-1983) for all campuses. The price was the same as what was quoted for UNO alone in spring 2015. This resource is of broad interest throughout the state of Nebraska. The *Omaha World Herald* accounted for roughly 50% of the UNCL NewsBank views over the past year.
- In tandem with the *Omaha World Herald* purchase, one-time incentive funds of \$8,961 were used to fund the subscription for Newsbank *Access World News: Research Collection*. The incremental funding expanded access to UNK and UNMC and upgraded access for UNL. This primary resource features thousands of U.S. and global news sources and supports a wide range of academic disciplines including political science, journalism, English, history, environmental studies, sociology, economics, education, business, health, and social sciences.
- UNL, UNO and UNK all subscribed to the full Wiley Journal Database package while UNMC only subscribed to select highly-used titles. One-time incentive funds of \$30,000 were used for incremental

funding to bring UNMC under the Big Ten Academic Alliance (BTAA) agreement and expand access from 40 to 1,500 journals. UNMC usage increased roughly 550% after gaining access to the full package.

- Incentive funds of \$62,000 were used in fiscal year 2018 for the one-time purchase of the Premium Package of Visible Body. This resource represents a suite of online programs that cover anatomy and physiology using 3D models, animation, and quizzes. The purchase benefited and provided unlimited access to all campuses. UNO had a subscription to Visible Body, and this eliminated the ongoing subscription costs of \$6,500 per year. In addition, UNL was able to replace other anatomy tools with annual costs of \$4,680 with this superior package.
- UNCL negotiated a new five-year contract with Elsevier in 2018 that included all campuses. The previous agreement only included UNL and UNMC. The new contract expanded access to ScienceDirect journals and Scopus to UNO and UNK, and added an evidence-based eBook program to all campuses. The incremental cost of the agreement over five years is \$358,000 representing savings of \$11.7 million off what the individual campus prices would have been for the same content. The remaining one-time incentive funds of \$162,444 were used to fund a portion of the first year eBook program costs.

UNMC has noted that ScienceDirect eBooks account for roughly 60% of their eBook usage since January 2018 suggesting that the addition of the eBook program is filling an important gap in their collection.

UNO faculty have expressed their appreciation for access to Elsevier to Dr. Heidi Blackburn, STEM and Business Librarian:

- *“Thank you so much!!! This is all I’ve wanted for Christmas for the past four years.”* Dr. Ben Smith, Assistant Professor Department of Economics
- *“Heidi!! Thanks to you and your team for this! At last I can access Design Studies!”* Dr. Christine Toh, Assistant Professor IT Innovation

UNK Chemistry Professor Christopher Exstrom commented *“I have definitely noticed the expanded Elsevier access in the last year or so and it has been very beneficial. Especially in my areas of research...”*

UNCL would like to thank President Bounds for his generous support. UNCL continues to move forward building on its initial successes. In fiscal year 2018, UNCL prepared a collection analysis and comparison of resources across campuses to facilitate identifying the next phase of strategic opportunities to expand seamless access, leverage purchasing power, and/or gain efficiencies for the benefit of the University of Nebraska System. UNCL would welcome the opportunity to share its successes and/or submit a proposal for additional strategic investment funds.

University of Nebraska Consortium of Libraries (UNCL)					
FY20/21 Consortial Funds Budget Draft					
January 25, 2020					
	UNL	UNO	UNK	UNMC	Total
FTE Student Enrollment Fall 2018	23,401	12,385	4,917	3,615	44,318
FTE Faculty/Staff Fall 2018	9,086	2,455	1,029	4,595	17,165
Total FTE	32,487	14,840	5,946	8,210	61,483
Percentage	53%	24%	10%	13%	
Total Consortial Funds Contribution	\$ 7,160,000				
Proposed Consortial Funds Contribution based on Total FTE	\$ 3,790,000	\$ 1,720,000	\$ 720,000	\$ 930,000	\$ 7,160,000
Breakout					
Discovery Tools/Software/Other:	\$ 420,000	\$ 190,000	\$ 80,000	\$ 100,000	\$ 800,000
Collections/Content:	\$ 3,370,000	\$ 1,530,000	\$ 640,000	\$ 830,000	\$ 6,360,000

Budgeted Consortial Funds Expenditures	Publisher/ Vendor	UNCL Total	Law
Discovery Tools/Software/Other:			
ArchiveSpace Hosting	LYRASIS	\$ 13,020	
ArchiveSpace Membership	ArchiveSpace	5,000	
Crossref	PILA	1,000	
Digital Commons	bepress - Elsevier	154,195	
Alma/Primo Annual Subscription	Ex Libris	449,393	
Alma/Primo 50% - One-time implementation fee	Ex Libris	175,855	
Subtotal		\$ 798,463	
Collections/Content:			
Access World News	Newsbank	\$ 83,935	
ACS Journals	ACS	217,177	
ASM Journals	ASM	33,917	
BioCyc	Phoenix BioInformatics	5,773	
BNA	Bloomberg	31,569	42,182
Elsevier E-books	Elsevier	50,000	
Elsevier Science Direct Journals	Elsevier	2,958,741	
Elsevier Scopus	Elsevier	105,328	
IEEE	IEEE	277,710	
PsycINFO	EBSCO-NLC	99,084	
Sage Premier Journals	Sage	487,545	
SciFinder	ACS	213,095	
Taylor & Francis	T&F	791,995	
Wiley Cochrane Library	EBSCO	16,106	
Wiley Journals	EBSCO	982,973	
Subtotal		\$ 6,354,949	
Total		\$ 7,153,412	
Less Carryover Funds		\$ -	
Estimated Net Expenditures		\$ 7,153,412	
Estimated Net Expenditures, rounded up		\$ 7,160,000	

UNCL Acquisitions Group
 FY19/20 Consortial Funds Budget
 September 26, 2019

<u>Budgeted Consortial Funds Expenditures</u>	<u>Publisher/ Vendor</u>	<u>UNCL Total</u>	<u>Law</u>
<u>Discovery Tools/Software/Other:</u>			
ArchiveSpace Hosting	LYRASIS	\$ 13,020	
ArchiveSpace Membership	ArchiveSpace	5,000	
Crossref	PILA	1,000	
Digital Commons	bepress - Elsevier	151,227	
Alme/Primo 50% - One-time implementation fee	Ex Libris	175,855	
Subtotal		\$ 346,102	
<u>Collections/Content:</u>			
Access World News	Newsbank	\$ 81,490	
ACS Journals	ACS	206,518	
ASM Journals	ASM	30,525	
BioCyc	Phoenix Bioinformatics	5,605	
BNA	Bloomberg	30,947	41,358
Elsevier E-books	Elsevier	50,000	
Elsevier Science Direct Journals	Elsevier	2,852,688	
Elsevier Scopus	Elsevier	101,521	
IEEE	IEEE	267,670	
PsycINFO	EBSCO-NLC	94,366	
Sage Premier Journals	Sage	466,974	
SciFinder	ACS	205,654	
Taylor & Francis	T&F	768,536	
Wiley Cochrane Library	EBSCO	17,041	
Wiley Journals	EBSCO	958,998	
Subtotal		\$ 6,138,533	
Total		\$ 6,484,635	
Less Carryover Funds		\$ 90,061	
Estimated Net Expenditures		\$ 6,394,574	
Estimated Net Expenditures, rounded up		\$ 6,400,000	



UNCL COLLECTION ANALYSIS PROJECT

March 2018

Emily McElroy
Director
UNMC Library

Dave Richards
Dean
UNO Library

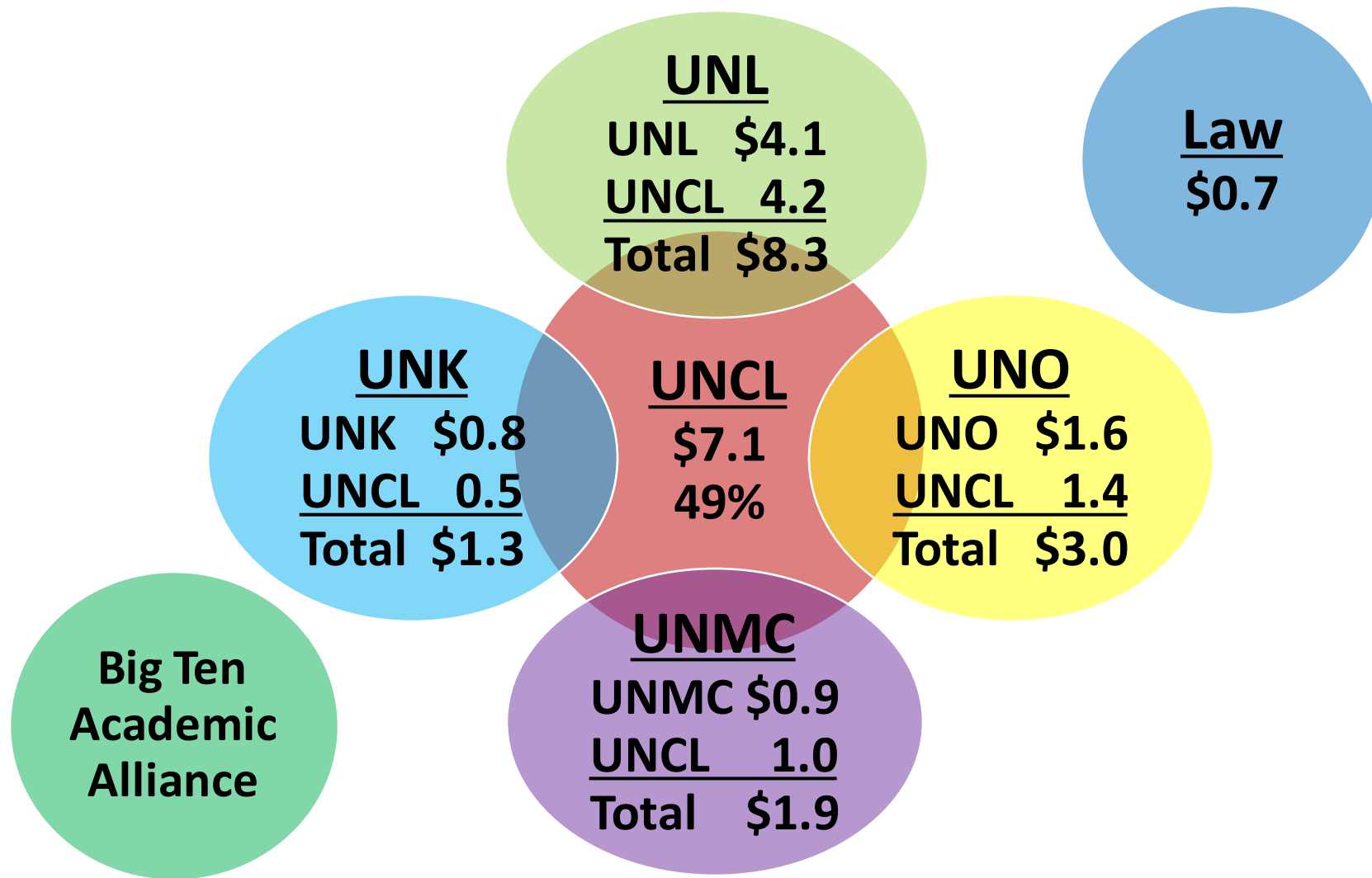
Janet Wilke
Dean
UNK Library

Nancy Busch
Dean
UNL Libraries



UNIVERSITY OF
Nebraska

UNCL Acquisitions Ecosystem (\$14.5 million)



UNCL Collection Analysis

Expand access to recurring electronic resources

- Amount of total dollars spent on UNCL shared resources/pursuits: \$7,100,000
- Amount if we wanted to share access to all duplicate resources for all four libraries: \$1,000,000
- Amount if we wanted to share access to all unique resources for all four libraries: \$1,700,000
- Total cost to share all resources: \$2,700,000



UNMC

UNIVERSITY OF
Nebraska.

UNMC Collection Costs

- 53% of UNMC collections budget spent on shared UNCL resources
- 2% of UNMC collections budget spent on duplicate resources
 - Overall cost to add all duplicate resources not held by UNMC: \$204,000
 - Cost to add relevant, low-cost resources not held by UNMC: \$105,000
- 23% of UNMC collections budget spent on unique resources
 - Overall cost to add all unique resources not held by UNMC: \$193,000
 - Cost to add relevant, low-cost resources not held by UNMC: \$84,000

UNMC Collection Costs

Bottom Line for UNMC

- Total cost for UNMC to purchase all content subscribed by one or more UNCL libraries: \$397,000
- Total cost for UNMC to purchase only relevant, low-cost resources subscribed by one or more UNCL libraries: \$189,000



UNO

UNIVERSITY OF
Nebraska®

UNO Collection Costs

- 47% of UNO collections budget spent on shared UNCL resources
- 25% of UNO collections budget spent on duplicate resources
 - Overall cost to add all duplicate resources not held by UNO: \$147,000
 - Cost to add relevant, low-cost resources not held by UNO: \$63,000
- 7% of UNO collections budget spent on unique resources
 - Overall cost to add all unique resources not held by UNO: \$664,000
 - Cost to add relevant, low-cost resources not held by UNO: \$384,000

UNO Collection Costs

Bottom Line for UNO

- Total cost for UNO to purchase all content subscribed by one or more UNCL libraries: \$811,000
- Total cost for UNO to purchase only relevant, low-cost resources subscribed by one or more UNCL libraries: \$447,000



UNK

UNIVERSITY OF
Nebraska.

UNK Collection Costs

- 38% of UNK collections budget spent on shared UNCL resources
- 29% of UNK collections budget spent on duplicate resources
 - Overall cost to add all duplicate resources not held by UNK: \$158,000
 - Cost to add relevant, low-cost resources not held by UNK: \$53,000
- 8% of UNK collections budget spent on unique resources
 - Overall cost to add all unique resources not held by UNK: \$323,000
 - Cost to add relevant, low-cost resources not held by UNK: \$99,000

UNK Collection Costs

Bottom Line for UNK

- Total cost for UNK to purchase all content subscribed by one or more UNCL libraries: \$481,000

- Total cost for UNK to purchase only relevant, low-cost resources subscribed by one or more UNCL libraries: \$152,000

The background is a solid red color. At the top and bottom, there are decorative geometric patterns consisting of white lines forming triangles and squares. Some of these shapes are filled with a lighter shade of red. In the top right corner, there is a white outline of a triangle pointing left. In the bottom left corner, there is a solid red triangle pointing right.

UNL

UNIVERSITY OF
Nebraska

UNL Collection Costs

- 51% of UNL collections budget spent on shared UNCL resources
- 15% of UNL collections budget spent on duplicate resources
 - Overall cost to add all duplicate resources not held by UNL: \$417,000
 - Cost to add relevant, low-cost resources not held by UNL: \$170,000
- 12% of UNL collections budget spent on unique resources
 - Overall cost to add all unique resources not held by UNL: \$560,000
 - Cost to add relevant, low-cost resources not held by UNL: \$187,000

UNL Collection Costs

Bottom Line for UNL

- Total cost for UNL to purchase all content subscribed by one or more UNCL libraries: \$977,000

- Total cost for UNL to purchase only relevant, low-cost resources subscribed by one or more UNCL libraries: \$357,000



Next Steps

- 1) Share information with faculty, and campus and central administration
- 2) Negotiate licenses with noticeable price savings
- 3) Identify sources of funding for sharing more content across the four campuses



UNCL COLLECTION ANALYSIS PROJECT

December 2021 – DRAFT

Emily McElroy

Dean

UNMC Library

Dave Richards

Dean

UNO Library

Janet Wilke

Dean

UNK Library

Claire Stewart

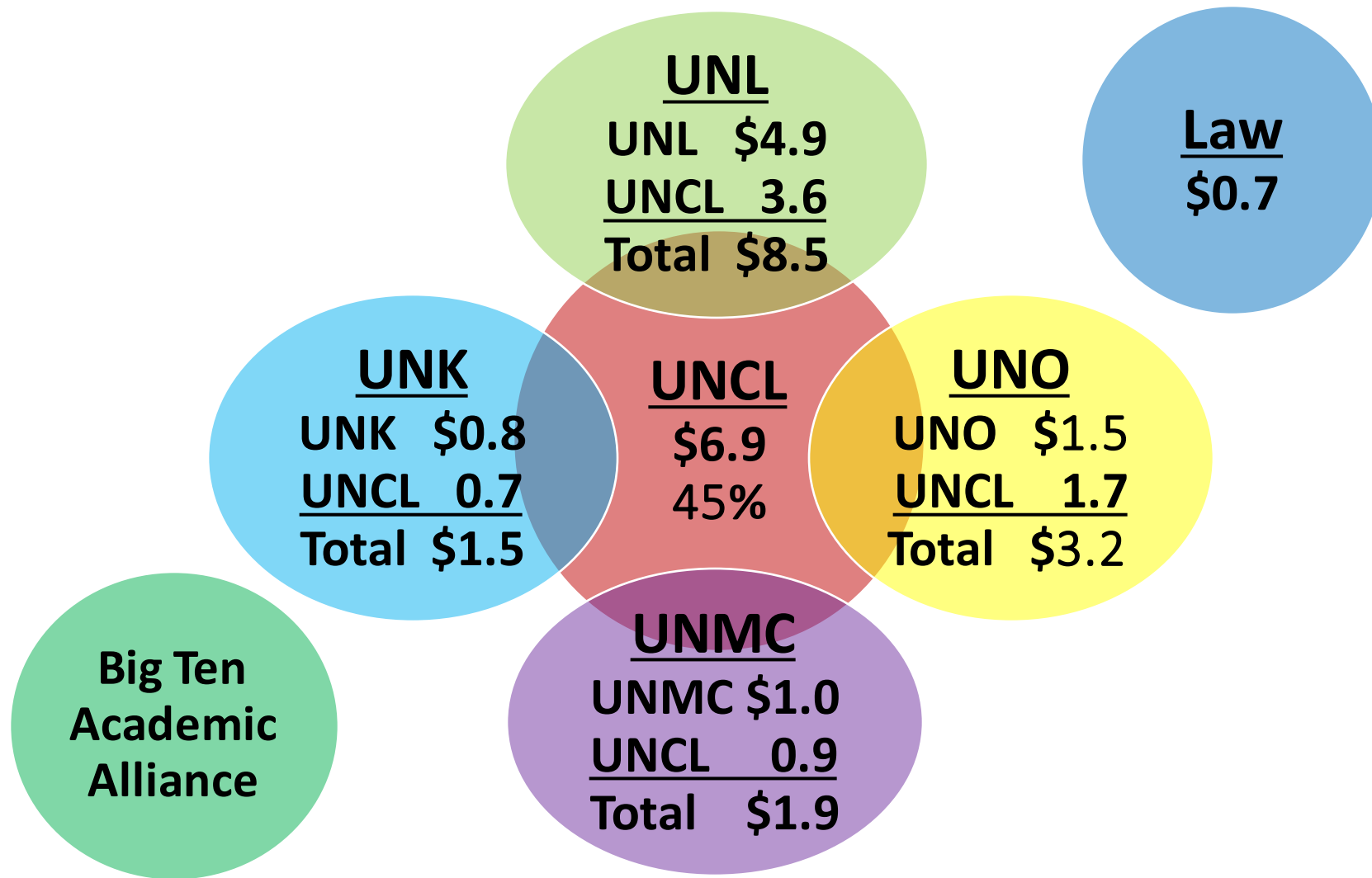
Dean

UNL Libraries



**UNIVERSITY OF
Nebraska**

UNCL Acquisitions Ecosystem (\$15.2 million)



UNCL Collection Analysis

Expand access to recurring electronic resources

- Amount of total dollars spent on UNCL shared resources/pursuits: \$6,900,000

Percentage of Budget for Resources

	Shared Resources*		Duplicate Resources^		Unique Resources	
	2018	2022	2018	2022	2018	2022
UNL	51%	42%	15%	15%	12%	17%
UNO	47%	53%	25%	31%	7%	9%
UNMC	53%	47%	2%	3%	23%	27%
UNK	38%	47%	29%	31%	8%	6%

*Shared Resources = Only resources that are administered/paid by UNCL

^Duplicate Resources does not include Springer Nature package even though all campuses subscribe

Percentage of Budget for Resources

	Shared Resources*		Duplicate Resources		Unique Resources	
	2018	2022	2018	2022	2018	2022
UNL	51%	51%	15%	15%	12%	17%
UNO	47%	59%	25%	31%	7%	9%
UNMC	53%	58%	2%	3%	23%	27%
UNK	38%	48%	29%	31%	8%	6%

*Shared Resources = Resources that all four campuses have regardless where they are administered/paid (i.e. Springer Nature included)

Percentage of Budget for Resources

	Shared Resources*		Duplicate Resources^		Unique Resources	
	2018	2022	2018	2022	2018	2022
UNL	51%	42%	15%	23%	12%	17%
UNO	47%	53%	25%	37%	7%	9%
UNMC	53%	47%	2%	13%	23%	27%
UNK	38%	47%	29%	33%	8%	6%

*Shared Resources = Only resources that are administered/paid by UNCL

^Duplicate Resources includes Springer Nature package



UNMC

UNIVERSITY OF
Nebraska.

UNMC Collection Costs

- 47% of UNMC collections budget spent on shared UNCL resources
- 3% of UNMC collections budget spent on duplicate resources
- 27% of UNMC collections budget spent on unique resources



UNO

UNIVERSITY OF
Nebraska®

UNO Collection Costs

- 53% of UNO collections budget spent on shared UNCL resources
- 31% of UNO collections budget spent on duplicate resources
- 9% of UNO collections budget spent on unique resources



UNK

UNIVERSITY OF
Nebraska.

UNK Collection Costs

- 47% of UNK collections budget spent on shared UNCL resources
- 31% of UNK collections budget spent on duplicate resources
- 6% of UNK collections budget spent on unique resources

The image features a solid red background. At the top and bottom, there are decorative geometric patterns consisting of white lines forming triangles and squares, some of which are filled with a lighter shade of red. In the center, the letters 'UNL' are written in a large, bold, white, italicized sans-serif font. At the bottom center, the text 'UNIVERSITY OF Nebraska' is displayed in a smaller, white, sans-serif font, with 'UNIVERSITY OF' in all caps and 'Nebraska' in title case.

UNL

UNIVERSITY OF
Nebraska

UNL Collection Costs

- 42% of UNL collections budget spent on shared UNCL resources
- 15% of UNL collections budget spent on duplicate resources
- 17% of UNL collections budget spent on unique resources



Next Steps

- 1) Share information with faculty, and campus and central administration
- 2) Negotiate licenses with noticeable price savings
- 3) Identify sources of funding for sharing more content across the four campuses

UNCL LIBRARY SERVICES PLATFORM

Governance, Administration, and Oversight

March 2021

PURPOSE

The major investment in migrating to, implementing, and operating a shared library services platform across UNCL libraries and the significant and ongoing impact of the platform throughout areas of libraries' operations and on our users necessitate a formal, well-identified approach to governance, administration, and oversight of the platform. Establishing and formalizing an UNCL-wide governance, administrative, and oversight strategy and structure for our library services platform is intended to provide:

- a way to maintain an overall, big picture view of the library services platform across functional/service areas;
- accountability and responsibility for continued adoption of and follow-through on our guiding principles;
- a path and process for bringing forward new policies, workflows, etc., and to revise existing ones;
- a path to elevate issues, concerns, and recommendations as appropriate, whether to the UNCL Executive Committee or another designated body;
- coordination of UNCL voting for the Ex Libris Users of North America (ELUNA) product enhancement ballots and for elected ELUNA Steering Committee members, including coordinating stakeholder engagement and managing voting process; and
- a mechanism for ongoing assessment of both the governance structure as well as of administrative structures for operating and using the library services platform.

GUIDING PRINCIPLES

The following guiding principles are based on, and extend from, the guiding principles established when UNCL libraries undertook their major system migration in 2019-2021. These guiding principles inform both the approach to governance framed here as well as to the responsibilities of each group charged with elements of administration and oversight.

Throughout and across our organizations, we will:

- Implement our library services platform, including the discovery service, in a common way.
- Value interoperability and interchange among the systems and a consistent user experience for faculty, staff, and students.

- Bring awareness of our institutional contexts, yet implement, advocate, and build for the whole.
- Challenge ourselves to think beyond existing practices, workflows, silos, and policies.
- Focus first on those aspects of the library services platform that will meet the significant majority of needs over special cases and exceptions.
- Value and pursue functionality over idealism, and simplicity over complexity.
- Pursue customization only in limited, high-impact cases and situations.

GOVERNANCE STRUCTURE & ROLES

BODY	COMPOSITION, MEMBERSHIP, ROLES, AND RESPONSIBILITIES*
<p>UNCL Executive Committee</p>	<p>Composition</p> <ul style="list-style-type: none"> • UNCL-wide <p>Membership</p> <ul style="list-style-type: none"> • As defined by UNCL governance docs <p>Role</p> <ul style="list-style-type: none"> • Sponsorship and highest-level decision making with regard to the library services platform <p>Responsibilities</p> <ul style="list-style-type: none"> • Identify each library's representative to the Library Services Platform Advisory Council (by each corresponding dean or director) • Identify chair/convener of Library Services Platform Advisory Council (as an executive body) • Consult Library Services Platform Advisory Council • Adjudicate high-level library services platform decisions that cannot be resolved at the Advisory Council level • Make financial decisions related to the library services platform • Designate authority for other decision-making regarding the library services platform • Present issues, topics, ideas, etc. for consideration by the Library Services Platform Advisory Council; issue charges for special projects for the Advisory Council
<p>Library Services Platform Advisory Council</p>	<p>Composition</p> <ul style="list-style-type: none"> • UNCL-wide

* Composition, membership, roles, and responsibilities listed are in relation only to library services platform governance, unless otherwise stated.

- Chaired and convened by designee of the UNCL Executive Committee

Membership

- Chairs of the LSP committees (defined below); term: one-year commitment, renewable
- One institutional representative per UNCL library, as identified by the library's dean or director, in addition to the chairs of the committees. The institutional representative guarantees participation from each UNCL library, regardless of distribution of chairs of committees; term: two-year commitment, renewable
- Membership reviewed according to timelines above, or with departure of a member

Role

- Advisory to the Executive Committee on major library services platform issues and concerns
- Serve as the leadership group for UNCL-wide aspects of the library services platform
- Provide an UNCL-wide perspective on the management and shared activities of the library services platform
- Address challenges and opportunities that are larger than a functional area or are not sufficiently addressed/resolved by a committee, such as cross-functional or systemic issues

Responsibilities -- Chair

- Convene regular and special meetings of the Advisory Council
- Serve as primary communicator with the Executive Committee
- Cast official vote for UNCL in ELUNA elections, enhancements process, etc., following consultation with full council
- Serve as point of contact with ELUNA for voting
- Coordinate discussion of membership at expiration of terms for Advisory Council and committees; facilitate transitions as necessary
- Maintain Advisory Council documentation, notes, and resources

Responsibilities -- Full Council

- Develop and maintain standard procedure for formal policy considerations and policy documentation, including a flowchart for decision-making and clear documentation of those consulted, for use within committees and at the Advisory Council level

	<ul style="list-style-type: none"> • Develop and review policies, workflows, and recommendations related to the library services platform that extend beyond the purview of a single committee • Consult and engage both local (library) and UNCL hierarchy while formulating policy • Ensure that committees, etc. are engaging stakeholders appropriately • Elevate issues and opportunities to the Executive Committee • Coordinate UNCL voting for ELUNA product enhancement ballot, for ELUNA Steering Committee members, including coordinating stakeholder engagement and managing voting process • Undertake ongoing assessment of both the governance structure (e.g., advisory council, committees, this plan) as well as of administrative structures (e.g., policy paths, roles, strategies, etc.) for operating and using the library services platform • Maintain awareness of and identify opportunities for ongoing professional development in relation to the library services platform; make recommendations for, coordinate, and communicate about major professional development opportunities (e.g., ELUNA conference, regional user group conference/events) • In all of these activities, uphold the guiding principles
<p>Committees</p> <ul style="list-style-type: none"> • Acquisitions • Discovery • E-Resources • Fulfillment & Resource Sharing • Resource Management • Systems <p>NOTE: Descriptions of each committee appear below in Committee Descriptions</p>	<p>Composition (Each Committee)</p> <ul style="list-style-type: none"> • UNCL-wide <p>Membership</p> <ul style="list-style-type: none"> • Each institution's member identified by the institutional representative for their institution, in consultation with others at their institution and with the Advisory Council; one person per institution • Chairs of committees are nominated by the committee and appointed by the Advisory Council for a term of one year • Membership reviewed every year, or with the departure of a representative/participant <p>Role</p> <ul style="list-style-type: none"> • Advisory to Library Services Platform Advisory Council on platform/platform-related issues and concerns under the purview of the committee as described below (see Committee Descriptions)

	<ul style="list-style-type: none"> • Provide an UNCL-wide perspective on the management and shared activities of the library services platform within the functional area of the committee • Address challenges and opportunities within the functional area <p>Responsibilities -- Committee Chairs</p> <ul style="list-style-type: none"> • Convene regular and special meetings of the committee • Serve as member of Library Services Platform Advisory Council • Maintain committee documentation, notes, and resources <p>Responsibilities -- Full Committees</p> <ul style="list-style-type: none"> • Surface and elevate issues, challenges, and opportunities to the Library Services Platform Advisory Council • Work closely with relevant units in our organizations (e.g., technical services, user/access services) and with other committees to seek continuous improvement of the library services platform • Develop and review policies, workflows, and recommendations related to the library services platform within the purview of the committee, at the request of committee members or the Advisory Council • Utilize standard policy documentation practices for the library services platform • Consult and engage both local and UNCL hierarchy while formulating policy • Engage stakeholders throughout UNCL organizations, including in groups not typically associated with library services platform operations; keep and provide clear documentation of those consulted for policy discussions and decisions • Develop and maintain a "checkup checklist" for core library services platform policies and operations in the committee's area, to verify consistency in approach and implementation with UNCL policies and best practices • Conduct semiannual checkups according to the checklist to assess whether practices at each library are consistent with UNCL policies and best practices • In all of these activities, uphold the guiding principles
<p>Libraries' individual departments/units with operational responsibility in area(s) of the library services platform</p>	<p>Composition</p> <ul style="list-style-type: none"> • Individual UNCL libraries; departments, units, etc. as defined by the library <p>Membership</p> <ul style="list-style-type: none"> • According to each unit

	<p>Role</p> <ul style="list-style-type: none"> • Daily operations of the library services platform; input and consultation on areas for improvement and refinement <p>Responsibilities</p> <ul style="list-style-type: none"> • Conduct daily operations in accordance with UNCL-wide policies, including but not limited to policies for the institution and network zones • Surface issues, challenges, opportunities for consideration in committees • Follow library services platform user roles model and best practices for user management • Maintain local documentation to supplement committee and UNCL-wide documentation (e.g., local practices and workflows to accomplish committee and UNCL-wide practices and workflows) • Conduct semiannual checks that daily operations are in accordance with UNCL-defined models, best practices, and policies • In all of these activities, uphold the guiding principles
--	---

COMMITTEE DESCRIPTIONS

Acquisitions

The Acquisitions LSP Committee is charged with maximizing the use and advocating for improvements of Alma to develop efficiencies in acquisitions activities at the UNCL level and to inform individual campus practice as appropriate. As experts for the consortium, the committee develops and maintains UNCL-wide policies and best practices regarding management in Alma for the entire acquisitions life cycle and reviews needs and options for training related to acquisitions.

Discovery

The Discovery LSP Committee is charged with ensuring that our patrons are able to discover all items locally as well as consortially in a stable and streamlined fashion using Primo. As experts for the consortium, the committee supports, advises, and solicits input from our libraries' research and teaching teams as well as promotes user experience in the implementation of tools and interfaces. They develop and maintain UNCL-wide policies and best practices regarding discovery in Primo and review needs and options for relevant training and professional development related to discovery.

E-Resources

The E-resources LSP Committee is charged with developing and maintaining policies and best practices to ensure efficient discovery and access to local and consortial electronic resources. As experts for the consortium, the committee leverages the Network and Community Zones to reduce redundant e-resource management activities and produces usage analytics for shared licensed

collections. They develop and maintain UNCL-wide policies and best practices regarding e-resource in Primo and review needs and options for relevant training and professional development in this area.

Fulfillment & Resource Sharing

The Fulfillment & Resource Sharing LSP Committee is charged with maximizing the use and advocating for improvements of Alma to provide a functional, efficient, and consistent fulfillment and resource sharing system for our staff and patrons at the UNCL level and in consideration of campus needs and practices as appropriate. As experts for the consortium, the committee develops policies and procedures and continually assesses Alma's fulfillment and resource sharing functionality to achieve improved services. They develop and maintain UNCL-wide policies and best practices regarding fulfillment and resource sharing in Alma and review needs and options for relevant training and professional development in this area.

Resource Management

The Resource Management LSP Committee is charged with identifying and implementing efficient, effective, standards-based, and scalable solutions to resource management in Alma. The committee provides formal input on issues and topics that relate to resource management in Alma from a consortium-wide perspective and in consideration of campus needs and practices as appropriate. As experts for the consortium, the committee creates new and updates existing workflow, training, and policy documents pertaining to cataloging, bibliographic and authority records, serials, inventory, local practices, and related areas that fall under the purview of resource management. They develop and maintain UNCL-wide policies and best practices related to resource management in Alma and review needs and options for relevant training and professional development in this area.

Systems

The Systems LSP Committee is charged with taking a holistic view of the Alma and Primo system environment and of maintaining and optimizing Alma and Primo in a consistent way across UNCL and in consideration of campus needs and practices as appropriate. The committee leads the implementation and support for Alma and Primo releases. As experts for the consortium, the committee investigates solutions to technology challenges with Alma and Primo that extend beyond the domain or expertise of a functional area, oversees the implementation of technology solutions, pursues the interoperability of Alma with other of our library technology systems, and continually assesses Alma against emerging needs and technology change to ensure functionality, efficiency, and interoperability. The committee develops and maintains UNCL-wide policies and best practices related to the Alma and Primo system environment and reviews needs and options for relevant training and professional development in this area.

University of Nebraska Consortium of Libraries (UNCL)

UNCL was formed as a Council in the late 1970s, formalized the relationships and areas of cooperation and collaboration with a formal Memorandum of Agreement in 1982, and updated that document on December 16, 2015.¹

The Consortium includes the five libraries of the University of Nebraska:²

- The [Calvin T. Ryan Library](#) at the University of Nebraska at Kearney is the largest library between Lincoln, NE and Greeley, CO, and provides information resources and services to students and faculty in the undergraduate, graduate and pre-professional programs offered by UNK.
- The [Dr. C.C. and Mabel L. Criss Library](#) is located in the heart of Omaha, and supports the bachelor's through doctoral programs of the University of Nebraska at Omaha. UNO is noted for its services to the military, veterans and their families.
- The [Marvin and Virginia Schmid Law Library](#) in Lincoln is the only legal research library in Nebraska and provides services and outreach throughout the state.
- The [McGoogan Library of Medicine](#) is Nebraska's only public academic health sciences center, and serves the information needs of the University of Nebraska Medical Center and of health professionals and residents of Nebraska.
- The [University Libraries](#) of the University of Nebraska – Lincoln includes seven branches, a learning commons, and two high-density, climate-controlled storage facilities to support the information needs of students and faculty in the undergraduate, graduate, and professional degree programs of UNL.

Mission of UNCL³

- UNCL leads the University of Nebraska libraries to create and sustain a rich, supportive, and diverse knowledge environment that furthers teaching, learning, and research through the sharing of collections, expertise, and programs.

Purpose and Benefits

- Provide leadership working together to address major policy and economic challenges facing the University of Nebraska libraries.
- Expand access to and affordability of electronic information resources through Consortium negotiation and purchasing arrangements.
- Participate in interlibrary loan and reciprocal borrowing programs.
- Support coordinated collection management, digitization, preservation, archiving and storage projects.
- Evaluate integrated library management systems and implement shared technologies to enhance discovery and access across campuses.
- Share library resources, expertise, and services.
- Work collaboratively with other library agencies, networks, and consortia.

For additional information, see: UNCL [Achievements & Goals](#), [Organizational Chart](#), [Resources](#), and the [News and Media](#) pages from the UNCL Website.

¹ University of Nebraska - Lincoln. (2020). *History of UNCL*. Retrieved from University of Nebraska Consortium of Libraries (UNCL): <https://uncl.nebraska.edu/history-uncl>

² University of Nebraska - Lincoln. (2020). *Participating Libraries*. Retrieved from University of Nebraska Lincoln: UNCL: <https://uncl.nebraska.edu/participating-libraries>

³ University of Nebraska - Lincoln. (2020). *Mission & Purpose*. Retrieved from University of Nebraska Consortium of Libraries (UNCL): <https://uncl.nebraska.edu/mission-purpose-benefits>

Calvin T. Ryan Library Faculty Profile Series

The Calvin T. Ryan Library Faculty Profile Series strives to highlight work done by UNK faculty members and others whose scholarly or creative activity focuses on Nebraska or the Great Plains.



Dr. Torsten Homberger

Visiting Assistant Professor - University of Nebraska at Kearney
Anti-Fascist Protection Rampart, or Merely the Wall?: The History of and Life Behind the Berlin Wall, 1961-1989

Presented: Wednesday, November 6, 2019

November 9, 2019 marked the 30th anniversary of the fall of the Berlin Wall. During the Cold War, the Wall divided the city of Berlin into two parts, just like the Iron Curtain divided the German nation. This commemorative lecture put the 28-year history of the Berlin Wall and the German-German border into historical perspective. Dr. Homberger gave an inside view of what it was like to grow up in East Germany and what it was like to witness the fall of the Wall from an East German perspective. The lecture also addresses the current issues regarding “the Wall” that today exists in the minds of many Germans.



Dr. Nathan Tye

Assistant Professor of History: University of Nebraska at Kearney
“Mark your memory of tired empty faces”: Doing History from the Bottom-up with the Down and Out

Presented: Wednesday, October 16, 2019

Hobos, tramps and bums – men and women who hopped trains and lived on the road from the 1870s to 1930s – are notoriously difficult to pin down, as railroad police officers and the historians that followed can attest. Records are scant and fragmentary. Letters or diaries are few and far between. How then do historians study this marginalized community? Dr. Nathan Tye will discuss his research and methods and share rare and one-of-a-kind material from his private collection of hobo letters, diaries, and newspapers.



Dr. Chris Steinke

Assistant Professor of History: University of Nebraska at Kearney
[Women in Bullboats: Indigenous Women Navigate the Upper Missouri River](#)
Presented: Thursday, February 7, 2019

Dr. Chris Steinke's work focuses on Indigenous history in the Great Plains. His research has appeared in the journals *Great Plains Quarterly*, *William and Mary Quarterly*, and *Ethnohistory*. His article "Women in Bullboats: Indigenous Women Navigate the Upper Missouri River" won the American Society for Ethnohistory's 2018 Robert F. Heizer Award. He is currently at work on a book manuscript entitled *Plains Corridor: Indigenous Mobility and Power on the Missouri River*.

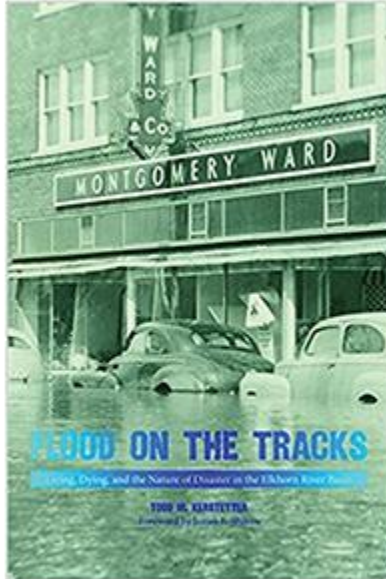


Dr. Todd Kerstetter

Professor of History: Texas Christian University
[Flood on the Tracks: Living, Dying, and the Nature of Disaster in the Elkhorn River](#)

Basin

Presented: Wednesday, September 12, 2018



Todd M. Kerstetter earned his Ph.D. in History at the University of Nebraska in Lincoln and is Professor of History at Texas Christian University. Kerstetter specializes in the history of the American West. His books include *Inspiration and Innovation: Religion in the American West* and *God's Country, Uncle Sam's Land: Faith and Conflict in the American West*. The latter examines religion's role in conflicts between the United States and the Church of Jesus Christ of Latter-day Saints, Lakota Ghost Dancers, and the Branch Davidians. His most recent book, *Flood on the Tracks: Living, Dying, and the Nature of Disaster in the Elkhorn River Basin* was published earlier this year by Texas Tech University Press. He is currently writing an environmental history of water in Fort Worth and Dallas.



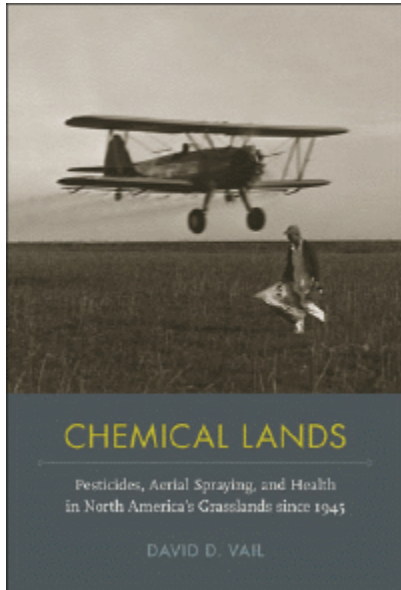
Dr. David Vail

Assistant Professor of History: University of Nebraska Kearney

[Chemical Lands: Pesticides, Aerial Spraying, and Health in North America's Grasslands](#)

[since 1945](#)

Presented: Thursday, January 25, 2018



Archives and Special Collections Collection Development Policy

Archives

The Archives of the University of Nebraska at Kearney selects, evaluates, organizes, and makes available the noncurrent records of the University of Nebraska at Kearney, and where appropriate of its faculty and staff, and where appropriate of the Board of Regents of the University of Nebraska. Records are chosen because of their continuing administrative, legal, historical, or research value as determined by the University Archivist. Records/materials signifies any medium which is employed to transmit information including paper, film, photographs (prints and negatives), paintings and drawings, audio and video or digital media, realia, etc.

Scope

The scope of the Archives is:

- *Records Management*
 - Current collecting of records and documents from University of Nebraska at Kearney offices, colleges, schools, and departments is on a case by case basis, pending development and implementation of a records retention policy.
- *University of Nebraska at Kearney History and Culture*
 - The University Archives is a repository for documents, publications, images, and media of permanent historical value relating to the history of the University of Nebraska at Kearney. Materials are retained in the Archives if they are unique or if they document the history of the college or demonstrate the work and purpose of an office or organization.
 - Materials produced by professors, staff, and alumni are an important record of UNK activities and are actively collected.
- *History of Education*
 - The Archives collects materials related to the history of education, with a particular focus on rural schoolhouses and Nebraska schools. Notable collections include the One Room Schoolhouse Oral History project materials.
- *Central and Western Nebraska*
 - The Archives strives to preserve the heritage of Central and Western Nebraska by collecting materials that document local life, including materials produced by towns, businesses, community organizations, and individuals.

Special Collections

The Library's Special Collection is a collection of about 2,400 published items, mostly books, concerning the history of Nebraska, the Plains, and the West. Some of the items are rare and many of them are irreplaceable. Items are cataloged and searchable via the library catalog.

Scope

The scope of the Special Collections is:

- Significant works concerning Nebraska.
- Works by notable University of Nebraska Kearney and Nebraska authors.

- Materials documenting the history of education.
- Materials that support the Archives scope.
- Rare and valuable items

Other items may be added at the discretion of the Dean of the Library, the Coordinator for Collection Services, or the University Archivist.

Library Services at Peer Institutions¹

(All numeric data for 2017-2018 from most recent [IPEDS survey](#))

Information *in italics* was obtained from respective library websites on 2/24/2020.

University of Nebraska at Kearney — (Total FTE: 5,363; Undergraduate 4,305, Graduate 1,058).

The Calvin T. Ryan Library at the University of Nebraska at Kearney provides 245 databases, which include 119,910 digital/electronic serials and 184,925 e-books. Physical collections include 5,114 serials, 10,290 media items, and 242,883 books in printed form.

Library expenditures include 37% in salaries and wages from the library budget, 34% in ongoing commitments to subscriptions, 11% in fringe benefits, 13% in total operations and maintenance, 4% in one-time purchases of books and serials, and 1% in all other materials and services.

Reference services are provided on an “on call” basis from Monday through Friday, 10:00 a.m. to 4:45 p.m., with librarians monitoring the Ask a Librarian queue during those scheduled hours. On Sunday through Wednesday evenings from 6:30 p.m. to 9:00 p.m. librarians provide reference service at a public Reference Desk near the main Library entrance, while at the same time monitoring Ask a Librarian. No scheduled Reference service is available on Thursday evenings or Saturdays, although librarians check the reference queue frequently outside of scheduled hours, and alert notices are sent to librarian e-mail accounts. The Meet with a Librarian link from the main Library page allows library users to schedule personal assistance. SpringShare software is used for reference, A-Z list, reserves, LibGuides, scheduling, and statistical purposes.

Minnesota State U. Moorhead — (Total FTE: 5,174; Undergraduate 4,556, Graduate 618).

The Library of Minnesota State University provides 102 databases, which include 32,095 digital/electronic serials and 45,371 e-books. Physical collections include 1,499 serials, 13,782 media items, and 305,124 books in printed form.

Library expenditures include 54% in salaries and wages from the library budget, 23% in ongoing commitments to subscriptions, 16% in fringe benefits, 5% in one-time purchases of books and serials, and 2% in operations and maintenance.

The MSU Library offers ResearchRight: One-on-One Research Consultations. This service allows clients to a face-to-face meeting with a librarian to help students develop a research topic, define a research strategy and locate relevant online and print resources. If students have general questions about the library or accessing resources remotely or which databases to search they are requested to use the Ask a Librarian page and submit the question by either e-mail, telephone or chat. MSU Library also maintains a physical research help desk.

¹National Center for Education Statistics. (2019). *IPEDS*. Retrieved from Institute of Education Sciences: <https://nces.ed.gov/ipeds/datacenter/InstitutionByName.aspx>

SpringShare software is used for several applications, including LibAnswers chat & e-mail LibGuides is used for the A-Z database list and for subject and librarian guides, and ILL. Overdrive is used to provide popular books and audiobooks.

Murray State University, Kentucky — (Total FTE: 7961; Undergraduate 7082, Graduate 879).

The Murray State University Library provides 127 databases, which include 64,102 digital/electronic serials and 51,049 e-books. Physical collections include 1,305 serials, 15,661 media items, and 330,959 books in printed form.

Library expenditures include 45% in salaries and wages from the library budget, 44% in ongoing commitments to subscriptions, 6% in operations and maintenance, 4% in one-time purchases of books and serials, 1% of all other materials and services, with 0% of fringe benefits being paid from the library budget.

Murray State University Library provides reference services through LibAnswers by e-mail. Research appointments may be booked by contacting Research & Instruction librarians. An information desk and reference offices are on the main floor. The Waterfield Café is also on the main (second) floor. The Racer Writing Center and Oral Communications Center are also on the main floor of the Waterfield Library. SpringShare software is used for LibGuides, A-Z database list and reference e-mail, text and phone service. Annual reports and library statistics are available online.

University of Central Missouri — (Total FTE: 9897; Undergraduate 8253, Graduate 1644)

The University of Central Missouri Library provides 142 databases, which include 106,657 digital/electronic serials, 178,138 digital media items, and 275,566 e-books. Physical collections include 1,667 serials, 8,647 media items, and 397,215 books in printed form.

Library expenditures include 45% in salaries and wages from the library budget, 28% in ongoing commitments to subscriptions, 16% of fringe benefits paid from the library budget, 6% in operations and maintenance, 3% in one-time purchases of books and serials, and 1% of all other materials and services.

Reference services at the James C. Kirkpatrick Library are provided through telephone, text, e-mail, and chat. Einstein Bros. Bagel shop is located on the main floor of the library. A large Computer Commons includes workstations with access to informational resources, productivity tools, group work areas and teaching labs. Multipurpose class spaces are connected to the commons area, and include computers for instruction in a hands-on environment. Many study rooms are available, and may be reserved online. SpringShare software is used for LibGuides e-mail, chat and telephone reference as well as scheduling of study rooms and other locations. Statistical reports of several types are available online, a number of which show declining use of library resources.

University of Wisconsin-Stevens Point — (Total FTE: 7.544; Undergraduate 7.321, Graduate 223)

The Library of the University of Wisconsin – Stevens Point provides 201 databases, which include 126,151 digital/electronic serials, 190,887 digital media items, and 566,935 e-books. Physical collections include 8,089 serials, 18,860 media items, and 459,231 books in printed form.

Library expenditures include 48% in salaries and wages from the library budget, 34% in ongoing commitments to subscriptions, 10% in operations and maintenance, and 8% in one-time purchases of books and serials, with 0% of fringe benefits being paid from the library budget.

The University Library is housed in the James H. Albertson Center for Learning Resources. Albertson Hall also houses University College, including Advising, the Tutoring-Learning Center (Academic Success) and six other student support offices. Reference services are provided in an office on the main floor, and through the SpringShare's Ask a Librarian service, via chat, scheduled reference consultations, and e-mail. LibGuides are used for the A-Z list, reserves, calendar, and other purposes.

University of Northern Colorado — (Total FTE: 10,942; Undergraduate 8.675, Graduate 2.267)

The Library of the University of Northern Colorado provides 210 databases, which include 85,939 digital/electronic serials, 21,092 digital media items, and 473,007 e-books. Physical collections include 19,480 serials, 97,739 media items, and 736,734 books in printed form.

Library expenditures include 38% in salaries and wages from the library budget, 33% in ongoing commitments to subscriptions, 11% of fringe benefits paid from the library budget, 10% in one-time purchases of books and serials, 7% in operations and maintenance, and 2% of all other materials and services.

The UNC Library's Ask a Librarian online service provides reference assistance via text, email, and Chat, with phone reference during regular library hours. The Ask a Librarian page also provides a telephone number that will be answered during regular library hours, and a link to schedule an individual consultation with a librarian. Reference Stacks and a service point, are on the main floor, along with Circulation along with the Library coffee shop. Ten academic support offices are located on the lower level. There is a separate music library in the School of Music.

Western Illinois University — (Total FTE: 8,322; Undergraduate 7,061, Graduate 1,261)

The Library of Western Illinois University provides 116 databases, which include 86,323 digital/electronic serials, 145,952 digital media items, and 130,852 e-books. Physical collections include 155,554 serials, 132,733 media items, and 758,826 books in printed form.

Library expenditures include 66% in salaries and wages from the library budget, 29% in ongoing commitments to subscriptions, 4% in operations and maintenance, and 1% in one-time purchases of books and serials, with 0% of fringe benefits being paid from the library budget.

Reference service is offered at a physical reference desk in the Malpass Library, Main Floor. The Reference Desk is open from 9:00 a.m. to 5:00 p.m. and from 6:00 p.m. to 9:00 p.m., M-T., and 9:00 a.m. to 5:00 p.m. on Friday. Reference is available by phone during those hours, and also by chat, text, or e-mail. It appears that LibAnswers is used for reference, but not for other library Web pages. There are separate branches in other locations for Music, Curriculum, and a branch in Moline, IL.

University of Central Arkansas — (Total FTE: 10,276; Undergraduate 8.751, Graduate 1525)

The Library of the University of Central Arkansas provides 143 databases, which include 368,249 digital/electronic serials, and 16,245 e-books, but no digital media items. Physical collections include 2,955 serials, 16,361 media items, and 329,732 books in printed form.

Library expenditures include 39% in salaries and wages from the library budget, 32% in ongoing commitments to subscriptions, 14% of fringe benefits paid from the library budget, 9% in operations and maintenance, 5% in one-time purchases of books and serials, and 1% of all other materials and services.

The Torreyson Library at the University of Central Arkansas offers online reference service by telephone and e-mail only. Reference assistance is also available at a physical Reference Desk, on the main floor near the entrance, or by appointment. Hours of staffing for Reference were not listed. A Starbucks coffee shop is also located on the main floor. The Library uses SpringShare software for Reference, Research Guides, A-Z database list, Journals list, and other applications.

Sam Houston State University — (Total FTE: 18,312; Undergraduate 16,628, Graduate 1,684)

The library of Sam Houston State University provides 344 databases, which include 104,134 digital/ electronic serials, 62,302 digital media items, and 436,670 e-books. Physical collections include 16,950 serials, 70,808 media items, and 640,643 books in printed form.

Library expenditures include 44% in ongoing commitments to subscriptions, 39% in salaries and wages from the library budget, 9% in operations and maintenance, 6% in one-time purchases of books and serials, and 2% for all other materials and services, with 0% of fringe benefits being paid from the library budget.

Reference service is provided at the Library Service Desk on the second floor of the Newton-Grisham Library, and by telephone, chat, and text. Special one-on-one assistance is provided to grad students working on a thesis or dissertation. A Starbucks coffee shop is located on the main floor, adjacent to a student lounge area. The Library has a secondary operation at University Park in The Woodlands with one librarian, from 9:00 a.m. to 10:00 p.m. Monday through Thursday, and 8 a.m. to noon on Friday and 8:00 a.m. to 5 p.m. on Saturday. SpringShare software is used for A-Z databases, Research Guides, reference services, and other applications.

Northern Michigan University -- (Total FTE: 6,713; Undergraduate 6,373, Graduate 340)

The library of Northern Michigan University provides 115 databases, which include 47,244 digital/ electronic serials, 22,000 digital media items, and 209,084 e-books. Physical collections include 521 serials, 5,528 media items, and 332,206 books in printed form.

Library expenditures include 41% in salaries and wages from the library budget, 26% in ongoing commitments to subscriptions, 20% in fringe benefits paid from the library budget, 7% in operations and maintenance, 4% in one-time purchases of books and serials, and 2% in all other materials and services.

The Olsen Library at the University of Northern Michigan is housed in the second and third floor of the Harden Learning Resources Center. Reference service is provided by phone, email appointment and chat, but not by texting. Circulation services are co-located at the

Public Services counter on the second floor (main Library floor). Some applications appear to be based on SpringShare software, or are designed to resemble them. The Sundre snack shop is located on the lower floor of the building, and features a variety of health-oriented foods and locally-roasted

University of Northern Iowa — (Total FTE: 10,479; Undergraduate 9,095, Graduate 1,384)

The library of the University of Northern Iowa provides 191 databases, which include 64,588 digital/electronic serials, 24,233 digital media items, and 338,651 e-books. Physical collections include 20,207 serials, 97,106 media items, and 746,500 books in printed form.

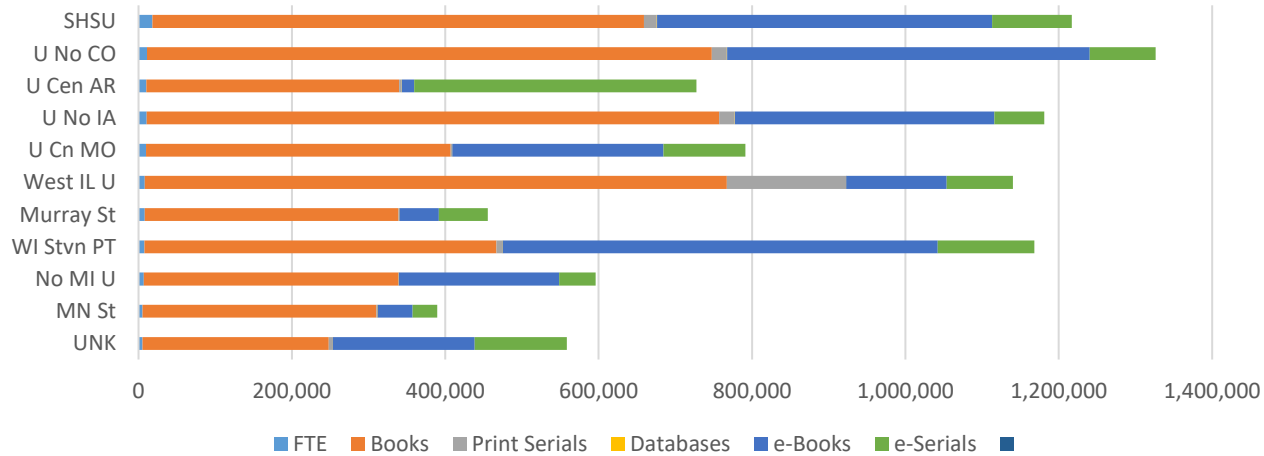
Library expenditures include 43% in salaries and wages from the library budget, 27% in ongoing commitments to subscriptions, 18% in fringe benefits paid from the library budget, 9% in operations and maintenance, and 4% in one-time purchases of books and serials.

The Rod Library at the University of Northern Iowa provides services at a Library Services Desk on the main floor of the Library. Librarians are available for reference help during both semester sessions via chat, e-mail, text, or telephone. During the regular semester hours are 7:00 a.m. to midnight, Mon. – Thurs., 7:30 a.m. to 7p.m. on Friday, 10 a.m. to 5 p.m. on Saturday, and 2:00 p.m. to midnight on Sunday. More in-depth research sessions with librarians may be requested via a calendar-based form. The Book Bistro café is located on the second level of the library building. The second floor also houses the Learning Commons, Learning Center, Makerspace, and Virtual Reality – Digital Media Hub.

Library Resources at UNK Peer Institutions

	FTE	Books	Print Serials	Databases	e-Books	e-Serials
UNK	5,363	242883	5114	245	184925	119910
MN St	5,174	305121	1499	102	45371	32095
No MI U	6,713	332206	521	115	209084	47244
WI Stvn PT	7,544	459231	8089	201	566935	126151
Murray St	7,961	330959	1305	127	51049	64102
West IL U	8,322	758826	155554	116	130852	86323
U Cn MO	9,897	397215	1667	142	275566	106657
U No IA	10,479	746500	20207	191	338651	64822
U Cen AR	10,276	329732	2955	143	16245	368249
U No CO	10,942	736734	19480	210	473007	85939
SHSU	18,312	640643	16950	344	436670	104134

Peer Group Library Resources



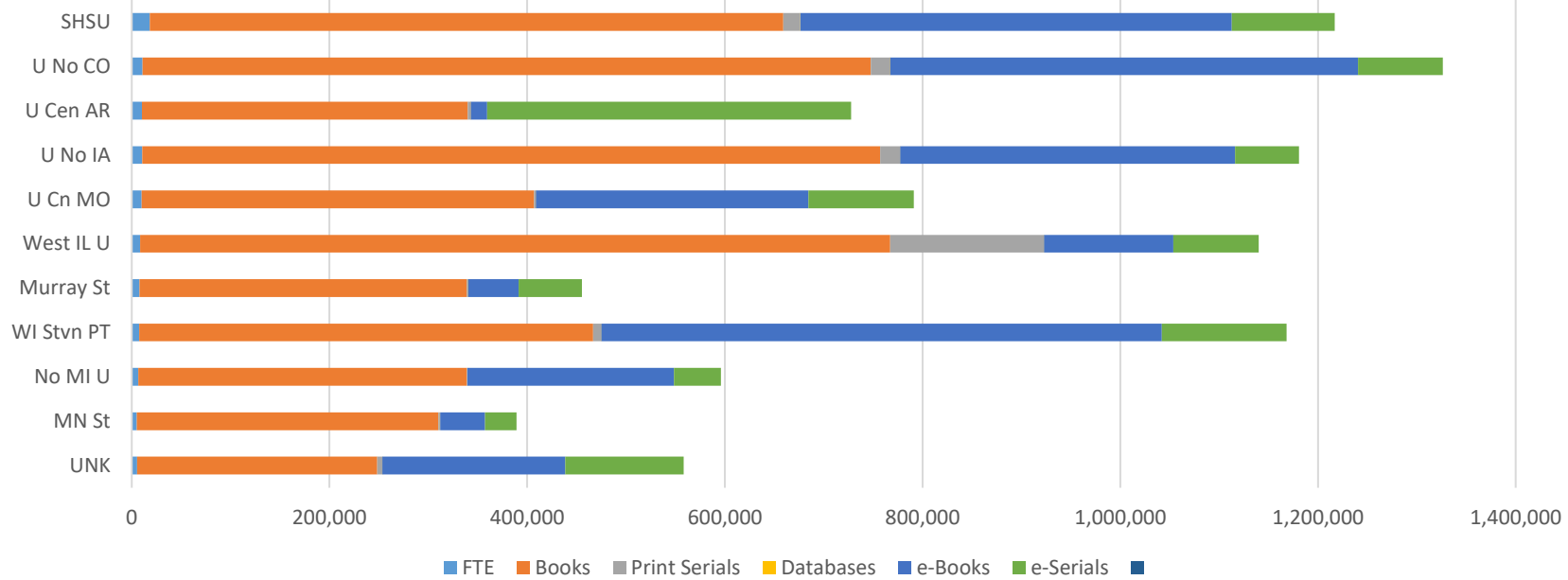
Over for additional table, same data →

Library Services at Peer Institutions											
	UNK	MN ST	Murray ST	U Cent MO	WI Stvn Pt	U No CO	West IL U	U Cen AR	SHSU	No MI U	U No IA
Books	242,883	305124	330959	397215	459231	736734	758826	329732	640643	332206	746500
e-Books	184,925	45371	51049	275566	566935	473007	130852	16245	436670	209084	338651
Print Serials	5,114	1499	1305	1667	8089	19480	155554	2955	16950	521	20207
e-Serials	119,910	32095	64102	106657	126151	85939	86323	368249	104134	47244	64822
Databases	245	102	127	142	201	210	116	143	344	115	191

Library Resources at UNK Peer Institutions							
	FTE	Books	Print Serials	Databases	e-Books	e-Serials	
UNK	5,363	242883	5114	245	184925	119910	UNK
MN St	5,174	305121	1499	102	45371	32095	MN St
No MI U	6,713	332206	521	115	209084	47244	No MI U
WI Stvn PT	7,544	459231	8089	201	566935	126151	WI Stvn PT
Murray St	7,961	330959	1305	127	51049	64102	Murray St
West IL U	8,322	758826	155554	116	130852	86323	West IL U
U Cn MO	9,897	397215	1667	142	275566	106657	U Cn MO
U No IA	10,479	746500	20207	191	338651	64822	U No IA
U Cen AR	10,276	329732	2955	143	16245	368249	U Cen AR
U No CO	10,942	736734	19480	210	473007	85939	U No CO
SHSU	18,312	640643	16950	344	436670	104134	SHSU

Over -->

Peer Group Library Resources



Memorandum

To: Janet Wilke, Dean of the Library
From: Ron Wirtz, Coordinator of User Services
Subject: Library Lab Use, Preliminary Report
Date: 20 December 2016

A preliminary look at use statistics shows that the computer labs in the Calvin T. Ryan Library were used much more heavily over the 2016 calendar year than in the same period in 2015. Of course, these figures are subject to additional analysis and adjustment, and upon further examination there may be a few category reassignments. This is because there is some variability in the manner and by whom session information was recorded.

Jan. – Dec. 2016 Lab & Instructional Sessions: **381 sessions**¹

Jan. – Dec. 2015 Lab & Instructional Sessions: **204 sessions**

Of the above, 159 sessions involved orientations or more in-depth instruction by faculty librarians in 2016. This compares with 138 sessions by faculty librarians in 2015.

There were 35 group work sessions in 2016 during which faculty librarians provided assistance to students but did not provide formal instruction. All of these work sessions were requested by teaching faculty, with the majority being from Teacher Education. This compares with 19 sessions recorded for the 2015 calendar year.

There was a large increase in the number of work sessions led by a faculty or staff member from outside the Library in 2016 – in all, a total of 73 sessions, compared with only 12 sessions in 2015. Nearly half of the 2016 sessions – 33 in number – were group tutoring sessions for PRAXIS, Chemistry 146, or Math 102 provided through the Learning Commons, which has essentially outgrown the space for

¹ This represents an increase in the number of students served from approximately 4049 in 2015 to 7564 in 2016. (For scheduled classes, wherever possible the number of students was determined by referring to the instructor and scheduled time and section as listed on My Blue. For other types of sessions, such as New Student Registration, the estimated number was based on average student registration per session. In still other cases, the number provided was by actual count, or by reference to other sections of the same course. For those reasons, it should be stressed that the above numbers are approximations.

these types of small groups. The remaining 40 sessions were led by staff or faculty instructors from other non-library departments.

The most notable change from 2015 to 2016 involves the instructional use of Library computer labs on a scheduled basis. The majority of these 80 sessions have been LNSK 103 and LNSK 117, TRIO, and University Foundations.

The small computer lab that was set up in the former IT Training room at the west end of the lower level of the building was used 45 times for either non-library faculty-led instruction or non-library faculty facilitated work sessions. It served on an important “overflow” basis when groups could not be accommodated in the other two Library computer labs.

It should be noted that figures from 2015 include records identifying the Curriculum Classroom or Curriculum Meeting Room for 31 “Other” computer lab uses. Uses of the Curriculum Classroom or Curriculum Meeting Room included 44 sessions for 2016.

In effect, **use of Library computer labs has shown a substantial increase** from 2015 through 2016. It is clear from the overall increase in usage that there is a continuing need for computer labs and adjacent meeting space on this campus.

For some courses, especially those requiring statistical analysis and other specialized software, that need may be critical. It is recommended that the computers and software in the small west computer lab should be brought up to date in both hardware and software. In order to do that on a continuing basis, the overall allocation of technology fee funds on this campus may need to be slightly readjusted.

Memorandum

To: Janet Wilke, Dean of the Library

From: Ron Wirtz, Coordinator of User Services

Subject: Use of Library Labs and Instructional Spaces, Academic Year 2016-17

Date: 11 July 2017

The previous report on computer lab use in the Library from 20 December 2016 included a very preliminary survey of use of lab spaces in the Library building. However, in the interest of providing more detailed information for purposes of long-range planning and assessment, this document and its attachments include scheduled activity for other spaces in the building, including the Learning Commons, Jennings Room, Curriculum Classroom, and Curriculum Meeting Room.

Information was collected from a number of sources, including Qualtrics surveys on teaching and small group activities conducted by Library faculty members, Learning Commons data on group and individual activity, and lab reservation records for faculty and staff who are not housed in the Library. This was cross-matched with scheduling calendars for all three Library computer labs to ensure that all scheduled lab sessions were counted. Data on Learning Commons activities are based on records obtained from Lynn Arnold, Office Associate for the Learning Commons. Information on the use of the Curriculum Classroom and Curriculum Meeting room was provided by Sharon Kofoed.

Fall 2016				Spring 2017			
Instruction by Librarian				Instruction by Librarian			
# Sessions	63	# Students	1290	# Sessions	43	# Students	872
Work Group WITH Librarian Assistance				Work Group WITH Librarian Assistance			
# Sessions	24	# Students	484	# Sessions	16	# Students	335
Instruction by Non-Library Faculty or Staff				Instruction by Non-Library Faculty or Staff			
# Sessions	72*	# Students	1679	# Sessions	28*	# Students	309
Work Group WITHOUT Librarian Assistance				Work Group WITHOUT Librarian Assistance			
# Sessions	42*	# Students	755	# Sessions	25*	# Students	453
Other (Testing, Training, etc.)				Other (Testing, Training, etc.)			
# Sessions	26*	# Students	444	# Sessions	18*	# Students	302
Total	227*	Total	4652	Total	130*	Total	2271

Selected Library & LC Session Locations Fall 2016				Selected Library & LC Session Locations Spring 2017			
MAIN Lab	73*	EAST Lab	122*	MAIN Lab	44*	EAST Lab	50
WEST Lab	40	Jennings	59*	WEST Lab	27	Jennings	56*
Curr. Mtg.	32*	CLASS	40*	Curr. Mtg.	36*	CLASS	22*

*Of the above, the Learning Commons scheduled 39 sessions in the Main computer lab, 32 in the Curriculum Meeting Room, 5 in the Curriculum Classroom, 2 in the East computer lab, 48 in the Jennings Room, 38 in Copeland Hall, and 5 in various other locations over the Fall 2016 semester. During the Spring 2017 semester, the Learning Commons scheduled 46 sessions in the Jennings Room, 22 in the Curriculum Meeting Room, 10 in the Curriculum Classroom, and 7 in the Main computer lab, along with 34 sessions in Mitchell Center 147.

Learning Commons Scheduled Group Sessions				Learning Commons Scheduled Group Sessions			
# Sessions	214*	# Students	1753	# Sessions	203*	# Students	1344
Selected LC Session Locations Fall 2016				Selected LC Session Locations Spring 2017			
LC Orange	17	LC Blue	42	LC Orange	1	LC Blue	7
LC Green	0	LC Alcove	18	LC Green	4	LC Alcove	27
Copeland	38	Other	3	Mitchell	1	Other	1

*Of the above, the Learning Commons scheduled 39 sessions in the Main computer lab, 32 in the Curriculum Meeting Room, 5 in the Curriculum Classroom, 2 in the East computer lab, 48 in the Jennings Room, 38 in Copeland Hall, and 5 in various other locations over the Fall 2016 semester. During the Spring 2017 semester, the Learning Commons scheduled 46 sessions in the Jennings Room, 22 in the Curriculum Meeting Room, 10 in the Curriculum Classroom, and 7 in the Main computer lab, along with 34 sessions in Mitchell Center 147.

Learning Commons Scheduled Group Sessions				Learning Commons Scheduled Group Sessions			
# Sessions	214*	# Students	1753	# Sessions	203*	# Students	1344
Selected LC Session Locations Fall 2016				Selected LC Session Locations Spring 2017			
LC Orange	17	LC Blue	42	LC Orange	1	LC Blue	7
LC Green	0	LC Alcove	18	LC Green	4	LC Alcove	27
Copeland	38	Other	3	Mitchell	1	Other	1

Part III Following are abilities and characteristics that contribute to your job performance.

<p>1. Job knowledge - Demonstrates specialized knowledge required to perform the job</p>	
<p>Comments:</p>	
<p>2. Quality of work - Completes assignments with thoroughness and accuracy</p>	
<p>Comments:</p>	
<p>3. Quantity of work - Demonstrates ability to manage several responsibilities simultaneously; demonstrates willingness and ability to carry a fair share of the workload</p>	
<p>Comments:</p>	
<p>4. Planning and organizing - Plans and organizes work, coordinates with others, and establishes appropriate priorities</p>	
<p>Comments:</p>	
<p>5. Dependability - Monitors projects and exercises follow-through, adheres to time frames, and is on time for meetings and appointments</p>	
<p>Comments:</p>	
<p>6. Integrity - Represents self and situations honestly; understands and maintains confidentiality</p>	
<p>Comments:</p>	
<p>7. Delegation and supervision - Demonstrates ability to direct others in accomplishing work, effectively selects and motivates staff, encourages career development for staff, and does timely performance appraisals of staff</p>	
<p>Comments:</p>	
<p>8. Relating to others - Maintains positive work relationship with supervisors with peers and those who report to and/or interact with employee</p>	
<p>Comments:</p>	
<p>9. Communication - Expresses ideas clearly both orally and in writing; listens well and responds appropriately</p>	
<p>Comments:</p>	
<p>10. Cultural Diversity and Sensitivity - Interacts appropriately with all members of the campus community, regardless of racial or ethnic origin, gender, age, disability, or other like factors, and helps to create a hospitable and inclusive environment consistent with institutional efforts.</p>	
<p>Comments:</p>	
<p>11. Judgment, critical thinking, and decision making - Effectively analyzes problems, determines appropriate action for solutions, and exhibits timely and decisive action</p>	
<p>Comments:</p>	
<p>12. Professional development - Keeps professional knowledge up to date and seeks to increase job knowledge through additional course work, seminars, and reading; demonstrates ability to apply new information to enhance effectiveness on the job</p>	
<p>Comments:</p>	
<p>13. Initiative - Is a self-starter, seeks and assumes greater responsibility, monitors projects independently, and follows through appropriately</p>	
<p>Comments:</p>	
<p>14. Creativity - Offers innovative ideas that contribute to meeting assignment objectives and departmental goals</p>	
<p>Comments:</p>	

15. Flexibility - Adapts to change, accepts new ideas and approaches to work, responds appropriately to criticism and to suggestions for work improvement	
Comments:	
16. Training - Completed the annual sexual misconduct training	
Comments:	

Part IV Overall rating - This is to rate overall performance and is not simply an average of the above ratings. Must be at good performance or above to be eligible for any salary increase.

Supervisor Comments to Support Overall Rating – (maximum of 12 lines)

Employee Response to Evaluation and Overall Rating – (maximum of 12 lines)

Part V Following are goals established by you and your supervisor for the next rating period and/or areas in which you need to enhance job performance (maximum of 12 lines)

Part VI Your signature will indicate that you have received a copy of this evaluation and have discussed it with your supervisor. Your signature does not indicate agreement with the evaluation. If you choose to respond in writing to the evaluation, you have five workdays to do so, and your written response will be attached to the evaluation.

Employee's Signature _____ Date _____

Evaluating Supervisor's Signature _____ Date _____

Next Highest Supervisor's Signature _____ Date _____

Employee's Report of Activities

Please PRINT or TYPE

(To be completed by employee being evaluated)

(Note to Employee: This is a report of any activities you wish to call to the attention of your supervisor prior to your performance evaluation. Following is a suggested outline for your report. Suggested length is one page. Completing the form and returning it to your supervisor at least five days before your evaluation date is your responsibility. (If you do not return the form within the specified time, your supervisor will complete the evaluation without your input.)

Name _____ **Date** _____

Department _____ **Position Title** _____

Major Goals department established by you and your supervisor for the rating period.

Progress on established goals

Other contributions and accomplishments during rating period

Professional development activities that have enhanced your effectiveness

Other comments



CODE OF PROFESSIONAL ETHICS

1. We perform our public responsibilities, services and activities ethically, competently, efficiently and honestly, in keeping with University policy and applicable law. We strive for continuous improvement in our performance, mindful of the public cost to our activities.
2. We expect that all necessary and proper controls safeguarding public resources are in place and observed, with periodic auditing of functions and departments by all appropriate audit authorities.
3. While in the service of the University, we conduct ourselves free of personal conflicts or appearances of impropriety, mindful that our exercise of authority on behalf of the University has been delegated fundamentally for the public good. Conflicting interests or influences are promptly disclosed to our superiors and appropriate steps are undertaken to promote the integrity of University business and other transactions.
4. We do not accept anything of value offered in consideration of performing our public duties, other than the compensation, benefits and reimbursement of expenses duly authorized by the University or otherwise permitted by law. We do not accept any favor, loan, service, business or professional opportunity from anyone knowing (or when it should be known) that it is offered in order to improperly influence the performance of our public duties, or when acceptance thereof may reasonably be perceived as an impropriety in violation of University policy or state law. University procurements of goods or services are undertaken only by authorized personnel and, when competitive principles apply, decisions are made impartially and objectively in accordance with established policy and state law.
5. We preserve and respect the confidentiality of University records. We do not externally disclose confidential records or other nonpublic information without appropriate authorization, and any confidential record or information we access as a result of our position or duty is neither exploited for personal benefit nor misused for any unauthorized purpose.
6. We are committed to the principles of federal and state law guaranteeing equal opportunity and nondiscrimination with respect to University services, programs, activities and employment, and we support an environment that respects the rights and opinions of all people. Complaints of discrimination, harassment and retaliation are investigated and when warranted appropriate corrective action is taken and disciplined in accordance with University policy and applicable law.
7. Our communications on behalf of the University with all persons, including faculty/staff, customers, clients, students, guests and vendors, are conducted professionally and with civility.
8. We do not condone dishonesty in any form by anyone, including misuse of University funds or property, fraud, theft, cheating, plagiarism or lying. We encourage and expect reporting of any form of dishonesty, and our managers and supervisors to appropriately investigate such reports. We also expect that appropriate law enforcement and the University Director of Internal Audit will be notified when circumstances reasonably indicate fraud or theft of University funds.
9. We bring to the attention of supervisors and managers, the University Director of Finance, the UNK Vice Chancellor for Business & Finance, the University Director of Internal Audit, the Nebraska Auditor of Public Accounts, the Nebraska State Ombudsman, or other responsible University office, any violation of these principles or circumstances reasonably indicating that a violation has occurred or may occur. Such reporting in good faith in order to promote the ethical integrity of operations is expected and encouraged by the University, and retaliation by any University employee as a result against the person making such good faith report shall be subject to disciplinary action. We appropriately investigate all such reports and, when warranted by the facts, require corrective action and discipline in accordance with University policy and state law.

Review Date: _____ Signature: _____ Printed Name: _____



LIBRARIAN'S MEETING – November 20, 2019

The group was an icebreaker task and show a video on the future of library services in higher education. This stimulated conversation and the following key points were discussed:

- 1) The key objectives of the UNK Library
- 2) Information about college libraries in general
- 3) What is going well at the UNK Library
- 4) Challenges that concern the group
- 5) What events and efforts result in “good news” for the UNK Library
- 6) What values are emerging
- 7) What is missing
- 8) How does this impact the mission
- 9) Important decisions that will accomplish a great deal and have impact

There were several emerging action items that resulted. The facilitators saw a pattern leading to the need to bring more awareness about the UNK Library to the students, stakeholders and community.

UNK LIBRARY STRATEGY SESSION - December 18, 2019

QUESTION: How to successfully build awareness of the UNK Library through marketing and outreach education?

VISION OF VICTORY

The following outcomes will be realized upon successfully building awareness of the UNK Library through marketing and outreach education.

- Data and impacts shared with administration
- More efficient
- Expand existing things
- Fully staffed
- Achievement
- Transparency
- See more students
- Partnerships with faculty in other departments
- Monthly brown bag with faculty
- Consistent involvement
- Directly involved with undergrad student research
- New building potential
- Relationships with new people
- Physical atmosphere
- Emphasize importance
- "Ask a Librarian" link on eCampus page
- Modern smart rooms
- More comfort that students want
- More events in the building
- Non-academic collaboration (co-curricular)
- More time
- Community involvement
- Administration recognition
- Showcase different materials
- Online grad students
- More eCampus collaboration
- Faculty Scholar dig repos?

COMMITMENTS

Increase Marketing

TIMELINE: Start January

RESOURCES: People, Money, Guidelines, Time, Supplies

RESPONSIBLE TEAM MEMBERS: Lindsey and the Shameless Promoters.

Marketing plan (push through the marketing plan)

Plan and organize events for campus and community participation

Go to more events on campus

Help with advertising new events

Identify information trends

Create curriculum department IG account to show case items

Education faculty regarding resources

Buy more UNK related materials for the library

Attend more faculty presentations

User study social media

Weekly library letter

Identify target market

Library trivia nights

Develop Data Management Plan

TIMELINE: Start January

RESOURCES: Springshare, Alma Box

RESPONSIBLE TEAM MEMBERS: David, Lisa, Ron, Mark, Todd

Identify types and locations of data

Stakeholders communicate what data to whom

Provide analysis and visualizations

Gather data w/intention, i.e. OER

Flow of statistics and information to University administration

All event requests must include number of attendees

Analytics connection to promotions

Surveys

All data to be collected through a single interface

Team Development

TIMELINE: Start January

RESOURCES: Gather information from staff on what training is needed

RESPONSIBLE TEAM MEMBERS: Karen and Janet

Identify needed personnel

Provide support for changes being enacted

Get skill-specific training

Hire additional students

Regular time to learn new skills

Educate on budget

Streamline Workflows – Start Now – Time, current docs/info, shared access – Department Managers

TIMELINE: Start Now

RESOURCES: Time, current docs/info, shared access

RESPONSIBLE TEAM MEMBERS: Department Managers

Find workflows to let go

Make work-flow efficient

Learn new software

Cross-train within departments

Implement new ILS

Improve User Experience

TIMELINE: Start January 2

RESOURCES: Staff, scheduling, documents

RESPONSIBLE TEAM MEMBERS: Coordinators and Department Leaders

Regularly scheduled workshops

Learn more about other departments

Walk around building for better flow

Streamline Curr Dept. LibGuides

Publish archives policies

Online tutorial (interactive)

Finish new projects

Library of the Future

June 2021

Calvin T. Ryan Library, University of Nebraska – Kearney

Outline of Contents

1. UNK Library Post-Pandemic
2. Environmental Sustainability
3. Priorities (Non-negotiables)
4. Vision
5. Spaces
 - a. Student / Library User Spaces
 - i. What Students Want
 - ii. Student Interaction Space – Main Level
 - iii. Student Spaces, Individual, Collaborative and Specialized, Other Locations
 1. Study Rooms:
 2. Specialized Spaces
 - b. UNK Community Spaces
 - c. All Faculty Spaces and Services
 - d. Library Faculty Spaces
 - i. Offices
 - ii. Research Consultation Space on the Main Level
 - iii. Instruction Spaces (Library controls reservations)
 - e. All Library Staff Spaces
 - f. Library Administration Space
6. Details on Services and Collections
 - a. Archives and Special Collections
 - b. Book Collection (LC), State and Federal Government Documents, Periodicals in a Physical Format
 - c. Curriculum Collection or Teacher Resources Collection (TRC)
 - d. Learning Commons
 - e. Outreach, Research & Instruction Services (ORI) including the Circulation/Welcome Desk and the InterLibrary Loan service.
 - f. Technology Services and Collection Services
7. Concerns

1. UNK Library Post-Pandemic

In 2021, discussions and descriptions regarding university spaces must acknowledge the COVID-19 pandemic and the still unknown long term impact on numerous areas of academic practice. In the spring 2020 hurried transition to virtual delivery of the academic experience, the UNK library enhanced and strengthened the virtual versions of services that were already available to online students as well as to students at the UNK campus. As we move toward a new normal, we will add the best of what we learned from a mostly virtual existence to our catalog of services and pedagogy.

In summer 2020, the NU System moved resolutely toward re-opening the campuses for the fall 2020 and spring 2021 semesters. Doing so demonstrated the University's commitment to in-person contact as the educationally superior method of establishing and maintaining relationships critical to learning. At UNK we have the opportunity to design and manage integrated and meaningful library spaces that are safe hubs facilitating the discovery of information and the application and creation of knowledge through resources, facilities, and personal guidance. Success will mean contributing unique and meaningful in-person experiences that support the growth of academic learners and instructors.

Early meaning of the phrase "the library is the heart of the university" implied a physical location, or as historian Shelby Foote stated "a university is just a group of buildings gathered around a library." Even so, no matter how grand the building, it was the contents that provided the "heart." That has not changed. What has changed is the definition of the word "contents" which has expanded beyond print to include digital and other formats; but also to include the services, technology, equipment, spaces, and the expertise of the staff found in a dynamic university library. It now includes programs, workshops and other outreach activities highlighting the collections and the work of campus scholars – faculty and students - on-campus and at a distance – for the UNK community, the region and beyond. The library has grown from holding materials to being a facilitator of student learning, teaching, faculty research, and social engagement. Most importantly, it is a place where information is discovered, evaluated, used, created, shared and celebrated.

2. Environmental Sustainability

In 1995 Stewart Brand wrote that “...every new [or refurbished] library is a “prediction about the future.” Although new spaces have to be fit for purpose on their first day of opening, they must also be fit for the unknown future.” (*Brand, 1995*) Brand was referring to the changes that librarians have addressed continually over the decades regarding access to resources, user expectations and needs, and for the past 40 or so years, technology. All must be considered carefully and addressed, in renovation and construction, with as much future flexibility incorporated as possible. With regard to building renovation and construction however, there is a known future with world-wide impact that must be addressed – the need to minimize consumption of resources in construction and operations.

UNK recognizes this need. The 2005 Sustainability Master Plan calls for the campus to reduce its energy use by 25% by 2025 and achieve carbon neutrality by 2050. Steps toward those goals have included transitioning to energy efficient LED lighting, improved monitoring of individual building energy use and purchasing electricity from NPPD’s 53 acre solar farm. University-wide, NU students were instrumental in moving forward policy changes that would allow the Board of Regents to consider environmental, social and governance criteria when investing University-controlled endowment holdings.

The US Green Building Council’s LEED performance system describes a green building as one incorporating specific design elements including: sustainable site selection and development, water and energy efficiency, use of local resources, material conservation and waste reduction, indoor environmental quality, and innovation in design.

Libraries and library associations throughout the world, including the American Library Association (ALA) and the International Federation of Library Associations (IFLA) are at the forefront in advocating and promoting sustainable learning environments to support the communities they serve. In 2010, four areas of library sustainability were identified by Jankowska and Marcum: “sustainability of scholarship and collections, green library operations and practices, green library buildings, and measuring and improving sustainability.” (*Jankowska, 2010*)

Academic libraries tend to be built for the long-term. Calvin T. Ryan Library is a prime example. First built in 1963, 58 years after the founding of the institution, it was added on to in 1983, and with the exception of minor interior work, and energy-saving measures such as new windows, has remained largely unchanged for the past 38 years. For better or for worse, it has endured. Libraries should endure. They serve not only a functional purpose but also as an inspiring physical representation of the purpose of the University. The Library as a building and as a space has a huge impact on the cultural environment of the academic community. By their very nature libraries are "green" in that their resources and services are developed in support of, and used by, all members of the campus community. Recognized as key support for the academic success of students and for teaching and research support for faculty, libraries are pointed out and toured by prospective students, faculty and others visiting campus. They serve as a model for the University’s commitment to excellence and to its understanding of its broader responsibilities to society.

Future library renovation/construction provides the opportunity to make a transformational leap regarding the environmental sustainability goals included in the latest UNK Strategic Plan. A sustainable

and environmentally responsible building, planned to be here for generations of UNK students, puts those goals into visible action.

The members of the Calvin T. Ryan Library faculty and staff strongly recommend development of an environmentally sustainable library building for the UNK campus.

Brand, S. (1995). How buildings learn: What happens to them after they are built. New York: Penguin books.

Jankowska, M.A. and Marcum, J.W. (2010) "Sustainability challenge for academic libraries: planning for the future," College & Research Libraries, Vol. 71 No.2, p.161.

3. Priority Requirements (Non-negotiable) for the Library facility at the University of Nebraska at Kearney

Some of the following relate to the Library as a building and environment, and may be components and considerations for any renovation or new construction of a public-use building. They are included here because of the long-term and significant impact, they have had on staff, users and collections in the current Library building. Other points refer to the impact inadequate spaces has had, and will continue to have, on library services and the ability to respond to changing academic needs.

- Overriding all priorities is the development of a Library facility that is engaging, inspiring, and draws people into its spaces. A Library that tells UNK students, present and future, that important work is done here and that they will have access to the resources and support they need to be successful.
- Library services, physical collections, and some spaces remain open to UNK students during renovation/construction work.
- HVAC systems that meet recommendations and standards for Library buildings and collections, including air purity.
 - HVAC systems that meet the standard requirements for Archival materials. (See Archives and Special Collections for specifics on those collections and also for overall HVAC needs for the building.)
 - Quiet HVAC system when running. Presently large areas of the building cannot be used for classes, discussions, meetings, recording, etc., because of the noise produced by the ventilation system.
 - Some measure of local control for HVAC.
- In addition to ADA requirements features that address what are often referred to as “invisible disabilities.” Examples include:
 - Hearing loops in all spaces used for classes or other presentations/programs.
 - Attention to acoustics, the impact of lighting and need for low light for some library users.
 - Type of flooring and impact on noise, wheelchair movement, etc.
 - The impact of color on mood and need for both bright and subdued spaces.
 - Impact of ADA requirements for shelving, width of aisles and height, on space needs. Current shelving of the LC book collection does not comply with aisle width or height requirements.
- Environmental sustainability. (See separate page.)
- The library is technologically dependent on connections to the outside world:
 - must have high priority access to the power grid.
 - consistent dependable power supply to all parts of the building, internet, WiFi.
 - future access to technology changes and upgrades as they develop.
- All event, classroom and other spaces that can be used for presentations to students or others, must be technically equipped to provide real-time and recorded access for students at a distance.
- Two entrances - one on the east side of a building, one on the west. This addresses the two major areas of campus, the east end with the older cluster of academic buildings and residence halls, and the growing academic presence to the west.

- Well-defined welcoming entrances that let visitors know that they are entering a library.
- Handicapped access (ramps) that are a built-in architectural feature and don't look added on.
- Exterior three-season gathering area adjacent to the entrance closest to the Presentation space. Outdoor seating, tables and technology for use as a program area. Shaded and protected from wind.
- Flexible event space for up to 100 people on the main level. This will allow for speakers and other presentations for the campus community and for off-campus visitors. Unlike other academic buildings which occasionally welcome visitors from off-campus, the university Library carries the expectation of being visited, and used, by non-UNK patrons. The Library shares information regarding the collections and work of the University by inviting the general public to programs and presentations, exhibits and displays. As a Federal Government Documents repository the Library must assist Nebraska's 3rd Congressional District citizens with access to Federal Government Documents.
- Learning Commons and Partners located on the main level.
- Archives space that is a focal point for the building.
- Study rooms of varying sizes. Recommended numbers are provided later.
- As much natural light as is possible – focused on spaces for library patrons and for staff.
- Well located and organized staff spaces. In the 1963/1983 constructions, staff work areas and offices were designed for the number of staff, and the way library work was done, at those times. Changes in positions, processes and services have resulted in staff spaces being carved out where room was available. The result is split-up work units and the inability to place units that often work together, in close proximity.
- Discussions/decisions regarding placing existing services, programs, or staff in the building, that currently have homes elsewhere, need to take place in the planning stage, not post-renovation/construction.
- Library spaces, such as student study rooms, must cease being seen as locations for temporary or long-term homes for "orphaned" offices and programs. Such actions have, and will continue to result in, reduced space for UNK students and hamper the library's ability to be dynamic and flexible now and in the future.
- We strongly recommend working with an architectural firm that specializes in, or has successfully completed, a significant number of academic library renovation and construction projects.

4. Vision for the University of Nebraska at Kearney's Library of the Future.

- With academic success for all students, residential and at a distance, as the overriding priority, the Library is a **vibrant campus hub for** collaborative and interdisciplinary learning. The Library supports instruction, facilitates learning, improves information competency, and maximizes recruitment, retention, progression, graduation, and life-long learning skills.
- **Physical spaces address the varying academic needs** of students including collaboration; quiet study; activity based work such as recording, practicing, and physical creation; and technology-enhanced instruction and learning.
- The Library's **collections, and services ensure equitable information access for on-campus and distance students** to inspire and foster inclusiveness; learning; exploration; knowledge creation, and creative processes.
- **Engagement with Library resources and collections** is encouraged for all students, regardless of location, by instruction, via exhibits and programs highlighting collections and research and by providing hands-on access to primary materials.
- **Scholarly work of UNK faculty and students is showcased** via the Digital Repository and exhibits, both on-campus and online. **Programs held in the Library's event** spaces provide further opportunities for UNK faculty and students from all disciplines to come together, physically and virtually.
- **Collaboration with other UNK academic success units and campus services** recognizes the myriad academic needs of a diverse student population and the support needed by University faculty.
- As the NU System campus in the western half of Nebraska, the University's responsibilities to Nebraska citizens is recognized and addressed. Through **outreach and service**, directed efforts are made to inform the broader region about the resources, research and activities of the Library and the University and to provide opportunities for people to engage with the campus. Adapted from: <https://sr.ithaka.org/blog/the-services-portfolio-of-an-academic-library-a-framework/>

5. Library Physical Spaces

a. Student / Library User Spaces

i. What Students Want

ii. Student Interaction Space – Main Level

iii. Individual, Collaborative and Specialized Spaces

1. Study Rooms

2. Specialized Spaces

a. Student / Library User Spaces

Over the past few decades the academic library mission of holding and providing physical resources has evolved into being a partner, facilitator, and activist in the business of knowledge acquisition and use. As pedagogy has put more focus on project-based learning and collaborative work, the library has become a place where active and social learning occurs. It is as much about users being knowledge creators as it is about their being knowledge consumers. The academic library is a learning-centered place where ideas are examined, shared and shaped.

As mentioned, pedagogy has moved to project and group work and space is needed for those activities. However, recent research indicates that the majority of students still come to the library to study on their own. Flexible zones that meet various needs will make the best use of spaces. Most of the student working spaces will be away from the main floor with its activity and noise. Adjacency to collections such as Archives, Teaching Resources, and focused collections serves to provide dividers when needed and also an overall sense of purpose.

Group work and collaboration spaces range from open areas designated as noisier to study rooms. A student working alone might be in an open area designated as quiet, with large tables to spread out work, or in smaller study rooms, pods, carrels, and corners. A variety of furniture types in each zone allows students to decide where and how they study. Technology can be easily used in any of the areas.

Daejin, K., Bosch, S., Lee, J. Alone with Others: Understanding physical environmental needs of students within an academic library setting. The Journal of Academic Librarianship, 46 (2020)

In addition to reviewing the literature available regarding student library use, preferences and need, the Calvin T. Ryan faculty reviewed the web pages of each of UNK's peer institutions (Board of Regents and CCPSE) looking specifically at types of spaces described and services available. Most importantly, the observed and expressed needs of UNK students were paramount in helping to inform the spaces described in this document.

i. What Students Want

Following are a few points raised by students at UNK and at other institutions:

- Students want a library facility to be engaging and inspiring, that tells them important work is done here. (Tristan Larson, UNK Student Senate Vice President, stated that she wants prospective students to “see themselves in this space.”)
- Student library need and use is as varied as the students themselves and will change depending upon the day, month, time of semester, field of study, type of assignments received, on-campus or off-campus residence, learning behavior, motivation, personal preferences, etc.

- During a library visit a student might shift between being a solitary user, to a member of a project team, to a member of a study group, to visiting socially with a friend.
- Comfort goes beyond furniture and includes natural light and artificial light that can be controlled by the user, acoustics, temperature, air quality, easy access to refreshments and a place to socialize.
- Students perceive a space to be full when 50% of the total space is being used. In most cases students do not want to be visually isolated from their peers. The social support of seeing peers studying helps keep them motivated and on task.
- Students want, and need, options for study spaces that include but are not limited to: individual study carrels, large tables to spread out papers, soft seating, quiet spaces, active and social spaces and spaces for groups working on projects. Most critically at UNK students want study rooms of varying sizes.

Library spaces must be varied, multi-functional and easily reconfigured to meet specific student, library and campus needs. Developing such spaces ensures that they are used to the fullest extent possible—a critical point in sustainability and stewardship of resources. The spaces must be of sufficient volume to ensure user comfort, and there should be a flow between formal and in-formal spaces.

ii. Student Interaction Space – Main Level of a Library Facility

Total number of seats available for students: 900. This does not include the Learning Commons spaces and numbers.

Library spaces begin with the entrances. Gardens, courtyards, and amphitheaters create more flexible rooms that provide untethered learning opportunities in an outdoor forum. Both Library entrances should provide outdoor gathering/studying space. One of the entrances expands upon that with the addition of a flexible event space.

Library entrances open into a main level welcoming space where user's needs can be immediately met or that serves as a starting point for moving on to other locations and activities. Library users interact with librarians and other staff and with services and resources. Easily accessible are the Circulation/Welcome Desk and services such as copy machines, Reference/Research assistance, Technology help, and the Learning Commons. Near both entrances are a few lockers for students/faculty to leave materials when moving around campus. Short-stay information gathering and, depending upon the space available, some individual and group work areas might be located on the main level. There should be (2-3), 2-person study rooms on the main floor. The flexible-use Event/Presentation space and refreshments/lounges are also on this floor of the building as is the Gaming/eGaming space. The Event/Presentation space and refreshments/lounge area can be closed off from the rest of the building allowing events to be held when the full library is not open and also as a potential 24/7 space.

This is the active, dynamic hub of the Library with major features including:

- Two entrances with foyers including seating for those waiting or needing to be seated for a short time. In the current building footprint, this entrance would also lead out into a plaza area for outdoor seating, gatherings, presentations, etc. This area is wind and sun protected with power for student devices and the technology needed for presentations.
- Circulation/Welcome Desk along with public printers, scanners.

- Technology help.
- Reference staff space.
- (2) 2 person study rooms.
- The Learning Commons and partners.
- Coffee shop/food, casual social area near the entrance.
- Event/Presentation space supporting a variety of types of programming
- eGaming and general gaming spaces near the coffee shop/food area.
- Restrooms, close to entrance and social area.
- Stairs leading directly to the Archives display areas on the upper level.
- Elevator, also easily seen and accessible in this area.
(Restrooms, stairs, and elevator are all included in a list of “Concerns” developed by the library staff.)

iii. Individual, Collaborative and Specialized Spaces

1. Study Rooms:

There should be minimum of 20 study rooms with the majority off of the main level.

- (14) 2-person rooms
- (4) 4-person rooms
- (2) rooms for 6-10 people

2. Specialized Spaces

The varied disciplines, programs, assignments and projects that UNK students engage in are supported by:

- Project room for students to work on creative activities such as painting, drawing, etc., for art and other disciplines with creative project requirements; includes a sink and larger lockers for students to leave projects, canvases, etc.
- Sound proof room or narration booth for music and narration practice and recording.
- (2) One-button studios:
- Coffee/shop/food, casual social area near the entrance.
- Exhibit/display spaces on all levels of the building.
- Event/Presentation space supporting a variety of types of programming, from large lectures to musical performances to more intimate open houses. Can be reconfigured into smaller classroom sized spaces for library instruction sessions. When not in use for events or classes this is a general study space for students. Can be closed off to the rest of the building.
All event, classroom and other spaces that can be used for presentations to students or others, must be technically equipped to provide real-time and recorded access for students at a distance, as per the American Library Association’s *Standards for Distance Learning Library Services* (ALA 2016) <http://www.ala.org/acrl/standards/guidelinesdistancelearning>
“The library has primary responsibility for making its resources, services, and personnel available to its users regardless of their physical location...The library's programs must be designed to meet... the unique needs of the distance learning community.”

- eGaming and general gaming spaces. Prepared by Dave Roberts, Assistant Dean for Student Affairs, UNK

There is a wow factor that goes with this vision. We are going for a space that feels inviting to all students and that gives them a sense of awe, a feeling such as “wow! I want to come into this space...I want to be part of that!” An ideal space would be one relatively open in design (meaning floor space – similar to the Union Lobby) and that could be partitioned by glass sliders and wall(s) into two spaces. One space would be for general use while the other adjacent space would be reserved space for specific Loper eSports events and other reservations. A multiuse space with see-through glass is attractive because it would provide prospective students and families who visit the library a view of students actively engaged in gaming (casual or competitions) and/or learning. The flexible space would triple as (a) space for social networking for any student, (b) space for serious gaming team practice/competitions, and (c) lab space for classroom lab instruction on courses such as Game Marketing Design, Programming, or possibly future courses in CIS field, etc. There is a recruitment (wow space) and retention (visit with other students with similar interests) role that such a space would serve. Given their location in the library, these students would also have the added benefit of ready access to other library resources and services.

Total number of seats available for students: 900. This does not include the Learning Commons spaces and numbers.

b. UNK Community Spaces

- i. Prayer/Meditation Room
- ii. Lactation Room
- iii. In addition to the two specialized spaces mentioned, the Library is also the location for specialized campus events needing space to operate. Two examples this summer are PAWS University and, New Student Enrollment Activities (NSE).

c. All Faculty Spaces and Services

From discussions with the Dean of Graduate Studies/Academic Outreach and the Assistant Vice Chancellor and CIO, ITS:

- i. A combined team of Academic Technologists (3) and Instructional Designers (4-5) share a common space in the Library building to provide training and services for faculty. This provides a centralized campus location and additional use of already existing technology and spaces.
- ii. A reconfiguration of a “Center for Teaching Excellence” would logically fit in this space. Along with existing technology the Library’s main conference room would serve as a meeting/training space.

These services could be located near the Library’s Technology Services work unit.

d. Library Faculty Spaces

i. Offices

- All library faculty members need private office space to conduct research and hold private conversations with students and other faculty and staff.

ii. Office/Consultation Space on the Main Level

- Coordinator and Instruction Librarians offices/consultation spaces. (3)
 - One office should accommodate a small group table.
- Multi-use welcome/Consultation space to be:
 - used for consultations that don't need to be held in a private office,
 - used for consultations involving multiple students and/or librarians,
 - available for all liaison librarians to work with students and faculty,
 - available for users all hours the building is open.

iii. Instruction Spaces (Library controls reservations)

Main Level

- Event/Presentation space that can be configured into 2 classroom sized spaces, both can be in use at the same time.

Other Levels

- (1) Pod-style computer space, up to 40 students, Zoom capable. Can be defined by movable walls to create open study area when not used for classes.
- (1) Multi-use space that can accommodate 25-40 people, with desktop computers and device hook-up.
- (1) Multi-use space that can accommodate 15-25 people, with computers and device hook-up.
- Departmental faculty use: It is important to note that Instruction Spaces are also reserved by departmental faculty in need of a computer lab for a few sessions with their classes. This use has increased as labs have been removed from classroom buildings. This would continue to be the case in new or renovated spaces.

Additional space-specific details are included in Details on Services and Collections.

e. All Library Staff Spaces

Lounge and Kitchen Space. To get the most use out of this space, it should be located near the Event space on the main level.

f. Library Administration Space

The main floor would be the best location for the administrative offices but they could also be on another level.

- Reception area combined with space for Administrative Professional
- Multi-purpose room for mail distribution, copier, etc.
- Dean's Office with table to seat 4-5.
- Conference Room to seat 25. This room is also used by other services and work groups in the building, and when available, use by groups from across campus.

6. Details on Services and Collections

- a. Archives and Special Collections**
- b. Book Collection (LC), State and Federal Government Documents, Periodicals in Physical Formats**
- c. Curriculum Collection or Teacher Resources Collection (TRC)**
- d. Learning Commons**
- e. Outreach, Research & Instruction Services (ORI) including the Circulation/Welcome Desk and the InterLibrary Loan service.**
- f. Technology Services and Collection Services**

a. Archives and Special Collections - Library of the Future - June 2021

Listed below are the intellectual divisions that make sense for archives. Some needs may overlap in one physical space. For example, having exhibits adjacent to or integrated into an event space is plausible, as both have similar needs and purposes.

1. Storage spaces: a key component of responsible archival stewardship is proper care and protection of materials to ensure long-term access to the university's and the region's cultural heritage. Proper stewardship will also give potential donors confidence in the longevity of their materials.
 - a. Tight climate control, separate from the rest of the building: archival collections, because of their unique nature, their age, and their fragility, are particularly sensitive to environmental changes. Stability in temperature and humidity, protection from light, and dust control are top priorities. Because of the need for tight control and for cooler conditions than comfortable for people, a separate system would maximize environment control and the ability to meet professional standards for archival environments while saving overall expense by letting other spaces change more quickly.
 - b. Fire control: Archival materials are both irreplaceable and expensive to restore. To prevent fires, both passive fire protection added during construction and active fire suppression, like a mist system, should be present. See http://www.archives.nysed.gov/records/mr_advisories_fire_suppression.shtml for detailed recommendations.
 - c. Controlled access: security is a primary concern for collections because of the potential monetary value of items and the inability to replace anything stolen or damaged. Storage space should have limited access points and be accessible only to archives staff. Optimally, storage space would log who accessed the space. See section 4: http://www.ala.org/acrl/standards/security_theft
2. Processing & preservation space: secure space where archives staff and student workers can spread out collections to process them and undertake conservation. Processing is a core function of archives, turning an unorganized mass of materials into an organized collection findable and usable by anyone with interest. Processing also identifies potential restricted materials and thus must happen in a space not accessible to patrons.
 - a. Quarantine space: collections not infrequently arrive with condition issues (insects, mold, etc.) that could put the larger collection at risk. Quarantine space, completely separated from other collections, is necessary to protect existing collections.
 - b. Controlled access, as described above.
 - c. Adjustable-height long tables: collections often need to be spread out to be properly sorted and organized. Comfortable working height varies by individual and collection needs.
 - d. Ample electrical outlets, for utilizing preservation equipment and supplies.
 - e. Mold rated fume hood: we frequently receive items with mold. For small items where it is feasible to inactivate the mold ourselves, a fume hood would allow us to safely remove mold.
3. Exhibit space: Special Collections and Archives materials are the unique holdings of the institution. Display space is crucial for outreach and education as well as donor relations. A

visually appealing space with multiple types of display cases, incorporating technology both to allow interactive exhibits and to easily showcase audio and video, would give donors confidence in the university's ability to highlight their materials. It would also provide expanded experiential learning through opportunities such as student-curated exhibits.

- a. Accessible: space should be easy for anyone walking into the library to find. It doesn't help to showcase materials if patrons have barriers to access. Preferable, space would be near an entrance, or on the same floor as one.
 - b. Reconfigurable: different exhibits have different space needs. Space should be easily alterable to match the space needs and tone of the exhibit.
 - c. Technology: exhibit spaces needs both passive technologies for presenting audiovisual materials and interactive technology to enable self-paced, in-depth exploration of archives materials. Technology also adapts exhibits to meet different levels of patron interest and experience. Digital exhibits are a well-established thing, so spaces that could blend both physical and digital open even more opportunities.
4. Event space: the Archives specifically and the library more generally already host many events and would like to expand programming to better engage a diverse swath of the campus and community. Event spaces that support a variety of types of programming, from large lectures to musical performances to more intimate open houses offer the greatest flexibility.
- a. Separate from collections: Events often include food. For pest control and collection safety reasons, event space should not be collection space.
 - b. Technology: From distance lectures/presentations/panels delivered wholly or in part via Zoom to videos, etc., technology is crucial to event space. The ability to host hybrid events where some of the audience is virtual expands the potential audience with which we can engage and supports people with varied reasons for being unable to physically attend.
 - c. Acoustics: being able to hear is crucial. Proper design of the space can help contain noise in the event space, improve the ability of those present to hear well, and enhance the experience of everyone attending. Should be accompanied by microphones/speakers and other appropriate technology to enhance accessibility and support high-quality recording to better distribute and preserve university events.
5. Education/research space: flexible, reconfigurable space to support both individual researchers and classes is crucial to the Archives' ability to support an increased amount of engagement. Expanded education space would support campus priorities like experiential learning by making it feasible for classes to conduct in-depth archives research, learn how to process archives materials, undertake creative projects using archives materials, and more.
- a. Accessible: space should be easy for anyone walking into the library to find. Current space is very confusing for patrons to find, requiring staff time to escort patrons back and forth from the archives.
 - b. Reconfigurable: no fixed furniture but rather a variety of tables and chairs that can be rearranged depending on needs, preferably allowing the space to be broken into multiple spaces to support concurrent uses by different users i.e. both small groups and solo researchers requiring more quiet.
 - c. Lockers/cubbies separate from main space: For security reasons, the best practice in archives is to allow patrons to bring in only a limited array of items (computer, paper,

pencil); patrons need somewhere not near the seating area to store the remainder of their possessions.

- d. Technology integration: would allow the space to operate as a seminar/presentation/instruction space, location for small events, etc.
6. Digital lab: Digitization increases access to archives materials, enhancing user access and potentially boosting institutional reputation. The lab would be used both internally as well as by the public. The lab houses computers with specialized software, scanners, and other equipment (USB record player, VHS player, tape deck, microfilm reader/printer, etc) for converting analog media to digital. It would also include workstations for digital forensics and digital preservation activities. Additionally, it could host software for digital humanities work.
- a. Reconfigurable: as digitization needs change, space needs to accommodate that. For example, the library hopes at some point to add a scanner specifically for maps and other very large items, which would require space both to lay items out and for the equipment.
 - b. Lockable storage space: smaller digitization equipment, like DSLR cameras, need secure storage. As the lab is open to the public, archives collections also need to be secured while being processed.

b. Book Collection (LC), State and Federal Government Documents, Periodicals in a Physical Format

The book collection and Federal and State Government Document collections are the two largest collections of physical materials in the Calvin T. Ryan Library.

Book Collection

The book collection has evolved over the years in support of the curriculum, research and priorities of the University. The books are organized by the subject grouping system of the Library of Congress Classification schedule. The numbers of print materials added has been decreasing as the purchase or subscription to digital resources has grown and use of print materials declines. These collections are consistently reviewed to identify materials for deselection, keeping the overall collection sizes somewhat stable. A future project will involve planning for an in-depth review of the collection which may reduce the number of titles by an unknown number. The recommendation for future renovation/construction would move away from the traditional large ranges of books, and rather group the books into smaller, more focused collections throughout the library, incorporating the collection into the design of the spaces. This would allow for walls of books to define—rather than fill—what is essentially a flexibly designed space.

Federal and State Government Documents

As a regional federal repository the Library's document collection must be open to the citizens of the state. Specific guidelines from the Government Printing Office regulate the addition and withdrawal of items from the collection. Over the past few decades most continuing and new documents have been made available online. As a result, the collection is not getting larger.

A long standing goal involves reviewing the collection, withdrawing items that are now available online and identifying items that need additional access via the library's catalog. Completion of this project would greatly reduce the size of the physical collection. The remaining collection moved to the lower level of the building and housed in compact shelving.

Periodicals in a Physical Format

The majority of the physical periodicals were withdrawn in summer 2020 following a high humidity/mold issue. Materials retained are those not available in digital format, are specific to Nebraska or have some other special designation that necessitated their retention. These materials would be best retained in compact shelving.

**c. Curriculum Collection or Teacher Resources Collection (TRC) – June 2021
(A name change is in process.)--Library of the Future**

Curriculum Collections or Teacher Resource Collections are essential to the instructional and research needs of students and faculty in programs preparing educators for preschool through 12th grade (P-12) schools. <http://www.ala.org/acrl/standards/guidelinescurriculum>

At Calvin T. Ryan Library the collections include a wide variety of physical resources designed to enhance and support the specific programs offered by the UNK College of Education. A library within a library, the TRC houses the Nebraska Archive of Children's Books, PreK-12 textbooks, math and science manipulatives, carts, charts, games, educational tests, and kits.

The Nebraska Archive of Children's Books provides a representative collection of the titles used in contemporary classrooms and a growing collection of works from the late 1800's and across the 20th century. As a collection for scholars, it promotes study of the development, history, and cultural impact of children's literature.

Location:

- The collections must be kept together
- They could be located on any floor of the library, ideally on the same floor as the LC Collection of books.
- To allow for easy browsing, the collections should not be in compact shelving.
- Because browsing the shelves is a major method for using the collections, shelving should be eye-level, and just below and above, or no more than 5-shelves high.

Spaces:

Open Spaces:

- Open student spaces would be much like those in other areas of the library with a variety of furniture options along with a mix of group and individual study spaces both private, and semi-private, and out in the open.
- A semi-private space for reading to children and that children can easily use, needs to be located near the juvenile literature collection.
- Exhibit/display space.

Instruction/Classroom Space:

- Pod-style computer space, up to 40 students, Zoom capable. Can be defined by movable walls to create open study area when not used for classes.
- Hands-on materials space/lab, up to 40 students, Zoom capable.
- Spaces for students to work together on both group and individual projects. 3-4 spaces.
- Space for classes to work on specific types of materials (math manipulatives, juvenile literature, Curr teacher resource books, and textbooks.)
- Semi-enclosed/semi-private spaces. 3-4 spaces.

Office/Workroom Space:

- Two staff offices
- Workroom space for reviewing large donations. Near offices but ability to shield it from public view

d. Learning Commons – Library of the Future – June 2021

Prepared by the Director of the Learning Commons

Potential Future Partnerships: Academic Advising would be a great fit. So would the Academic Success Office (Trio, Kearney Bound, Disability Services). There was hesitancy on the part of ASO, however, because Disability Services will need its own private computer lab/rooms reserved for students with accommodations to take exams.

Vision:

A large open space for tutoring and other services. Around the perimeter of this space would be offices and other rooms including a classroom, and glass-walled study rooms. Adjacent to this space (or nearby, on the main floor) would be a horseshoe-shaped area for Academic Advising offices with offices surrounding a central space for students and the AACD Office Associate.

➤ Types of spaces and approximate number of each:

Large, open LC space:

- Total seating for 150
- Classroom (1)
- Glass study rooms (8-10)
 - Small (for 2 students) glass rooms (3) – for students to attend synchronous online classes, or for tutors to provide online support to off-campus students.
 - Medium (4 students) glass rooms (2-3)
 - Larger (6 students) glass rooms (2-3)
 - Large (10 students) glass room (1) – this room could be a conference space for anyone— LC staff, Library—as well as a study room, so some privacy may be valuable. (Glass walls could be frosted, or frosted part way up from the floor.)
- Offices: 4 or 5 for the LC/LSO.
 - All enclosed spaces would include lighting that can be controlled by the user(s).
- The large open space for tutoring and other services would include:
 - flexible space for tutors and others to work with students in groups and one-on-one (with furniture that can be easily moved and recombined)
 - restaurant-style booths
 - collaborative workstations (with plentiful electrical outlets)
 - user controlled lighting
 - “soft” spaces with comfortable seating

 - Size of main workspace for tutors/success coaches:
 - 30%-50% larger than the current space
 - This is dependent upon access to more study rooms or classrooms for overflow purposes.

- Location:
 - The Services offered by the Learning Commons and partners should be visible and easily accessible by students. Students often come into the current building to go directly to LC services. First floor access would allow them to do that.
 - The work of tutoring is active and noise generating. The first floor, with service points, social areas, programs, etc., will be a vibrant bustle of humanity.

- Welcome Desk:

Students, faculty and other visitors to the Library/Learning Commons facility would be well served by one central information point where they can receive some basic services, including those typically found at a library circulation desk, and be directed to other points in the building or connected to help via Zoom.

The Desk should be seen when first entering the building from either entrance, if there are two.

Partner Offices: Academic Advising:

- In an area separate from the main LC space, but adjacent.
- 7 offices with glass walls
- Arranged in a “horseshoe” pattern around a central “courtyard” space, which would house the Office Associate and operate as a waiting area for students.

**e. Outreach, Research & Instruction Services (ORI) - Library of the Future –
June 2021**

For purposes of this document, Outreach, Research & Instruction Services also includes the services offered at the **Circulation/Welcome Desk** and the **InterLibrary Loan** service.

Outreach, Research & Instruction:

The university's mission will be supported with appointment, walk-in, tutorial, and reference/research support online and in-person; departmental and college outreach and engagement by liaison librarians; and general, assignment, workshop, and thesis level information literacy instruction online and in-person.

Library users needing research support would be directed to the Research & Instruction librarian offices located within visual-proximity of the Circulation/Welcome Desk.

Location:

Main level of the building with easy visibility from the Circulation/Welcome Desk.

Office/Consultation space:

- Coordinator and Instruction Librarians offices/consultation spaces. (3)
 - One office should accommodate a small group table.
 - Consultation space that could be used for student consultations by liaison librarians and student workspace when not being used by library staff.
- Multi-use welcome space to be:
 - used for consultations that don't need to be held in a private office,
 - used for consultations involving multiple students and/or librarians,
 - available for all liaison librarians to work with students and faculty,
 - otherwise available for users all hours the building is open.

Instruction Space (Library controls reservations)

- Multi-use space that can accommodate 25-40 people, with computers and device hook-up.
- Multi-use space that can accommodate 15-25 people, with computers and device hook-up.
 - *would desire this space near the department, but that is convenience not pedagogical, instruction spaces could be on other floors of the building.
- 2-5 multi-use and technically equipped spaces that can accommodate small group work.
- Current technology and software, flexible design, sound, and atmosphere controls, for all spaces in the library.

Circulation/Welcome Desk:

The Circulation Desk, which may be given a more general name such as Information Desk or Welcome Desk since it handles more than Circulation of resources, is the starting point for information, and direction into the rest of the building. It must be located near a main entrance, easily visible and accessible. Depending upon future decisions, in addition to Library staff, this desk may include Student Assistants from the Learning Commons (LC) and Technology support students from Information Technology (ITS).

- Office for Circulation Manager
- Individual work spaces for 3 staff members
- Office for ITS, if applicable
- Space for student workers to check-in and secure space to store private property when working.
- Master controls for lighting, intercom.
- Front-facing desk with room for at least 3-4 staff to use the spaces at the same time. (Library, LC, ITS)
- Shelving for materials being held for users
- Book cart space
- Space for items checked out from the desk including, Reserve materials, ILL, Technology such as laptops, cameras, etc.
- Storage space for supplies, tools, copier paper, and other items used by the staff to keep the building functional 7-days each week.
- In close visible proximity – public printers, scanners, self-checkout equipment

InterLibrary Loan (ILL)

Resources received via the ILL service are checked out to requesters at the Circulation Desk. Circulation staff have cross-trained to provide back-up to ILL. Locating the two work areas in close proximity would allow for additional assistance to each service when needed.

Workstation defined as place where specific work processes are performed. As carts are involved in all processing, space requirements for workstations include room for chairs, carts and access to storage. Workstations measured to include minimal traffic paths. In current configuration paths to access cabinets and workstations overlap. Optimum space planning for efficient path overlap would require a defined space.

Processing efficiency requires workstations 1-4 be in close proximity for Student Assistant supervision and processes involving multiple special programs. Workstation 3 could be located in a more public area as it is now but still needing to be in close proximity and the Canon copier networked to Workstation 1.

- **Workstation 1**
 - Library ILL/DD Manager station
 - Computer with monitor attached to Canon printer.
 - Storage, record-keeping and processing space requires 12' x 12'.
 - Network port requirements.

- **Workstation 2**
 - Odyssey scanning station and HP printer.
 - Computer with monitor attached to flat-bed scanner and HP printer space requires 12' x 10'.
 - Network port requirements.
- **Workstation 3**
 - Canon copier and microfilm reader scanner could be shared with other work units. The microfilm reader/printer workstation and copier networked together will require 24' x 10'.
 - Network port requirements.
- **Workstation 4**
 - Mail processing table (8' X 4') space requires 20' x 16'. Daily mail processing includes both Interlibrary loan to and from other libraries as well as University Library System Resource Lending.
- **Storage**
 - Storage space requires 10" x 12'. Boxes and 2 drawer cabinets require space for physical items and people access to cabinets. Packaging materials need to be in close proximity to work-table.

f. Technology Services and Collection Services - Library of the Future – June 2021

Technology Services and **Collection Services** are the most “behind the scenes” units in the Library. (This must be qualified by mentioning that at a small academic library all staff can, and will at times, be called upon to assist library users as needed.)

Technology Services - specific

Identify, implement and maintain robust, sustainable, and responsive digital and technological services that support the current needs of library users and staff while anticipating and responding to future needs.

- Offices for 4 staff (1 library faculty member, 3 managerial professionals)

Collection Services – specific

Acquire, organize, preserve, maintain, and provide access to physical and virtual informational resources in the most efficient, effective, and innovative ways possible.

The Business Manager position, supervised by the Dean, is also located in this area.

- Offices for 2 staff (1 library faculty member, 1 managerial professional)
- Designated work areas for 4 staff (1 managerial professional, 3 staff members)
- Central area for communally used processing equipment such as laminator, book repair materials, marking & labelling materials.

Technology Services and Collection Services

The two units share some work-space requirements that could be efficiently addressed by having the work units in close proximity to allow for both easy collaborations and co-use of common spaces.

- As staff with a focus on vital work that can largely be out of view of the day-to-day library user, the work areas can be located away from main service points. However, Technology Services should also have a public facing area for assisting library users with technology-related issues.
- Situated away from the major traffic areas of the building, it is important that natural light, filtered to block UV light, comes into the area and that there is some local control of artificial lighting.
- Staff should have control of temperature and humidity levels to ensure preservation of materials as they are stored and processed.
- Both work units have significant need for accessible space to hold a variety of items that are being actively processed or otherwise worked on -- this ranges from books to computers.
- Both units need storage space for supplies, donated materials to be reviewed, holding area for materials in a longer term queue for processing or other attention.

- Accommodation for collaborative and individual working spaces.
 - Shared workstation with large TV and computer for working together; ability to cast workstation computers to shared workstation.
 - Shared workstation area for collaboration with other units as appropriate.
 - Individual work areas (numbers above) that can be quiet for focused work and not disturbed by collaborative work that can take place throughout the day.

- Clear and accessible paths for transporting materials and equipment
 - Including access to large elevator (freight elevator) for transporting multiple carts or large equipment. This might be realized by a public elevator close to the area that is large enough to accommodate oversized equipment.

- Collection Services and Technology Services are the starting point for the vast majority of items both coming into and leaving the building.
 - Loading dock/delivery door and receiving area that can accommodate mail, package delivery as well as large equipment, furniture, etc.
 - Receiving area.
 - Mail distribution area.
 - Storage space for large donations prior to getting them in the queue for processing.
 - Storage for packaging materials for outgoing materials.

7. Concerns -- Library of the Future – June 2021

There are a number of significant, long-term issues with the current library building. Some relate to physical/design deficiencies that would be difficult or impossible to resolve, and more seriously, environmental issues focused on air quality, that have plagued the building since shortly after the 1983 addition. The possibility of renovation of the current facility raises concerns regarding the ability to adequately address them.

Issues offered below are not inclusive and are in no particular order.

- Lack of windows and other natural light for both staff and library users.
- Artificial lighting is currently inadequate for the intended use of the building.
- The location of the only public stairs to the other floors of the building. (Out of line of site of entrance)
- Location of the two public elevators. (Out of line of site of entrance)
- Need for larger elevator to accommodate large equipment.
- Low ceilings throughout the building which enhances the impression of small, crowded spaces and in larger more open areas, is out of proportion to the size of the space.
- Sprinkler heads that leak periodically, apparently that is what they do. Unacceptable in a building preserving print materials.
- Current lack of adherence to ADA standards. For example, the width between ranges in the book collection on the top floor does not meet ADA guidelines. This will impact the space needed in a renovated building/new construction.
- Limiting to current footprint will limit the library rather than provide the foundation for enhancement and expansion of services now and in the future.
- HVAC Concerns include:
 - Air quality/purity.
 - Maintenance of consistent humidity levels necessary for library/archival materials.
 - Ventilation noise throughout the building. Noise from the system:
 - Has hampered the ability to adequately develop new services requiring quiet space, such as a One-Button Studio.
 - Noise from the mechanical room renders a large room (Curriculum Meeting Room, lower level, north side) Unusable for classes, group discussions.
 - The same is true in the Jennings Room on the top level.
 - Connection to low ceilings?
- Restrooms: Location, type and configuration
 - Lower level:
 - Are as far away from the stairs and elevators as they can be placed.
 - Out of sight.
 - Not handicapped accessible.
 - Upper level:
 - Restrooms at the top of the stairs were reconfigured to be handicapped accessible. This was proven not to be true for a past staff member who used a large chair.
 - Second restrooms (south side of floor) are out of sight and not handicapped accessible.

- Main floor:
 - Reconfigured main restrooms for ADA. Women's restroom is very small, no room for anyone else if person in a wheelchair is using the sink area, or for a person in a wheelchair to come out of the ADA stall if someone is at the sink.