2010 ACRL Excellence in Academic Libraries Award Program

ENTRY FORM

ASSOCIATION OF COLLEGE AND RESEARCH LIBRARIES
A Division of the American Library Association

The signed entry form and supporting documentation must be electronically submitted to the ACRL Excellence in Academic Libraries Award Program. For further information, please visit the Awards section of our Web site at: http://www.acrl.org. Faxed entries will not be accepted.

PLEASE TYPE OR PRINT THE FOLLOWING:

Name of Nominated Library _INDIANA UNIVERSITY BLOOMINGTON LIBRARIES_

Name of Institution _INDIANA UNIVERSITY_

Name of Library Director/Dean _CAROLYN WALTERS_

Address _1320 E TENTH ST_

City _BLOOMINGTON_ State _IN_ Zip Code _47405_

Phone _(812) 855-3403_ Fax _(812) 855-2576_ E-mail _CWALTERS@INDIANA.EDU_

Institution's Mission _TO CREATE, DISSEMINATE, PRESERVE AND APPLY KNOWLEDGE._

TYPE OF LIBRARY *(Please Check One):*
Carnegie Classifications are available at www.carnegiefoundation.org/classification.

University
☒ Doctoral/Research Universities-Extensive
☐ Doctoral/Research Universities-Intensive
☐ Master's Colleges and Universities I
☐ Master's Colleges and Universities II

College
☐ Baccalaureate Colleges-Liberal Arts
☐ Baccalaureate Colleges-General
☐ Baccalaureate/Associate's Colleges

Community College
☐ Associate's Colleges

Submitted by (Full Name/Title): _CAROLYN WALTERS, INTERIM RUTH LILLY DEAN_

Name of Institution _INDIANA UNIVERSITY_

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I understand that applications will be kept in the award pool for three years. If my institution is selected for the Excellence in Academic Libraries Award, I will organize and sponsor a ceremony on campus for the presentation of the award.

Signature of Library Director/Dean of Nominated Institution   Date _12/4/2009_

(All entries must be received by December 4, 2009. They become the property of ACRL and will not be returned.)

Indiana University Bloomington Libraries

proposal to the

Association of College & Research Libraries

for the

Excellence In Academic Libraries Award

December 2009

This application for the ACRL Excellence in Academic Libraries Award demonstrates the progress we have achieved because of staff contributions at all levels. Organized around the overarching goals of a widely adopted action plan, this document describes the leadership and innovation we have demonstrated by collaborating with and meeting the needs of the Indiana University academic community.

Contextual Background: Who We Are

The Indiana University Libraries serve eight campuses with separate collections and system-wide holdings of more than 8.5 million bound volumes. As part of a public, state-assisted institution, all IU libraries are open to residents of the state. The flagship Bloomington campus, which we serve, enrolls about 30,400 undergraduates and 8,500 graduate students.

With its double towers of Indiana limestone, the Herman B Wells Library is the visual center of the library system and primarily supports the disciplines of the humanities and social sciences. More than 4.6 million volumes are contained in this building. Especially noteworthy are the collections that support IU's international and area studies, including interdisciplinary research collections developed in the areas of African Studies, Russian and East European Studies, Uralic and Altaic Studies, East Asian Studies, and West European Studies. The IU Bloomington Libraries rank 19th among member libraries of the Association of Research Libraries using the new Expenditures-Focused Index.

An accomplished team of librarians select, manage, and grow Bloomington's research collections, which include more than 6.6 million books and materials in more than 350 languages. The materials support every academic discipline on campus, with an emphasis in the humanities and social sciences. Collections also include journals, maps, films, and sound recordings. Users can access more than 692 databases, 60,315 electronic journals, and 816,255 electronic books, as well as locally developed digital content. The IU Bloomington Libraries employ 76 librarians, 51 professional staff, 153 support staff, and approximately 628 student employees (115 full-time equivalent).

The Lilly Library on the Bloomington campus holds the rare books, manuscripts, and special collections of the IU Bloomington Libraries. Its collection covering British and American literature and history is considered by many to be among the strongest of its genre in the country. Among the Lilly Library's numerous treasures are the New Testament of the Gutenberg Bible, four Shakespeare folios, Audubon's *Birds of America*, a first printing of the Declaration of Independence, and George Washington's letter accepting the presidency of the United States.

Notable among the 18 Bloomington branch libraries, the William and Gayle Cook Music Library, which supports the internationally renowned IU Jacobs School of Music, provided the launching point for the Variations Project. This groundbreaking project marked the national introduction of CD-quality audio distributed via a computer network and was pivotal to the formation of the IU Digital Library Program, a collaboration of several university units that has established itself as a leader in digital library research and development.

Information Resources and Services

<u>Integrating library services and collections into the university's e-learning environment.</u>

Librarians at Indiana University are able to integrate library priorities into the university's learning environment for two fundamental reasons: first, the IU Bloomington Libraries share the university's mission of supporting teaching; and second, this mission develops greater resonance because of the strong working relationships librarians have cultivated, in part, because librarians are members of the faculty. (A librarian is, in fact, president of the Bloomington Faculty Council this year.) As a result of these relationships, ACRL Information Literacy Competency Standards for Higher Education will become part of the university's core curriculum when a new general education policy takes effect in 2011. To develop guidelines for integrating information fluency standards in the classroom, three librarians were awarded funds from the university's Scholarship of Teaching and Learning Program to work with faculty to achieve shared goals. We are proud to play such a central role in this faculty-driven initiative to improve undergraduate learning.

By drawing concepts and relationships at the start of research projects, students also learn the value of the visual search feature in EBSCO databases, which sort information topically and present it graphically.

Our head of teaching and learning is co-principal investigator (with faculty members from art education, astronomy, gender studies, and studio art) in a three-year research project to identify how visual methods can enhance teaching and learning in the general education classroom. The project was awarded one of only two maximum $35,000 grants from the university's Scholarship of Teaching and Learning Program. Outcomes will inform instructors—at IU and elsewhere—how visual literacy can advance teaching practices. Librarians also teach courses in Fine Arts, African Studies, Music, and Political Science, even beyond the expertise we provide as instructors in IU's School of Library and Information Science.

Though long considered "go-to" information providers, librarians are embedding themselves among academic units as never before, holding office hours in departments instead of in their offices in the library stacks and reaching out to teach courses jointly with faculty. Meaningful partnerships have resulted. The life sciences librarian and a professor of microbiology joined forces to integrate information fluency principles into the IU Biology curriculum through a one-credit undergraduate course. Together they are assessing the effort and, with data, will show how collaboration between librarians and other faculty can lead to a more effective undergraduate curriculum. We recognize and nurture such partnerships through an annual $2,500 award, funded by a donor, which promotes librarian/faculty collaborations. The coveted award not only provides meaningful income to advance joint projects, but also spotlights the importance of working with faculty to advance the university's teaching mission. (We also reward students: each year we award two undergraduate research prizes, also privately funded, to recognize the exemplary use of library collections in student learning.) Librarians have also received grants from the campus for their partnerships with faculty that involve the integration of information

seeking, use, and evaluation into existing courses, as well as the overall assessment of that knowledge at the course and curricular level.

Among our recent e-learning accomplishments that will serve other academic libraries:

- Recognizing that library resources must be readily available in the online learning environments where students work, a team of IU librarians and staff integrated library resources into OnCourse, the university's Sakai-based course management software. (An achievement possible because of our 2003 adoption of a database-driven content management system. We were among the first units on campus and one of the first academic libraries to employ this technology.) We've matched resources for every subject taught on campus, and now push these resources to students either as a customized page created by a librarian or a subject-specific page assigned automatically by course range. It's working: our sample study shows that after integrating these pages into OnCourse, overall page visits jumped by 34 percent, with the greatest impact in lower-level classes that offer hundreds of sections. In *W131: Basic Freshman Composition*, for example, visits shot up 65 percent. We're especially pleased because we know that students in large classes sometimes need the most help and can also be the most difficult for us to reach.

  Faculty can now also create reading lists in OnCourse using library-licensed resources, and they can collaborate with librarians to refine the range of selected resources even further. Our next steps are to make the research process in OnCourse even more collaborative by introducing social networking and Web 2.0 applications. In partnership with the University of Michigan University Library, in 2006 we received a grant of $438,000 from the Andrew W. Mellon Foundation to develop open-source software for this project. Our enhancements were made available to the Sakai code-base and now benefit anyone using the Sakai Learning Management System.

  This initiative is the result of librarians and programmers working collaboratively not only within the IU Libraries, or even within the university, but also with partners across the nation. The collaboration with the University of Michigan and others in the Sakai community points to our leadership in finding solutions for students and faculty.

Students value IU's digital music library, now providing access to 19,000 digitized audio recordings and 500 digitized scores.

- We support teaching and learning through initiatives such as Variations3, IU's digital music library, which provides students and faculty with new software tools to capitalize on the use of library materials such as digitized audio and music scores. The project, initially funded in part by the National Science Foundation, recently won continued funding from the Institute for Museum and Library Services. As a culmination to this project, in 2009 we released Variations as open-source software to create a "digital music library in a box" that can be easily deployed at a wide range of college and university libraries with minimal technical support and cost. (Nineteen institutions are now using or piloting the software.) By offering a complete environment in which students and faculty can discover, listen to, view, annotate, and interact with music, this system will integrate access to online recordings and scores in teaching, learning, and research activities. The project builds on IU's successful history in digital music library development and responds to the keen desire of music libraries large and small to operate similar systems. (The Digital Library Program has been awarded six National Leadership Grants from the Institute of Museum and Library Services in the last 10 years, the

most recent, a $480,000 grant awarded in September 2008 to demonstrate the benefits of FRBR—Functional Requirements for Bibliographic Records—by cataloging IU's vast collections of sound recordings.)

- In 2009, we worked with software developer Boopsie and University Information Technology Services to introduce mobile services to the university via IU's new mobile site, m.iu.edu. Library services now available to students-on-the-go include IUCAT, the online catalog; IUScholarWorks, the institutional repository; and a mobilized version of library locations and hours.

- Virtual reference has increased as a percentage of overall reference interactions. Of the 102,798 reference interactions we logged in the past year, 10.9% were virtual (phone, chat, IM, or email), more than double the percent from the year before.

- Beyond the integration of library resources into university-sponsored online tools, the IU Libraries also employ emerging technologies such as YouTube, Facebook, and Twitter to reach out to our diverse community of users. In 2009 we hired an Instruction and Emerging Technologies Librarian, a new position, to expand services for library users by integrating newer technologies. She has also led a team within the libraries to evaluate and report on technological developments and to identify how they may influence our work. The position was made possible by the Office of Strategic Hiring and Support, which also assisted in the hiring of a new librarian position to support original monograph cataloging.

  Although blogs have been an excellent way for librarians to share their expertise, we have begun an outreach project in which a handful of students meet with a librarian weekly and then blog about their experiences. The result: peer-to-peer testimonials that illustrate the importance of interacting with librarians for continued academic success.

Becoming active partners in research

Librarians work side-by-side with faculty as active partners in research, not only by supporting the research of the university, but also by contributing their own scholarship.

In one standout example, the librarian who heads our Arts and Humanities unit will in fall 2010 co-teach "Introduction to Digital Humanities," a graduate-level course for English majors. Students will encode a Victorian text following TEI standards and gain essential familiarity with new publishing models. Our librarian has assiduously cultivated relationships in the department, where faculty see the benefits of such work and its increasing importance for new entrants into the job market. The fruitful outcome is a course in which the librarian contributes both to the local curriculum and the needs of the discipline.

Librarians have long nurtured strong relationships with faculty of the nine Title VI centers on campus by providing reference and research assistance, developing collections, and teaching classes. The centers, in turn, frequently provide support for collections, for overseas travel for librarians to purchase materials in vernacular languages, or for student assistants for the librarians. Librarians also leverage collaborative collection development projects, particularly in area studies, in conjunction with the Center for Research Libraries. And consider other anecdotal examples of librarians' contributions to research: Since 2006 our folklore librarian has served as editor of the *Journal of Folklore Research*, a flagship publication of the discipline. Our librarian for Latin American, Iberian, Latino, and Chicano-Riqueno Studies created what has become the premier research site for Brazilian Studies. It provides a searchable index of Brazilian scholarly journals, as well as access to full-text dissertations from Brazilian institutions. The majority of the publications are not indexed or abstracted anywhere else.

More fundamentally, IU's institutional repository advances our broad-based strategy to support IU's research community by offering a platform for open-access publishing. We rely on the relationships of our librarians to spearhead the effort. Led by the associate dean for collection development and scholarly communications (a position created in 2007), subject librarians and collection managers helped spread the word. As a result, librarians met with more than 50 faculty members, departments or centers to introduce the service and build awareness of scholarly communications issues. We determined early in the process that we could succeed only with broad ownership and a spirit of teamwork. We're now aggressively building the ScholarWorks team to support growing needs: in 2008 we shifted resources from to support three newly defined priority positions: Intellectual Property Librarian; Digital Information Librarian; and IUScholarWorks Project Manager.

We're seeing results. Our African Studies librarian, for example, has made steady progress toward working with publishers to secure permissions to post her faculty's research articles into the IUScholarWorks repository. Now with 75 items, the collection grew by 30 percent in the last year. And with 2,850 views, use of the collection has more than doubled in that same time. Access to these materials is important throughout the world where international researchers may not have access to this subscription-based research.

Through a partnership that marked a turning point in scholarly publishing at IU, the university announced in 2008 the publication of the first faculty-generated electronic journal supported by the IU Libraries. Edited by an associate professor in IU's Department of Folklore and Ethnomusicology, *Museum Anthropology Review* showcases a new model for Bloomington faculty to disseminate their scholarly work. "Almost as soon as we began publishing last February," the professor wrote in an editorial, "we started partnering with remarkable, visionary librarians." Twenty-seven articles published in 2009 had 3,734 views.

Also in 2008, we launched the Archives of Institutional Memory, a digital repository to collect and preserve the official records of the university. It includes items such as schedules of classes, bulletins, and annual reports. The service complements the IUScholarWorks repository, the showcase for scholarly output.

The Digital Library Program is a key player in this initiative and is itself the result of a successful partnership with various campus units that has matured over time. After nearly a decade of cooperation, sometimes by serving users across campus independently, we are now working together to identify needs, seek solutions, and then divide responsibilities based on skills. One notable example: A new transcription of Isaac Newton's "theory of everything," providing rare insight into the scientist's views on natural phenomena, is now available online thanks to an IU research team. Supported by the National Science Foundation, the project continues to build a repository of searchable transcriptions with page images. Members of IU's Digital Library Program are pivotal to the project and work closely with the faculty investigator to provide planning and technical services.

We continue to tap into the expertise of the Digital Library Program to support the creation of an online social network (dubbed a "Facebook for scientists") that will make it easier for scientists to locate and collaborate with one another. Lead applicant for this $12.2 million grant was the University of Florida; faculty from IU's School of Library and Information Sciences play a key role. The grant was awarded by the National Center for Research Resources with funding from the American Recovery and Reinvestment Act of 2009. It builds on work being done at Cornell University and will work to federate data about researchers across IU and seven other research institutions in translational medicine.

We are increasingly identifying and cultivating partners to enhance the library role in research. The vice provost for research sought out the IU Libraries as a neutral and conducive "collaboratory" environment

to test the formation of four university scholarly and research infrastructure centers. We provide much-prized space and server support and give researchers an opportunity to show they can generate grant funding and sustain full-fledged centers. One such center, the Institute for Digital Arts and Humanities, is located in the Wells Library and draws considerable expertise from the Digital Library Program in ways ranging from providing technical support to consulting about metadata. Our associate dean for collection development and scholarly communications evaluates proposals for the center's fellows. Similarly, the Wells Library in 2008 became home to a faculty-led, grant-funded operation designed to establish a digital archive of ethnomusicological videos. (The project combines the resources of Indiana University and the University of Michigan to establish a digital archive of ethnomusicological video for use by scholars and instructors. Staff in the IU Digital Library Program join other experts in the fields of ethnomusicology, archiving, video, and intellectual property.)

Plans for the Research Commons, which position the IU Libraries centrally within the research process, were developed by librarians and staff committed to improving services and spaces for faculty and graduate students. Envisioned as a one-stop destination for research support on the Bloomington campus, the Research Commons (to be located in the Wells Library East Tower opposite the Information Commons in the West Tower), will serve as a center for a wide range of scholarly activities. Faculty and graduate students will benefit from a transparent delivery of services, whether they are looking for guidance in reference and research services, metadata creation, grants and sponsored research, statistical analysis, or one of many other areas essential to their work. Librarians, technologists, consultants, designers, and developers from many campus units will all contribute to this effort. Success will depend on the leadership of the IU Libraries and UITS.

The plan for the Research Commons has won the enthusiastic support of the Vice President for Information Technology, the Dean of Faculties, and the Vice President for Research. The Institute for Digital Arts and Humanities, mentioned above, introduces how we will extend this fruitful partnership. Next steps: continue working with an architectural firm to design the first phase.

* * *

Success sometimes comes the hard way. We learned from our 2006 LibQual+ survey that the faculty found the Web site to fall below minimally acceptable levels, and we knew that to meet our users' expectations, we needed to fundamentally change our approach to how we delivered Web-based services and collections. The IU Libraries Web team, comprised of programmers, developers, librarians, staff, and graduate students, worked together for more than a year collecting data and testing features important to the academic community. Because broad ownership and input was essential to the process, information exchanges with librarians and staff occurred at informal weekly lunch forums. Anyone interested could drop in to discuss improvements, expectations or problems. The Web site launched in August 2007. The site—we're calling it a resource discovery system—emphasizes the search function as a means to discover resources. We refined its appearance with further design changes in August 2008.

The Web site emphasizes the search function as a means to discover resources.

Students, not surprisingly, have adapted easily: they no longer have to distinguish between a " database," " index" or " journal " to find results. Faculty have generally expressed far greater satisfaction with the site. We attribute this, in large measure, both to formal usability testing and to our commitment to

soliciting input from an advisory board comprised of some of the most vocal faculty critics. The best outcome of the relaunch, however, might be the shift in mindset among library staff, who now understand that Web site development never ends. Rather than viewing the Web site as a finished product, we now perceive it as one of many iterations in a long-term cycle. Among improvements in 2008: linking Google Book Search to the catalog; upgrading the search appliance, and integrating new IU-Link technology. We launched IUWorldCat in January 2009. Currently we are beta-testing EBSCO's Discovery Tool, a new product which could potentially transform the IU Libraries Web site by offering easier access to the growing number of full-text articles that students now expect. IU is one of only two beta partners selected by EBSCO to lead testing of their new tool.

Among our newest services and outreach efforts directed to researchers:

- In 2006 we introduced a free service that saves researchers time tracking down articles from our print collections. If they request a journal article we own, even if it's housed in the offsite Auxiliary Library Facility (ALF), we'll find it, scan it, and send it to them via e-mail. In FY 07-08 we received 11,761 such requests; about a quarter of them were filled at the ALF.
- We implemented a new system for online finding aids, which are now encoded according to Encoded Archival Description format, to guarantee greater cooperation among various archives on campus.
- We worked with faculty to establish methods for the long-term curation of data sets, and in 2008 launched Scholarly Data Services in collaboration with University Information Technology Services. In 2009, IU's Center for Survey Research agreed to deposit much of its historical data from surveys the center conducted for the university and faculty research projects. This not only makes available an astonishing amount of research data, but also ensures its long-term preservation.
- In 2008 we introduced Video On Demand, an online delivery system for nearly 100 educational videos from our media collections.
- In 2009 we hired a film archivist, a new position, to help fill a critical campus need to assess, care for, and provide access to film collections. The appointment supports the university's plans to create a state-of-the-art cinema facility and follows a highly valuable media preservation survey produced by the Office for the Vice Provost for Research.

Transforming physical spaces within the IU Libraries

Libraries, by popular definition, belong to everyone. They exist to support the intellectual needs of many diverse groups. This sense of community ownership is one of our

Now THAT's a focus group.

To complete an assignment for their behavioral organization class in the fall of 2006, more than 700 students evaluated the library that serves the Kelley School of Business and the School for Public and Environmental Affairs (SPEA). The assignment required the students, who worked in teams of five or fewer, to assess current library offerings and make recommendations for improvement. (Finalists presented their ideas to their classmates and to the dean of university libraries.) Students were instructed to address the core issues of space, services, and marketing and to work within a budget of $500,000.

The assignment forced students to rethink traditional library services and to examine the role a library can play in meeting their academic needs. For the IUB Libraries, the assignment offered unparalleled insight into student expectations—a large and responsive focus group.

Students were primarily undergraduates enrolled in the Kelley School of Business. Approximately 25 percent, however, represented disciplines outside the school. Recommendations were generally consistent with findings of the Business/SPEA Library Reconceptualization Task Force, comprised of faculty representatives from SPEA, the Kelley School of Business, and the IUB Libraries, who issued a report in February 2006.

Recommendations also reflect national trends and echo what we have learned from students who use the highly popular Information Commons. Students want choices. As one Kelley student wrote: "When I go into a library, I want to be able to find an area suitable to my needs. Sometimes I need a computer, sometimes group space, and sometimes a quiet area."

greatest assets—and one we advance by working with diverse campus units. When transforming spaces, we work within guidelines and priorities developed by a space-planning committee comprised of librarians and staff.

We are constantly evaluating and adjusting spaces within the libraries to meet the needs of our users, sometimes in unexpected ways. Several years ago we closed the library in the School of Library and Information Science, for example, in part because its users required a space richer in technology and less like a traditional library. (The separate discipline-specific library resided in a space within the larger Wells Library, and the collection was therefore folded into other collections in that same building.) A 2007 review of the Journalism Library, based on focus groups of undergraduate and graduate students, led to a new model for that library in which the School of Journalism took over daily operations. Collections were incorporated into the Wells Library, and the highly desired space within the school was turned to a computer center to reflect the current media needs of students there. (The journalism subject librarian retains office hours to support student and faculty research needs.)

In 2008, the Office of University Archives and Records Management relocated from the campus administration building to the Wells Library, vacating space it had occupied since 1936. The new location provides at least three times more space for researchers. We have announced plans to close the Geography and Map Library in January 2010 and move its collections to the Wells Library and the Geology Library. These changes occur as the campus shapes its master space plan, a process to which the dean and executive associate dean contributed by serving on campuswide committees.

IU's original Information Commons, which opened in 2003, is perhaps our most dramatic example of reimagining spaces and services—and redefining the library. In partnership with University Information Technology Services (UITS), we transformed a space in the Wells Library nearly the size of six NCAA basketball courts to become both a student magnet and campus showplace. It includes more than 250 individual and group workstations on the first floor alone, wireless networking, library reference services and resources, technology consultants, an IT training classroom, a multimedia production laboratory. The editors of the student newspaper called it a "one-stop, work-until-you-wilt megaplex of technology."

Students collaborate in the Information Commons, open 24/7. The popular hang-out one of the best places to get work done.

From the outset, the Information Commons has demonstrated how strong and productive working relationships benefit students. Early partnerships with campus units such as Writing Tutorial Services contributed to its successful launch. The organization chart showing shared responsibilities of the IUB Libraries and UITS is both complex and satisfying: the level of integration of two university units is astonishing. Responsibilities were outlined initially in a memorandum of understanding, and the units work cooperatively in both structured and informal ways. The goal, always, is to provide a seamless environment where unit divisions never interfere with service. We attribute our success to the synergies of staff members at every level, from hourly computer consultants or reference assistants to full-time librarians and technologists.

Perhaps as a result of this teamwork, the popularity of the Information Commons has exceeded expectations. Even in its first year, the space attracted 82 percent of all undergrads. Last year students visited more than 1.7 million times. The Information Commons boasted the "hottest seat on campus,"

where more students logged in to a computer than anywhere else. Its high use led to the opening of a second floor in 2005, IC2, which provides 68 additional computers in a quiet environment. Students value the complementary spaces to meet in groups, to seek help from a librarian, or simply to plop down in a comfortable chair and study for a test.

Although the main Information Commons is open 24/7, we responded to student demand and opened all five floors of the Wells Library west tower 24 hours a day, five days a week during fall and spring semesters. (At 4 a.m. on any given night, about 120 students are hard at work in the west tower; on Tuesdays that number jumps to about 400.) As the success of the Information Commons seems to grow vertically through the building, we have received donor funds to transform the third floor to a reading room, furnished with comfortable seating and upholstered booths. A café in the library lobby, opened in 2005, responds to student requests for quick bites and coffee.

Thanks to a grant from the IU Parents Fund, we also opened four presentation practice rooms in the west tower. The rooms provide space for students to practice presentations, record them for critique, and burn them to DVD. This year we received $52,500 from the IU Parents Fund for Wells Library upgrades: lockable charging stations so students can juice up their laptops between classes; a self-service scanner that also converts text to audio files so students can listen to articles on their iPods; and five 25" monitors with speakers and webcams so students can maximize use of group study rooms.

Sometimes the smallest changes matter most: students and faculty can now return books and videos to the Wells Library without hunting for parking spaces. (Students lobbied for the installation of book drops when a former president of the IU Student Association included a call for their installation in his election platform). To speed up transactions at the front end of the process, a self-service check-out machine offers patrons the option of checking out their own materials. Improvements like this inspired our informal rallying cry: You ask, we deliver! (A message reinforced by staff throughout the libraries who wore buttons and press-on tattoos.)

> **All (Well, Many) Roads Lead to Indiana**
>
> The Information Commons is a showplace for peer institutions: We have hosted visitors from 37 libraries, from around the state and nation (California, Massachusetts, Ohio, and Oregon, among others) and from as far away as Canada, Australia, Spain, Japan, Russia, and China.
>
> Similarly, visitors to the library at the Jacobs School of Music traveled from France, Norway, and Italy to learn about our digital music library.
>
> In 2007, IU's Fine Arts Library hosted the Summer Educational Institute for Visual Resources and Image Management, jointly sponsored by the Art Libraries Society/North America and the Visual Resources Association. Eleven instructors and 47 participants came from all over the United States and Canada.
>
> The Auxiliary Library Facility hosts interested librarians, conservators, and scholars from around the country.

Engaging the campus in scholarly communication issues

Work in scholarly communications is aligning librarians and researchers in new ways. In April 2007, the University Faculty Council passed a resolution endorsing the CIC Provosts' Statement on Publishing Agreements, which encourages faculty members to retain their rights. (CIC, or Committee on Institutional Cooperation, is the academic equivalent of the Big Ten.) This action has advanced the discussion of scholarly communication on this campus, and we are working hard to position ourselves as local leaders and experts in this area.

To explore the possibilities that may result when humanities-based scholarship converges with technology, in 2006 a team of librarians hosted a symposium for faculty leaders and influencers to examine issues relating to digital scholarship at Indiana University. "What are the grand challenges of your discipline in the next 20 years?" we asked. "What are the opportunities for humanists presented by

globalization?" Participants discussed how changes to traditional publishing models could impact their research, rights, and needs.

Funded by the provost and produced jointly with the IUPUI University Library, the symposium localized national observations outlined in the American Council of Learned Societies' Commission on Cyberinfrastructure for the Humanities and Social Sciences. We found that the symposium heightened awareness and jumpstarted conversations about these complex issues. We sustained momentum by inviting faculty researchers to a " Going Public " lunch-bag series to inform librarians and staff how notable faculty projects are reinventing scholarly communications. In 2008, we extended this conversation and invited faculty to explore the changing ways in which scholarship is now disseminated. Speakers included Laura Brown, Senior Advisor, Ithaka; David Shulenberger, VP for Academic Affairs, National Association of State Universities and Land-grant Colleges; and Clifford Lynch, Executive Director, Coalition for Networked Information.

An especially gratifying outcome of this groundwork is that we've succeeded in raising awareness of scholarly communications issues beyond the library. The provost and the vice president for information technology, for example, are now strong advocates for open access and new publishing models. The university's ambitious new strategic plan for information technology, a comprehensive document with 69 recommended action items, integrates library priorities and expertise as never before. Featured prominently in the plan is the goal to create new models and platforms to support scholarly communications. This integration evidences not only the assertive role the IU Libraries have played advancing issues important to their users, but also the growing symbiosis between the IU Libraries and University Information Technology Services.

<u>Emphasize the role of the IU Libraries as the university's primary provider of educational and scholarly resources</u>.

Staff in the remote storage facility voluntarily added weekend shifts to their schedules to introduce a six-day delivery cycle.

The campus has a long history of supporting and protecting our collections budget. Last year the IU Libraries acted as stewards for more than $9.2 million dedicated to library collections, investing more than $4 million in electronic resources. Library users conducted more than 5,723,000 searches in approximately 700 databases. In a faculty survey administered by the Bloomington Faculty Council Library Committee, one member of the history department expressed the feelings of many when he called IU's library system "Bloomington's trump card."

Creation of a six-aisle Harvard-style shelving facility in 2003 has alleviated many of the campus space problems relating to library materials. Filling the Auxiliary Library Facility (ALF) has not been without resistance from certain pockets of faculty members, of course, but we have done our best to address their concerns through targeted communication and by introducing additional services. Besides discussing the ALF at Bloomington Faculty Council meetings, the library dean visited selected departments individually and forged a relationship with the College Policy Committee, a campus group representing the large and disparate College of Arts and Sciences.

We've achieved our goal of providing the highest level of access to materials stored in the ALF, and here again is another example of a dedicated team working to serve the academic community and to advance the goals of the IUB Libraries. We believe our delivery services to be among the best in the nation: we deliver materials six days a week to 18 campus locations, usually on the same day if requests are made by noon. This level of service is possible only because staff at the ALF, which includes hourly and exempt

workers, voluntarily added weekend shifts to their schedules. For doing so, they won our annual "Attitude Matters" award—and earned the gratitude of researchers who have come to value their efficiency and reliability. In September 2008 the crew celebrated the 100,000[th] ALF delivery, boasting a perfect record of retrieving every item requested and delivering it on time.
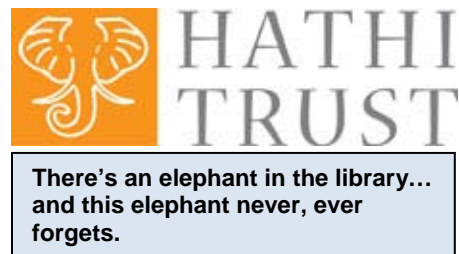
Faculty have noticed. "The ease [of requesting an item from the ALF] is astounding," one department chair recently wrote the dean after receiving his first delivery. "Very impressive. I now readily understand why initial concerns about ALF have dissipated." We also are now delivering about 25 percent (6,044 items) of patron requests electronically by scanning articles and book chapters and delivering them to computer desktops.

In fall 2007, we introduced a new service for faculty in which we deliver books to their offices. Patrons may make electronic requests for delivery of ALF materials on this campus directly from IUCAT (our online catalog) by clicking a link. We also have built an electronic interface that allows the IUCAT request to talk directly to our facility inventory/retrieval software so the requests are loaded into our inventory system without anyone having to review or handle them. University satisfaction with our strategy seems apparent: the Trustees of Indiana University approved construction of a second shelving module, and construction started this year. The second module addresses the dire need for additional research space on campus by providing the flexibility to repurpose libraries in the campus core. In a unique partnership that demonstrates our value to campus, funding has come from the university, the IU Libraries, and the deans of the Bloomington schools. The second module will expand ALF capacity by about 4.2 million volumes. The result: additional space in central campus and optimal conditions to preserve library materials. In September we added the 2 millionth volume to the current ALF, making it about 90 percent full.

Indiana University, with our peer institutions in the Committee on Institutional Cooperation (the academic side of the Big Ten), in 2007 entered into a collective agreement with Google to digitize books from the libraries' collections. In summer 2008, IU was named the first CIC library to participate as a result of that agreement. We were selected as a lead partner in part because of the flexibility of our staff and the readiness of the collections. IU's renowned folklore collection, curated over decades and valuable for its completeness, is also the first "collection of distinction " recognized by Google as a collection that will retain its intellectual coherence in the digital transition. The collection is the largest of its kind in North America.

As a consequence of the large digital projects under way, IU and the University of Michigan are leading the CIC, in partnership with the University of California system, to create the universal digital library. Together the libraries will archive and preserve their vast digital collections, including millions of books, in a repository called the HathiTrust. It will benefit libraries across the nation by providing a worry-free, long-term archiving solution by addressing issues of servers, storage, and migration.

There's an elephant in the library… and this elephant never, ever forgets.

Together the libraries will determine how to best provide HathiTrust services for researchers. Foremost among them: creating collection management tools so researchers will be able to interact with digital texts in a way that Google does not offer. The HathiTrust digital library, which has nearly doubled in size since it was announced just over a year ago, now contains more than 3.8 million volumes and in November launched a full-text search functionality. Future service components will focus on mass-scale data mining for the HathiTrust corpus using the centralized research computing infrastructure of IU Research Technologies.

Preserving analog and digital resources.

The Preservation Department, occupying a fully equipped laboratory constructed as part of the ALF off-site shelving facility, performs conservation treatments never before possible at the IU Libraries. In 2001 an initial gift of $300,000 from the Andrew W. Mellon Foundation assisted in equipping the laboratory (then not yet built), and a matching grant of $700,000, contingent upon the IU Libraries raising double that amount in private funds, established an endowment to fund paper conservation positions in the Preservation Department. We are now reaping the full impact of this gift by saving long-neglected items, to the benefit of humanists who especially value paper-based materials.

Librarians and archivists, long the stewards of the historical record, are at the forefront of the movement to archive digital information that will support their constituents' scholarly needs. Indiana University joined the Archive-It project at the invitation of the then-Research Libraries Group. In addition to archiving IU Web pages, Bloomington-based archivists and librarians are also capturing state and local documents from the state of Indiana and government statistical Web sites from as many as 100 nations from around the world. The IU Libraries boast the second largest collection of archived sites.

The goal for paper conservators is to ensure information remains available for researchers far into the future.

With policies in place university-wide, IU is now partnering with Purdue, Notre Dame and the Indiana State Library to establish a "light archive" for federal government documents in the state of Indiana. With retention policies in place, individual libraries would be free to deaccession damaged or duplicate copies with the full assurance that a copy exists elsewhere. The Superintendent of Documents at the U.S. Government Printing Office supports this initiative, one of only a few "light archives" nationwide.

Providing long-term access to electronic journals is, of course, a concern for researchers and librarians. We're working with other libraries and publishers to help find solutions through two initiatives: CLOCKSS employs the LOCKSS (Lots of Copies Keep Stuff Safe) technology to support a community-based repository for published scholarly content. The other initiative, Portico, seeks to ensure enduring access to scholarly e-journals via a single, secure archive. We are founding members of both organizations.

The Indiana University Digital Library Program has advanced several projects to preserve the state's history and make it broadly available to Hoosiers, thanks to grants from the Indiana State Library. The projects—one to digitize a 100-year run of the Indiana Magazine of History, and the other to digitize historic correspondence from the utopian community of New Harmony—leverage IU's strengths to benefit the state. With the university library in Indianapolis we digitized historic maps of Indiana. And we announced in 2008 the successful completion of a project with the Indiana State Library, the Indiana State Historical Society, and the Indiana State Museum to digitize 10,000 pieces of Indiana-related sheet music. Funded by an IMLS National Leadership Grant, the project promises to increase access to sheet music collections in the state. Perhaps more importantly, the project produced a metadata creation tool that is available under an open-source license to the benefit of other libraries and museums nationwide. In 2009 the Digital Library Program completed projects to make Indiana documents available online. Among them: the speeches of IU presidents Herman B Wells and William Lowe Bryan; archival collections of the Working Men's Institute in New Harmony, Ind., the oldest public library in the state; and, with the Law Library, selected historical proceedings from the Indiana General Assembly (1858-1887).

<u>Ensuring a sustainable technology infrastructure</u>.

In November 2009, the <u>Kuali Foundation</u> announced that a group of leading academic research libraries is partnering in the Kuali Open Library Environment (OLE) (pronounced Oh-LAY) project to develop software created specifically for the complex business management and workflow operations of academic and research libraries. This groundbreaking initiative, led by Indiana University, will enable libraries worldwide to join a group of like-minded institutions dedicated to developing community-source software. By partnering in this way, libraries will create an infrastructure and lead the design for library management software for the academic community—while at the same time extending the success of the Kuali Foundation for community-source software to libraries.

More than 300 libraries, educational institutions, professional organizations, and businesses participated in some phase of planning for the OLE project, which was supported by a planning grant from The Andrew W. Mellon Foundation and led by Duke University. Based on that broad insight, Kuali OLE will create a next-generation library system that breaks away from print-based workflows and reflects the changing nature of library materials and new approaches to scholarly work. The project is designed to work well with other enterprise systems and to be easily modified to suit the needs of different institutions. (The project is also poised to receive major funding from The Andrew W. Mellon Foundation; a decision is to be announced on December 10.)

As the lead institution, Indiana University will be responsible for successful completion of the project with other Kuali OLE partners, including the Florida Consortium (University of Florida representing Florida International University, Florida State University, New College of Florida, Rollins College, University of Central Florida, University of Miami, University of South Florida, the Florida Center for Library Automation); Lehigh University; Triangle Research Libraries Network, represented by Duke University and North Carolina State University; University of Chicago; University of Maryland; University of Michigan; and the University of Pennsylvania.

In addition to Kuali OLE being a major collaborative project for research libraries, it will create a new partnership between the IU Libraries and UITS Division of Enterprise Software. For local implementation and management of the project, the IU Libraries will take on a key role in managing a new development group within UITS for the development and management of the software-creation component of Kuali OLE. This new type of management structure will serve as a model for future Kuali projects that may come through UITS and other IU institutional partners.

* * *

Partnering 101

We are successful because of strength of our partnerships, and perhaps none is more fruitful than the alliance with University Information Technology Services (UITS).

The relationship extends as far back as the early 1990s when UITS opened a 24-hour student technology center in the central campus library. In 1997, we partnered with UITS and the School of Library and Information Science to launch the Digital Library Program. And, in an ongoing commitment, our director of information technology and the head of the Digital Library Program have joint appointments with the Libraries and UITS.

These relationships provided a foundation to create the Information Commons in 2003. Because of the demands this 24/7 space placed on the resources of both units, this partnership truly tested the resolve of both partners. We developed a memorandum of understanding for the joint venture (presented by representatives from both units at an ACRL conference), and have learned not only to coexist, but also to value each other's cultures and practices. We both work to help students and faculty succeed.

We are now working with UITS in ways ranging from introducing mobile services to creating the Research Commons and integrating library resources in Sakai.

The Wells Library also houses UITS's Adaptive Technology Center (which serves individuals with vision, hearing, mobility, or learning disabilities) and the Teaching and Learning Technologies Center (which assists faculty in maximizing the course management system).

The IU Libraries and the Digital Library Program are part of the university's Pervasive Technology Institute Data to Insight Center, which creates a new research focus for IU Libraries in mass-scale storage and digital curation and offers the opportunity for more collaboration with the IU School of Informatics and Computing. The associate dean for library technologies, in fact, has a joint appointment with the Pervasive Technology Institute. The mission of the Data to Insight Center will be to create tools and guidelines that allow scientists and companies to harness the vast stores of digital data now being produced, and to turn these data into insight that effectively guides human decisions and advances human knowledge.

Creation of tools and guidelines for archiving large-scale and complex data and information. Data being collected today may be valuable for decades or centuries in the future – in some cases, data will be of value in perpetuity. The Data to Insight Center will create tools for storing data reliably. Decades from now a person will be able to ask, "Is this data set really what it claims to be?" and know that that data set can be used with confidence. Related to this, the Data to Insight Center will develop tools for the maintenance and expansion of digital data sets over time so that one can not only find the most recent data but also ask the question, "What was the data set as of a certain date in the past?" and get a definitive answer.

* * *

With support from University Information Technology Services, the Digital Library Program is implementing a robust technical infrastructure for the storage, organization, delivery, and preservation of digital collections. Based on open-source Fedora repository software developed by Cornell University and the University of Virginia and leveraging IU's existing stellar IT resources such as the Massive Data Storage System, this system will serve as the "digital stacks" for growing collections of digitized and born-digital materials from IU's libraries, archives, museums, and academic departments. Through the open-source model, the IU Libraries are able to make use of technologies developed by peer institutions and, in turn, contribute back useful technologies to the community. Currently the Digital Library Program is part of a pilot program that will use this massive data storage capacity to manage data sets for faculty within the search and discovery framework for IUScholarWorks.

* * *

The IU Libraries will draw on the considerable experience of the Digital Library Program and our nationally recognized team of catalogers. We are involved in several initiatives to establish best practices for metadata creation for various uses, allowing better discovery services for library collections. (Technical Services staff gather monthly for informal discussions led by our Metadata Librarian to explore developments in metadata practices.) We also participate in all four components of the Program for Cooperative Cataloging (BIBCO, CONSER, NACO, and SACO), an international effort conceived by the Library of Congress. We are building upon our professional catalogers' expertise in AACR2, MARC, and authority control to include additional metadata standards and knowledge management theory. In 2009, we won support of the Institute of Museum and Library Services for partnership in a $249,000 grant led by UCLA. Tools and services developed in the project—to improve access to sheet music collections by refining metadata practices—will serve as a model for other libraries around the nation.

The Technical Services Department continued to work towards its goal of streamlining traditional print-based activities in order to create capacity for increased e-resources workflows and digital initiatives. In February 2009, cataloging managers attended an onsite two-and-half day Text Encoding Initiative (TEI) Workshop conducted by representatives from the Brown University Women Writers Project. A vacant cataloging position was used to create a new metadata specialist and cataloger position within the

Department. This position participates in all aspects of non-MARC descriptive metadata including responsibility for planning and development of projects. And this summer, 12 catalogers began work on a long-term TEI encoding project for the Digital Library Program's *Indiana Authors and Their Books* digital collection. Efforts aimed at retooling and expanding catalogers' skills to include non-traditional metadata and standards continue as part of our ongoing transition from print to the digital arena.

Assessment

Assessing programs and services

In 2009, we hosted two consultants from the ARL program, "Effective, Sustainable, Practical Assessment" who made recommendations to assist us in developing and implementing an ongoing assessment program. Our past efforts, even before this new push, are admirable:

- LibQual+ (2004, 2006, 2009). Informed decisions on a broad range of issues, from Web site redesign to introduction of new services.
- Technical Services Review by R2 Consulting. A comprehensive, consultant-performed review of the Technical Services Department.
  > In summer 2007, R2 Consulting spent 30 days analyzing selection-to-access workflows. The result: A 66-page review with 70 specific recommendations, including 'big-picture' items including systematizing the management of e-resources and rethinking catalog and discovery efforts. Some recommendations were straightforward time-savers; others pushed boundaries and comfort levels. Foremost among the observations were those that pointed to the expertise and abilities of the department. Staff, as the report noted, work at maximum capacity and accept responsibility for whatever tasks and projects are assigned. True to character, the staff embraced the report and in summer 2008 presented a one-year progress report. The work continues.
- Branch library reviews. Internal reviews of branch library services and operational models.
- Usability Testing. Conducted by University Information Technology Services, to complement our own testing, for Web site redesign.
- Faculty Study Group. Extensive interviews and survey undertaken by Bloomington faculty to assess library satisfaction among their peers.
- Undergraduate student surveys. Ongoing surveys about services undergraduates want.
- Undergraduate Student Library Advisory Group. Volunteer group of students who provide qualitative input on matters relating to the services pertaining to them. (We established a graduate student advisory group in 2008, after a series of focus groups with them in the spring.)
- Review of vendor selection process. Internal review.
- Collections surveys. Map collections audit and OCLC collection analysis.

Promotion and Partnership

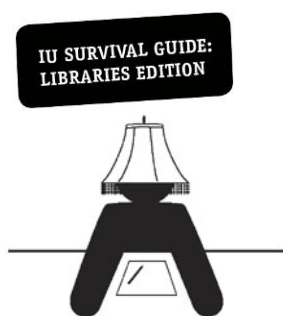Communicating the value of the IUB Libraries

Communicating the value of the IUB Libraries can be an easy proposition (to some faculty, for example, who rely on our trustworthy collections and longstanding leadership) or a difficult one (to some undergraduates, who may have finished high school bypassing libraries and library resources completely). Defining audiences and targeting messages is essential to this overall effort

Our inexpensively created promotional video is the most-watched video on IU's YouTube channel and has been copied by libraries not only around the country, but also as far away as Germany and the Netherlands.

and requires the input of library employees at all levels. As evidence of our progress, we point to the following recent activities:

- A marketing communications team representing diverse areas of the IUB Libraries created a first-ever marketing communications plan, one of the goals of which was to nurture a marketing orientation within the IU Libraries. It's working: librarians, especially, are eager to promote the collections and services they know to be valuable for students. Goals and key messages are introduced to all new employees at quarterly orientations.
- The team, led by the director of communications, launched a campuswide awareness campaign with the tagline We Deliver, based on the key messages identified in the plan. Consistent messages are reinforced through various outlets. We contribute to the campus's teaching portal developed by the Office of the Dean of Faculties, and have also enlisted the support of the admissions office to heighten awareness of our services to incoming freshmen. As a result, this year we offered a first-ever late-hours game night to welcome freshmen to the university and acquaint them with the Wells Library. More than 700 students attended, exceeding our expectations.

IU SURVIVAL GUIDE: LIBRARIES EDITION

Survival Tip No. 23: How to finish your research paper so you still have time for fun.

- The IU Libraries host many campus events to position ourselves at the center of the academic mission: from an annual graduate-student orientation fair to Geographic Information Systems Day (co-organized with longstanding partner University Information Technology Services). Each summer we welcome thousands of incoming freshmen who visit the Wells Library not only to register for classes but also to meet dozens of university exhibitors at an IU orientation fair held in the lobby.
- Exhibitions, particularly at the Lilly Library for rare books, serve instructional as well as promotional goals. Among the materials displayed at recent high-profile exhibitions: the papers of Kurt Vonnegut; former Indiana Congressman Lee Hamilton; and former U.S. Senator Birch Bayh.
- And, finally, the marketing team created a cheeky but reassuring survival guide targeted to freshmen (What to do if you flunk your first test; How to get started on an assignment; What to do if you're stuck in the elevator. Key message: We can save you time, money, and effort. What's not to love?) The rollout campaign, concentrated during Welcome Week, included low-cost bus ads, cafeteria tray liners, posters, and downloadable audio tips. A companion guide for graduate students premiered in 2008.
- At the initiation of the IU archivist, a new team within the IU Libraries is increasing the awareness of archives and special collections by celebrating national Archives and Special Collections Week. In 2008, the Society of American Archivists awarded IU's annual campaign "Best Successfully Implemented Campaign" for its creative programs and thematic approach.

The Wells Library was a conspicuous part of the university president's October 2007 inauguration activities when the president and trustees hosted a celebration to unveil a bust of Herman B Wells in the library lobby. That the university's flagship library was named for this beloved president in 2005 (an honor for which library administrators successfully lobbied) shows the high regard of university administration for the IU Libraries. The association of Wells and the libraries continues to benefit our fundraising efforts by leveraging the goodwill the community feels for the late president. An endowment named for Wells, introduced by the university president in a mailing sent to all alumni following Wells's death in 2000, supports library collections. Our highest-level donors are members of the Wells Guild. And notable this year: As we near the conclusion of a campuswide fundraising campaign, we have raised more than $13 million, or 168 percent of our goal.

Leveraging Impact

We strive to be nimble and forward-thinking, and we balance this agility with the need to advance traditional library roles relating to acquisition, access, and preservation. The landscape, however, is shifting in ways that are difficult to measure or even to anticipate. Fewer users, for example, are coming to the Wells Library for books (which are filling the remote storage facility), yet gate counts are rising. Preservation has shifted from providing safe environments to providing secure repositories. A library's role in distributing scholarly output is one of the great unknowns of the library community, and also one of its greatest charges.

We can stretch to meet the challenges of this new era not only because of our creativity, but also because we are able to engage information technology beyond institutional boundaries. With the strong support of University Information Technology Services, we can concentrate on content rather than infrastructure, and as a result, lead projects of national and international scope. The HathiTrust digital library, for example, will benefit libraries and researchers worldwide by archiving and preserving the shared published content of the nation's leading research libraries. Similarly, Kuali OLE will develop community-source innovations for the far-reaching library community. Its greatest benefit, perhaps, is putting libraries in charge of their own destinies by allowing them to participate in the development of library management systems.

These high-impact projects build on a culture rooted in service and leadership. In just two recent examples of our campus leadership, library employees today serve in leadership roles in the campuswide faculty council, the professional/administrative workers' council, and the union for support staff. We were one of the first units on campus to name a sustainability officer, who serves on a campuswide advisory group and leads our "go green" efforts. Because the IU Libraries are such a large and visible unit on campus, we are working not only to alter our own behavior, but to lead by example.

We know we can succeed only by working together. This document offers evidence of what can be accomplished when individuals at every level share their creativity, commitment, and initiative. No one person can claim credit for any of the achievements outlined in this application, and any measure of success is possible only by virtue of our collective energy. We are pleased to submit this proposal, and do so with great pride.

Spirited librarians and staff at all levels help the IU Libraries succeed.

Thank you for considering the Indian University Bloomington Libraries for this award.