



# UNIVERSITY LIBRARIES QER REPORT

UNIVERSITY OF TEXAS AT ARLINGTON  
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# Quality Enhancement Review

## UNIVERSITY OF TEXAS ARLINGTON LIBRARIES SELF STUDY

### PERSPECTIVE

#### University Overview

The University of Texas at Arlington (UTA) is a comprehensive research, teaching, and public service institution whose mission is the advancement of knowledge and the pursuit of excellence. The University is committed to the promotion of lifelong learning through its academic and continuing education programs and to the formation of good citizenship through its community service learning programs.

Our diverse student body shares a wide range of cultural values and the University community fosters unity of purpose and cultivates mutual respect. The future of UTA is built on the following commitments:

- The University is committed to developing and sustaining comprehensive programs of academic research. This research effort requires attracting and retaining scholars who promote a culture of intellectual curiosity, rigorous inquiry, and high academic standards among their fellow faculty and the students they teach.
- The University is committed to preparing students for full, productive lives and informed and active citizenship. To that end, the University has developed undergraduate and graduate curricula and classroom practices that engage students actively in the learning process. Beyond the classroom a wide range of student-focused organizations and activities contribute to the learning environment. Our service learning program offers students the opportunity to complement their academic study with internships in a variety of community settings, testing their skills and aptitudes and challenging their values. State-of-the-art teaching technologies, distance education, and off-site instruction afford access to off-campus as well as residential students. Non-degree certificate and continuing education programs offer practical, aesthetic, and intellectually stimulating opportunities for community learners, for individual courses or a sustained program of study. The mission of

the University can be achieved only when its students, faculty, staff, and administrators value and promote free expression in an atmosphere of tolerance, responsibility, and trust. The University regards these attributes as prerequisites for any community of learners and vigilantly strives to maintain them.

- Mindful of its role as a resource to the community, locally, nationally and internationally, the University is committed to continually seeking partnerships with public and private concerns in order to advance the economic, social and cultural welfare of its constituencies. The University serves the needs of the North Texas community by sponsoring public lectures and academic symposia, as well as artistic, musical and dramatic productions, and sharing the research and deep expertise of our talented faculty and staff.

All of these commitments have built the foundation upon which the University is launching its new strategic direction, Bold Solutions, Global Impact. This plan charts an ambitious course for a 21st century urban university with unlimited opportunities and boundless potential. Our guiding themes of health and the human condition, data-driven discovery, sustainable urban communities, and global environmental impact drive our commitment for creating bold solutions to address the epic challenges facing growing urban regions like our own. UTA President Vistasp Kharbari describes the University strategic plan as a call to action. The Libraries is answering this call through our ambitious strategic actions.

#### Libraries' Vision and Values

Inspired by the University's bold vision, UTA Libraries has embarked on an ambitious transformation to become a catalyst for creativity, collaboration, exploration and innovation at the University of Texas at Arlington and beyond. To enable this transformation, the Libraries is adopting a culture of smart risk-taking and perpetual beta. We are

guided in our efforts by our shared values and Foundational Imperatives.

**Who we are.****Our Values**

Collaboration • Community • Discovery, Learning and Knowledge Creation • Excellence • Flexibility • Risk-taking and Innovation • Transparency of Communication and Integrity of Action • Service

**Where we are going.****Our Vision**

The UTA Libraries are committed to equipping scholars to successfully connect, create, explore, and innovate in the new information ecosystem through five identified areas of excellence:

- Extraordinary access
- Creative collaborations
- Impactful services
- Transformational technologies
- Inspiring spaces

**How we get there.****Our Foundational Imperatives**

*ReImagine:* UTA Libraries actively imagines and (re)imagines paths to create extraordinary access and user experiences for our students, faculty and guests.

*Innovate:* UTA Libraries innovates, driven by our vision, guided by our community and data, and grounded in our values.

*Sustain:* UTA Libraries is a good steward of resources, honoring contributions of effort, ingenuity and finance.

## University and Libraries' History

The history of the University of Texas at Arlington extends back to 1895 and its inception as Arlington College. Despite its identification as a college, it was in fact a private school for students in primary through secondary grades. It continued providing this level of education until its integration into the Texas A&M University system in 1917. The first college librarian was appointed in 1917, when the school was rebranded as Grubbs Vocational College, a branch of Texas A&M. The library was small and housed in an administrative building. In 1926 a new library building (now College Hall) was built on what was at that point the North Texas Agricultural College

campus. A “contemporary library” was proposed in 1958 for Arlington State College and in 1964 the present Central Library building opened with the current basement and first two floors and 264,000 books. The four story addition was funded and conducted after the school left the A&M system and joined the University of Texas system in 1967. In 1969 the Library joined the computer era with a punch-card check-out system. A generous donation by Jenkins and Virginia Garrett in 1974 allowed for the creation of the Libraries' Special Collections at UTA. The ongoing Garrett endowment supports the Libraries' annual Virginia Garrett Lectures on Cartography sponsored by the Libraries. The Libraries reach was expanded across campus with the opening of the Architecture and Fine Arts (AFA) Library in the Architecture building in 1982 and the Science and Engineering Library (SEL) in Nedderman Hall in January of 1989.

Today University Libraries comprises three physical facilities, Central Library, the Architecture and Fine Arts Library, and the Science and Engineering Library. Collectively the Libraries provide 250,000 square feet of usable library space, 1256 public seats, 212 public computers, 100 loanable tablets and 1.2 million physical volumes. The Libraries' facilities collectively see about 1.5 million visits/year. Central Library is open 24/5 in Fall and Spring semesters. The Libraries provide 24/7 access to more than half a million e-books, more than 22,000 electronic journal subscriptions, as well as more than 195,000 electronic media items like music scores and streaming videos. In the 2014-15 academic year, our 782 databases and 132,000 e-journals supported more than 4.8M searches and 3.8M article downloads. During the same year, our websites were visited over 1.1 million times by more than 480,000 unique users.

For almost a century, from 1917 through 2012, the Libraries supported the mission of the institution in a traditional fashion, by providing books and other information resources necessary to help students and faculty be successful. Library facilities and collections have grown and evolved along with the curriculum over the years. Economic hardships seen across higher education beginning in 2008 led to staffing losses and flat budgets that strained the Libraries' ability to support the University's rapid growth. Under the leadership of University President Vistasp Karbhari since June 2013, UTA is on a bold path toward “best of the best” and strives to be the model 21st century urban research university.

## Libraries' Organizational Structure

The Libraries has 116 staff, including archivists and librarians, and support staff and 140 students, divided into nine departments, each with specialized functions.

- Access and Discovery (A&D) is a central service hub comprised of Acquisition, Metadata, Resource Delivery, and Stacks Management to enable and facilitate access and discovery of library resources for all users. It supports UTA library's vision and imperatives with an integrated workflow and an operational model focused on access rather than acquisition and collection building.
- Digital Creation (DC) generates collections that make our unique resources globally accessible. Our digital projects build a foundation for transformative learning for our students and support open scholarly communication across the academy and beyond. Our community uses our resources, websites, tools and apps to (re)use, (re)mix and (re)think the way information can be shaped and shared.
- Experiential Learning & Undergraduate Research (ELUR) has three major areas of focus: Undergraduate Research, Undergraduate Maker and Digital Literacies, and Undergraduate Information Literacy. ELUR strives to provide undergraduates with valuable learning experiences by increasing opportunities for undergraduates to create, present, and disseminate their original research, integrating experiential learning into undergraduate curriculum and providing student-centered information literacy instruction.
- Faculty Services and Online Engagement (FSOE) has four areas of focus: Online Teaching and Learning, Online Student Success, Digital Identity and Impact, and research services. FSOE's efforts support the work of faculty, graduate students, and undergraduates by building learning services for the online environment to meet the unique needs and behaviors of online students, developing partnerships across campus to increase online student success and support, strengthen the digital identity of faculty, and increase the resonance of their scholarship. Additionally, they support advanced research consultations, upper-level library instruction, and knowledge management related to our collections.
- The Library Systems & Technology Department (LS&T) supports the technical needs of the organization by providing systems and services that advance the mission of the Libraries. LS&T services encompass the entire spectrum of technologies that will simplify workflow for the Libraries staff, enhance the user experience, and innovate the educational and academic success of our students and faculty.
- Special Collections collects, preserves, and provides access to world-class historical research materials in Texas history, cartography, labor, politics, disability rights, and is the home of the University archives. Our commitment to exceptional research assistance, teaching in an experiential learning environment, outreach, and collaborative partnerships fosters an open platform for creativity, exploration, innovation, and transformative reuse.
- User Engagement & Services (UES) creates extraordinary experiences that inspire curiosity, promote collaboration, and transform learning. UES uses innovative practices, user-focused strategies, and strategic partnerships to cultivate professional and academic success.
- The UTA FabLab is a creative hub for students and faculty of the University of Texas at Arlington and the DFW community, providing access to creative technologies, equipment, training, opportunities for interdisciplinary collaboration, industry mentors, and inspirational spaces in support of invention and entrepreneurship. The FabLab is also a platform for project-based, hands-on Science, Technology, Engineering, Arts, and Mathematics (STEAM) education.
- The Marketing & Communication department increases the perceived value of the Library and enhances relationships with all audiences, including Library employees. Our marketing objectives are to create, communicate, deliver, and exchange offerings that have value for our customers, partners, and community, to create an identity for UTA Libraries that reflects excellence, our shared values and imperatives and to serve as a source for information between the Library and key audiences, including internal audiences.

The work of these departments is supported by other units within the Libraries. The Libraries' Administration team includes the Dean of University Libraries, the Associate University Librarians (AULs), their administrative staff, the budget and human resources teams, the Operations team, the Organizational Wellness and Development Manager, the Assessment team, and the Director of Grants and Special Projects. The Dean and AULs are responsible for

strategic leadership of University Libraries in collaboration with the library department heads and directors.

- The Assessment team collaborates to identify the needs of current and potential users. The team provides tools and support to hold up a mirror to the organization and provide data which clarifies what is and what isn't working. The team helps to set direction for the Libraries by providing user-related context, guiding data-driven decisions. They also collaborate on projects and share data with other UTA divisions and outside professional organizations.
- The Director of Grants and Special Projects collaborates with staff from the UTA Libraries and across the University as well as external institutions and organizations to identify grant opportunities that support the mission and strategic goals of the Libraries and the University. The director orchestrates the preparation and submission of proposals to obtain funding for the Libraries' priorities.
- The goals and activities of Organizational Wellness and Development are to create programming for library staff across all departments focused on community building, promoting personal and professional development for staff, fostering a culture that uplifts our shared organizational values and staff appreciation. These activities also supports the libraries' strategic imperatives

of Academic & Professional Success and Collaboration & Community Building.

- The Scholarly Communications Division provides leadership and guidance to the library and the wider community on issues related to creating, sharing, using and preserving scholarship. The division collaborates across the Libraries and the University to provide services, resources, and information to UTA faculty, staff, and students to help them navigate the changing landscape of scholarship. The program supports new forms of scholarship enabled by computing and digital technologies and works with liaisons to assist researchers using these tools to enhance their work. The Division includes the directors of Scholarly Communication and Publishing, as well as the Open Education Librarian, the Data Science Librarian and the Digital Humanities Librarian.

Each department or unit has a department head or director responsible for coordinating activities within the department and with the other departments. The directors of scholarly communication, grants and special projects, assessment, publishing, and marketing work with all department heads with regard to issues related to open access, scholarly communication, grants, external marketing, planning, and assessment. (*See Appendix A for the Libraries' Organizational chart.*)

## STRATEGIC PLANNING

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The Libraries have used both strategic planning and action planning to guide our activities for the past ten years. Our previous strategic plan was in effect until 2011, after which we began a series of action plans in anticipation of a new University President, a new Dean of Libraries and a new direction. In August 2012, after the arrival of the new Dean of Libraries, University Libraries embarked on a series of initiatives to research student and faculty needs, priorities and goals, and redesign workflows and policies based on academic library best practices; measure and increase the return on investment (ROI) of library information purchases; and align library staffing and services with user needs and current University priorities. Specific initiatives included:

- Conduct ethnographic investigation of current and emerging needs of UTA faculty and students;

- Benchmark library services, policies, and workflows against best practices at aspirational universities;
- Redesign the Libraries staffing structure to support University priorities;
- Critically analyze the return on investment and impact of information resources;
- Implement processes to increase fiscal accountability within the Libraries;
- Pilot strategies to address the emerging journal funding crisis;
- Refocus information resources investment to "create extraordinary access" rather than collection-building;



- Engage in a space utilization study for all three libraries to examine how students are working and using technology in library spaces
- Develop an ambitious Strategic Plan to “create a world-class library for a world class university.”

In July 2013, we implemented a reorganization of the Libraries. The goal was to redesign the Libraries’ organization chart to be driven by current library and University needs and priorities. Prior to that time, the structure was designed to support the acquisition and management of and services for print information resources. By purposefully restructuring staffing to achieve our strategic decision to value access over ownership, the Libraries can better support faculty and students in emerging scholarly practices. Our previous library structure served its purpose, but was not designed to achieve our strategic goals. Effective organization charts should be driven by organizational mission. The new organizational chart is designed to achieve our goals.

With our strategic vision in mind, the reorganization process was designed to be very staff centered. The new organizational design includes reassigned roles such as: E-Science Librarian, Data Curation Librarian, Digital Projects Librarians, Digital Humanities Librarian, User Experience Librarian, Quantitative Assessment Librarian, and Director of Scholarly Communication. Staff were provided a list of the types of roles, not jobs, which would be available in the new organizational design along with descriptions of those roles. Every staff member except the Dean of Libraries completed an inventory of their Knowledge, Skills, Abilities and Passions to assist in the assignment process. At the same time, each person also completed a list of their top 7 choices of roles that they believed that they could be most successful in, and the 3 roles that they had no interest in. The Dean of Libraries met with every member of the staff over a four week period in order to get more detail about their choices and, following those meetings, then placed each individual into their new role in the new organizational structure. Capacity for completely new roles came as a result of reassigning staff that were previously focused on acquiring and managing print resources. The Libraries is confident that the current staff structure is the right one to advance the University; however, when compared to state and national levels, the Libraries’ staff FTE is inadequate. Using 2012 National Center for Educational Statistics (NCES) data, the national average of total academic library staff per 1,000 FTE students is 8.36, our comparison group average is 6.88, the state average is 7.46, while the UTA ratio is 5.87.

After the arrival of the new University President in 2013, the Libraries new leadership team, the University Libraries’ Dean’s Council (ULDC), began development of a new strategic plan and proceeded with implementation of that plan in academic year 2014-2015. This plan focused on four University-centered imperatives:

- increase the resonance (awareness and usage) of faculty and student research, scholarship, and creative works;
- improve the academic and professional success of current students, alumni, and faculty;
- give UTA students a competitive advantage through experiential learning and hands-on experience in creation and design; and
- foster collaboration and community building across disciplines and between online and residential learning communities.

These four imperatives informed a total of 31 active strategic initiatives, which were supported by 10 operational initiatives designed to create organizational capacity, and eight accountability initiatives designed to increase the impact of the strategic initiatives. Planning and implementation teams for each initiative were formed and included 80 percent of the Libraries’ staff. Each team outlined a process to achieve the strategy’s desired outcome, including identifying possible assessment criteria based upon the desired outcome. Ongoing progress reports were provided to the ULDC by the initiative team leaders through 2015 and updated on the Libraries’ strategic planning pages of the website.

The development of this plan began by reviewing the executive summary for the UTA 2012 National Survey of Student Engagement (NSSE), a survey administered annually to all University first year and senior students. The concepts raised by this survey that were most significant to the Libraries’ strategic planning process were the ideas that students who learned technology and had courses that improved their understanding and use of technology had a positive association with all four of the NSSE academic challenge indicators (higher order learning, reflective and integrative learning, learning strategies and quantitative reasoning). The results of this work strongly informed the development of the portion of the Libraries’ vision statement about creative technologies. At the same time, analysis of low and declining print collection use led to a change in the Libraries’ collection management model. (*See Appendix B*) Student and faculty input was also facilitated by the Libraries’ continued participation in the LibQUAL+ survey in 2007 and 2011.

After two years of working under this plan, and in response to the University's Southern Association of Colleges and Schools (SACS) accreditation review, the Libraries' leadership realized that our initiatives could be further enhanced by the addition of objectives for each of our imperatives to clarify our goals, as well as the creation of two distinct business plans, 2014-2017 and 2017-2020, to better define the projects and activities that we are undertaking. The new strategic plan, entitled "Plunging Forward," (See *Appendix D*) more clearly defines our goals and aspirations,

as well as integrating strategic and operational initiatives into Foundational imperatives which support our strategic activities. Planning activity is currently underway across the Libraries to create our business plans, with the emphasis being on completing the 2014-17 plan. Completion of this plan will not only set our path for the next 14 months but also serve as a record of the projects and activities completed since 2014. The leadership team will then populate the 2017-2020 business plan with the actions and activities that will be the focus of the next three year interval.

## COMPARISON LIBRARIES

Up to 2014, the University had a publicized list of comparable and aspirational peers. In 2014, the University President, the Provost and the University Deans identified a group of comparable and aspirational peers for itself, largely based upon program rankings in the particular colleges and schools. Many of the peer institutions are based upon rankings provided by the US News & World Report annual list, while others are identified through the comparison of NCES statistics. Due to the diversity of these programs, not all of these institutions have libraries that would be on our list of comparable or aspirational peers.

### Comparable

As one of 9 universities or medical schools in the University of Texas system, we often look there first to identify comparable institutions. Even within that group, however, there are distinct differences in size and academic constituency. Based upon collection size and budget expenditures, we most closely identify with UT San Antonio and UT El Paso within the UT System. UT Arlington, UT El Paso and UT San Antonio are joined by four additional Texas universities categorized as "emerging research universities"

by the Texas Higher Education Coordinating Board. These are Texas Tech, UT Dallas, the University of Houston and the University of North Texas. Each of these seven institutions is also seeking recognition as a Tier 1 research university. In 2016, UTA was recognized as a Carnegie Research 1 (R1) university, along with Texas Tech, the University of North Texas and UT Dallas. This recognition is a significant milestone. The UTA Libraries looks to the other six as a second class of comparable peers. The data in *Table 1* indicates how we compare to them in terms of library staffing and expenditures per student, using the National Center for Education Statistics annual library survey data for 2012.

### Aspirational

Historically the Libraries looked within the state of Texas to define its aspirational peers, looking most often to the ARL member libraries in Texas. More specifically, benchmarking between UT Arlington and UT Austin Special Collections was common. As the University began planning for a Tier 1 application, the Libraries began to review library related criteria necessary to achieve this goal. One possible criteria contributing to Tier One

*Table 1.*

University	Library staff per 1,000 students	Expenditure per student
UT Arlington	5.87	\$483
UT Dallas	4.24	\$440
Texas Tech	7.18	\$483
University of Houston	6.15	\$443
University of North Texas	7.38	\$322
UT San Antonio	4.69	\$349
UT El Paso	4.68	\$543

Table 2.

<p><b>User Experience and Innovative Spaces</b></p> <p>North Carolina State University</p> <p>Grand Valley State University</p> <p>University of Calgary</p> <p>Edmonton Public Library</p> <p>Charlotte Mecklenberg Public Library</p> <p>New York Public Library</p> <p>Georgia Institute of Technology</p>	<p><b>Culture of Risk Taking</b></p> <p>North Carolina State University</p> <p>Georgia Institute of Technology</p> <p>Grand Valley State University</p> <p>Edmonton Public Library</p> <p>New York Public Library</p> <p>Chattanooga Public Library</p> <p>University of Nevada Las Vegas</p>
<p><b>Creative Technologies</b></p> <p>University of Nevada Reno</p> <p>Edmondton Public Library</p> <p>University of Calgary</p> <p>New York Public Library</p> <p>Georgia State University</p> <p>Chattanooga Public Library</p>	<p><b>Open Scholarship</b></p> <p>University of Kansas</p> <p>Columbia University</p> <p>Duke University</p> <p>Georgia State University</p> <p>Purdue University</p> <p>University of Michigan</p> <p>Stanford University</p> <p>Indiana University</p> <p>University of Minnesota</p>

was library membership in the Association of Research Libraries (ARL). In 2010, then Library Director Gerald Saxon prepared a document at the request of the Provost detailing the projected cost for UTA Library to pursue ARL status, if that were selected as a criteria as a part of the University's plan to pursue Tier 1. Based upon that analysis, both University and library leadership agreed that the type of library collection investments needed did not match the University's strategic goals. Thus, the decision was made not to shape Library resource investment around ARL metrics.

This created the opportunity for the Libraries to identify aspirational peers not based upon collection size but peers that align with university and library priorities of access, user experience, innovation, creative technology, risk taking and experiential learning. The Libraries thus identified an aspirational peer group made of thought leaders, innovators and early adopters. None of them has everything to which we aspire, but each of them provide inspirational examples of risk taking, culture change and innovation. These peers are listed in *Table 2* with a corresponding notation about the area at which they excel.

## HIGHEST PRIORITIES—OUR 7 IMPERATIVES

Through our Strategic Plan we have identified seven top priorities or imperatives for our organization. The three Foundational Imperatives (ReImagine. Innovate. Sustain) describe how we will work together as a community to achieve our ambitious Strategic Imperatives. The four Strategic Imperatives are

1. Amplify the Resonance of UTA Scholarship and Creative Works
2. Catalyze the Academic and Professional Success of UTA Students and Faculty
3. Create a Hub for Experiential Learning and Creativity
4. Build Collaboration and Community.

Our strategic plan is a living document, not simply a reference text on a shelf. We discuss the Imperatives and organizational values with all candidates. By focusing the visibility of our imperatives within our library we are actively connecting the work of each and every staff member to our strategic goals.

Beyond our strategic plan, we have a desire to influence and contribute to the development of the broader library community. To do this we seek to achieve recognition in the library community as innovation leaders.

## Most Important Accomplishments in the last 5 years

1. Mission Shift to Advance New University Culture and Goals
2. Reemergence as a Valued Campus Partner
3. Organizational Redesign In Support of Strategic Priorities
4. Emphasis on Data-Driven Decision Making
5. Shift from Collection-Building to Access
6. Space and Service Redesign

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## SUPPORTING THE UNIVERSITY'S MISSION

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### Teaching and Research

#### Library Instruction

The Experiential Learning and Undergraduate Research (ELUR) and Faculty Services and Online Engagement (FSOE) departments were created in 2015 to enhance University Libraries instruction to residential and online students, while anchoring that teaching in the University priority of experiential learning. ELUR actively partners with the FabLab and provides leadership for library instruction, with a strategic focus on experiential learning. The department, comprised of four librarians, is in the process of re-imagining the Libraries' instructional services geared toward undergraduates. Improvements will include greater emphasis on experiential and student-centered learning, the development and course integration of maker and digital literacies (in partnership with the Libraries' FabLab), a robust instruction-focused professional development program for Libraries' staff, and programming and instruction that encourages the conduction and sharing of undergraduate research. The Libraries currently provides instruction, developed with program instructors and integrated throughout the semester, to the First-Year Writing Program.

FSOE supports advanced library instruction sessions with subject librarians as well as focuses on online teaching and learning. FSOE works with faculty members to develop course specific instructional sessions to support the research cycle of students. Six librarians work within this department, with seven additional librarians and one staff member, who is also our Artist in Residence in the FabLab, providing instruction in a secondary role. Each academic

discipline at UTA has a subject librarian, or liaison, that works with faculty to support the instructional needs of their students. Subject librarians determine the curriculum for the library instruction courses in consultation with the faculty and through review of the course syllabus and assignments. The curriculum for each library instruction course is tied to learning outcomes, which identify the needed research techniques and skills required to successfully complete the course. The Libraries develops curriculum to support all phases of the research cycle based on the needs of the class, including determining the nature and extent of information needed; accessing information effectively and efficiently; evaluating information; and understanding the economic, legal, and social issues around the use of information.

The Libraries also provides instructional support to the University through UES, Special Collections, and the FabLab. UES includes one first-year experience librarian who works with the University's First-Year Experience Course (FYE) known as MAVS 1000. The Libraries is a critical facet of student success and is included in the FYE curriculum. Librarians created the curriculum for the FYE instructors to use in the classroom and also provide in-person tours and presentations to the various sections of MAVS 1000. The Peer Academic Leaders (PALs), who teach freshman interest groups, frequently request tours of the three facilities and library instruction, which covers broad database overviews. UES also works collaboratively with ELUR, the FabLab, and other campus units to provide workshop series that grow students' academic and professional skills. In the near future, UES is adding a

professional staff position to address technology engagement and instruction. This staff member will be responsible for developing technologies-focused instruction for the University community, as well as coordinating with the Data Science Librarian in the development of workshops devoted to higher level technology instruction for both students and faculty.

Special Collections provides instruction in the use of primary resource materials in general and Libraries collections in particular. The five librarians and archivists in Special Collections provide customized course instruction in a wide variety of subject areas including history, geography, literature, modern languages, art, and architecture, and English as a second language. FYE students also receive an introduction to Special Collections and the use of primary source materials in MAVS 1000.

UTA Libraries' FabLab focuses their instructional efforts on both the University's students and the larger community. They are responsible for development of curricula to teach about design thinking and the use of creative technologies. Members of the FabLab staff partner with instructors to integrate experiential learning opportunities into their courses. This effort is growing in success, as faculty from across campus are integrating the FabLab into their courses, with students learning how to scan, design and print items in 3D, to design using augmented reality technology, and to develop biochemical scaffold models for the population of biological cells and structures. The FabLab's approach of design thinking integrates hands-on (virtually or physically) learning to reinforce the course's learning objectives. From replicating an artifact to incorporating digital fabrication into sculpture-making, it provides students with real-world experience. Instead of coding for a pretend technology, students can code using microcomputers and microcontrollers to fully develop the technology and experience it fully. These work products can be used as evidence of marketability and skills when entering the job market.

*Table 3* shows the total number of instructional sessions for the last three academic years (AY).

All of these departments provide instruction, both online and in person, via

- flipped classroom instruction,
- in-person course instruction,
- one-on-one consultation,
- online chat services,
- online course research guides,
- online research subject guides,
- online tutorials,
- open workshops,
- peer-to-peer reference and creation assistance, and
- tours.

### Online Instruction

UTA is the nation's fifth most diverse university and this diversity is reflected in online enrollments as well. The Center for Distance Education maintains data on enrollment by ethnicity, age group, and gender. These data show the broad spectrum of students currently enrolled in the University's online courses and programs. UTA is committed to ensuring that undergraduate students take a common core of courses during their tenure at the University and supports that by making many of these courses available in online format. These "core courses" are central to any career they might choose, providing basic skills, perspectives, and knowledge, and are required to satisfy any undergraduate degree the University offers. Additionally, UTA offers a wide range of individual online classes and fully-online degrees. These programs allow students with families, careers, or who are deployed while serving in the military to earn a college degree without having to physically come to campus. These course are supported with resources and services provided by the UTA Libraries, through course reserves, resource delivery, and online tutorials. FSOE is also responsible for increasing the Libraries' support for online information literacy instruction. Online instructional content is an important facet of the Libraries' support to UTA online students and supplements face-to-face instructional interactions. Online research guides, tutorials, and other digital learning objects are created and maintained by UTA Libraries.

Research guides are created around a discipline or a specific class to guide students through the research process. Discipline, or subject, research guides provide both instructional content and resources relevant to the students' field. There are fifty-two subject guides, which correspond

*Table 3.*

Total Number of Instructional Sessions per Academic Year			
Academic Year	2012–2013	2013–2014	2014–2015
Instructional Sessions	731	481	457

to departments on campus and major areas of research. Subject guides are shaped around the undergraduate research process as identified by Project Information Literacy (PIL), a national research study that investigates the underlying hows, whens, and whys of the college student's research process (PIL Progress Report, 2009). The guides help students understand the background of a topic, figure out the language in their field, and identify appropriate resources for their discipline. In addition, online research guides are created for specific courses and aligned to the students' assignments for that course. During AY 2014-2015, 214 published research guides were viewed 288,301 times.

In addition to online guides, UTA Libraries creates or provides access to online tutorials and other digital learning objects to help users with the research process. A primary component of the UTA Libraries' online engagement and health sciences librarian's role is making sure this content supports the research needs of users, who include online and off-campus students and faculty. These tutorials include general content as well as content specifically tailored to classes. The general tutorials help students use the Libraries' databases, use the Libraries, evaluate information, cite information, and acknowledge sources. Course-specific tutorials are built in consultation with the faculty and after a thorough review of the course syllabus and assignments. These tutorials support flipped learning for library instructional sessions to increase the active learning opportunities during class time. For an example of this, see the Nursing 1300 Guide (*Appendix E*). These tutorials were viewed 32,812 times during AY 2014-2015.

The Educational Technology Support Services team administers UTA's lecture capture system, Echo 360, which delivers recorded content for over 400 courses annually. Hardware-based recorders are deployed in over 70 rooms on the main campus, including the Central Library. Every recording-capable room is equipped with a video camera, microphone system, and projector image distribution system. The classroom systems are designed to allow instructors to record their instructional materials without any technical involvement. The instructor can use the local desktop computer, document camera, or any device connected via VGA or HDMI. Once the class is recorded, the content is uploaded to a hosted server which transcodes the raw video and audio files for delivery to students on their computer or mobile device. Students with Flash-capable devices are able to view the classroom content utilizing audio and both video streams (projector image and video camera) simultaneously. Devices that are not Flash-capable are streamed the projector view only with audio. Access to the recordings can be granted through Blackboard,

RSS feeds, or by email links provided to the instructors. The classroom recorders are also capable of live streaming content to students off-campus. The Libraries makes use of this tool to record classes and workshops which will later be made available on the Libraries webpages and subject guides. This digital learning objects will facilitate the integration of our online students into library workshops and instruction sessions by allowing not only post-event archiving and viewing, but also live streaming to more fully involve our learners.

Research assistance and general help can also be accessed through the Libraries'; online chat platform, LibChat. The service is available the full 142 hours per week the Central Library is open. Additionally, UTA Libraries provides a frequently asked questions service where students can receive answers to common questions. The service is staffed by members of UES. During the FSOE librarians' office hours, they make themselves available for chat in addition to their availability by email. FSOE librarian office hours are spread over 45 hours during the week and eight hours over the weekend during the long semesters.

### **Partnerships to Support Instruction**

In support of the University's mission and to streamline the student experience, enhance access, and ensure academic and professional success, the Libraries partners with several student support services across campus. University Tutorial and Supplemental Instruction uses the Libraries' Academic Plaza as its main tutoring location and holds many of its supplemental instruction sessions in Central Library as well. The University Advising Center holds weekly, evening office hours, as do a handful of faculty throughout the week. The Department of English's Writing Center is located on the fourth floor of Central Library and is a frequent partner with the Libraries on programming and student support.

In order to better serve faculty and staff, the Libraries has built collaborative partnerships with UTA's Division of Faculty Affairs, the Learning Innovation and Networked Knowledge (LINK) Research Lab, and the Center for Teaching and Learning Excellence (CTLE). As part of these partnerships, Libraries' staff have led faculty workshops, presented to faculty writing circles, created videos to support librarian integration into classes, and participated in professional learning communities. During 2015, summer workshops and fall orientation workshops were presented to faculty on topics such as copyright for Blackboard, author's rights, and tools for the academic trade. The Libraries partnered with CTLE to create an online video for integrating librarians into faculty members' online classes. In partnership with the LINK Lab and more

recently CTLE, Libraries' staff have participated in, and in one case led, professional learning communities on our campus. These communities consisted of faculty and staff from across campus working to improve their teaching. Future plans include a shared faculty services website and a classroom project with the director of CTLE demonstrating how the Libraries' can support faculty in the classroom.

### Statistical Services

Staff in Statistical Services, located on the 4th floor of the Central Library in the CTLE, assist faculty, staff and students with the aspects of their research that involve the use of statistics and statistical computing, including training. Assistance ranges from dataset preparation and model specification to software-specific implementation and interpretation of results. Statistical Services also offers short introductory courses to SAS and SPSS to the entire campus community.

### Learning Innovation and Networked Knowledge (LINK)

The Learning Innovation and Networked Knowledge (LINK) Research Lab serves as the hub of a network of international scholars who conduct research on the digitization of knowledge and learning and how this process impacts education. Our researchers, educators, and graduate students connect, share, and collaborate in advancing social and technological networks, designing innovative learning models, and exploring the future of higher education. LINK research is concentrated in four areas: (a) The Future of Work, (b) Success for All Learners, (c) The New Knowledge Process, and (d) The Future of Universities. The LINK lab maintains a website listing resources, current projects and research initiatives, grants awarded to the Lab, upcoming events, and a blog. LINK is recognized nationally, internationally, and by funding institutions such as The Bill & Melinda Gates Foundation for its scholarship and research on learning analytics.

## Collections

The UTA Libraries, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. The UTA Libraries' collections, resources, and services emphasize extraordinary access to high quality, diverse information resources to support all educational, research, and public service programs.

UTA assures convenient, timely, and user-friendly access to learning/information resources by strategically locating its resources at various campus locations as well as maintaining a significant web presence. As a physical entity, the Libraries is comprised of a Central Library, two branch libraries (Architecture and Fine Arts Library (AFA), Science and Engineering Library (SEL)) and an on-campus, high density storage facility, the Library Collections Depository (LCD). These facilities offer access to a diverse collection of print, microform, media, and electronic information resources developed to enhance student learning and support faculty research. The Libraries' growing collection of online resources enables access to a variety of e-books, datasets, open access and paid journals, and databases for the University community and is accessible in the Libraries, on-campus, off-campus, and online. In addition to its commitment to extraordinary access, the Libraries offers a diverse suite of spaces and services for community innovation and creation and provides high quality academic support services through campus partnerships. *Table 4* provides an overview of Libraries holdings in each of the past four fiscal years (FY).

### Acquisition Policies

The UTA Libraries purchases and/or licenses content in a variety of formats and languages to support the University community in three broad areas: the existing curriculum,

*Table 4.*

Libraries holdings, 2012-2015				
Format	FY 2012	FY 2013	FY 2014	FY 2015
Books, serials, and other paper materials	1,228,184	1,236,968	1,240,505	1,245,505
Microforms	No data	148,354	123,591	59,174
Audiovisual materials	3,857	3,974	4,063	4,230
Serial subscriptions (print)	6,784	6,828	6,835	6,843
Serial subscriptions (electronic)	22,127	22,223	22,457	22,293

new degree programs and current faculty research. Collection development is patron driven, with no approval plans or speculative purchasing of monographs, with two important exceptions. There is ongoing collecting done within the scope of the Multicultural Collection and new titles by UTA faculty are actively acquired. Titles requested by faculty, if in print, are delivered to their offices. Titles are also added based on student requests. Our collections budget each year drives the level of support that the Libraries can provide. The current Libraries' collection includes print and electronic and databases, as well as specialized data sets. The policies, procedure and guidelines that have been used at the UTA Libraries have changed significantly since 2013. With increasing budget constraints, the monograph budget has been reduced to a small percentage of what it once was, and the difference has been used to support an annual average serial inflation rate of 6%.

### **The Facilities and Collections**

The Central Library is the largest library facility on campus. The facility is 201,040 gross square feet and comprised of seven floors. The Central Library is centrally located on campus and houses the majority of the Libraries' collections, including print information for the humanities, business, education, social sciences and nursing. The Architecture and Fine Arts (AFA) Library is housed within the College of Architecture, Planning and Public Affairs (CAPPA) and houses collections in support of Architecture, Art, Art History and Music. The Science and Engineering Library (SEL) is located in Nedderman Hall, one of two facilities that house the College of Engineering. SEL holds physical collections in Engineering and Sciences (excluding Nursing and Medical). Central Library has a 24/5 schedule, open 142 hours a week during Fall and Spring semesters. University students, faculty and staff have access across these hours. Community members are welcomed between 7 am and midnight and weekends but not overnight. UTA is a United States Government Depository. All collections and spaces, except Special Collections, are available 24/5, as are circulation, reference and virtual reference services.

Responding to declining reference statistics and declining use of the collection, print reference materials have been streamlined since 2012, with the majority of the material being integrated into the circulating collection in order to be more widely accessible and available to UTA students and faculty. These resources include general encyclopedias, dictionaries, almanacs, handbooks, and directories, as well as specialized reference resources in the allied health sciences, business, liberal arts, and social sciences disciplines.

UTA is a selective United States Government Depository. The Libraries acquires and catalogs selected current publications offered through the Federal Depository Library Program (FDLP) and maintains a legacy collection to support research in targeted areas. Access to federal information available electronically is provided by links in the Libraries' online catalog and is also identified on appropriate subject guides on the Libraries website.

The Central Library also houses a wide variety of folded and sheet maps and bound atlases from the FDLP, as well as commercial publishers. Topographic, thematic, city, road, and state maps are included, as well as world, national, state, political, commercial, linguistic, cultural, and historical atlases. The microform collections includes individually catalogued titles, large indexed microform sets, and microforms received as a part of the FDLP. There is an ongoing program to evaluate usage and relevance of the legacy documents collection and, consistent with many selective depositories, the footprint of the legacy collection has been reduced in the past two years.

The Libraries houses and continues to actively collect for the Multicultural Collection (MCC), consisting of books, periodicals, and newspapers relating to the history and culture of the four major ethnic minorities found in Texas and the greater southwest: African-, Asian-, Hispanic-, and Native-Americans. Works in the circulating collection focus on the cultural contributions of these four major ethnic minorities, placing an emphasis on their contemporary issues. This portion of the collection geographically concentrates on Arizona, New Mexico, Oklahoma, and Texas. The collection is physically distributed by subject throughout the stacks, but the online catalog designates materials as belonging to the MCC, allowing users to sort and focus their searches.

The Reading Resources Collection, housed in the Central Library, supports the curriculum of the College of Education (CoEd) through three sub-collections. The children's literature collection collects books for children and youth in all subject areas, favoring Caldecott, Newbery, and Texas Bluebonnet Award-winning titles. The textbook collection selectively includes textbooks currently approved for use in Texas schools. Selection is based on those subjects commonly taught throughout the state and those subjects for which the UTA CoEd offers teaching certification. The reading resources collection also contains a selection of supplemental and supporting material representative of curriculum guides used in Texas schools, thereby supporting teacher certification at UTA.



The Central Library Libraries offers a Popular Reading Collection, consisting of more than 1,200 recently published popular fiction and non-fiction titles leased through the Brodart McNaughton plan. New titles are added and rotated each month in this leasing plan, providing recreational reading for the campus community.

The UTA Libraries' Special Collections is located on the sixth floor of the Central Library. Special collections' services and resources are available Tuesday through Saturday, 9:00 am to 5:00 pm and from 9:00 am to 7:00 pm on Mondays. Special collections contains Mexican War material, the Jenkins Garrett Library of Texana, and the Virginia Garrett Cartographic History Library. The primary scope of Special Collections is in historical materials relating to Texas, the Mexican War of 1846–1848, the cartographic history of Texas and the Gulf of Mexico, and Mexico from 1810–1920. Special Collections also includes archives relating to UTA's history since 1895, the history of organized labor in Texas and the Southwest, and serves as the archival repository for recordings of recitals from the department of music. The program area also holds archives and newspapers of Yucatan, colonial archives of Honduras, and collections relating to the political history of Texas. As a member of the Texas State Library's Regional Historical Resource Depository (RHRD), Special Collections holds county records on microfilm for specific Texas counties. Microform holdings also include city directories for most large Texas cities, historical newspapers and journals, as well as other Texas history resources. As of January 2015, Special Collections included 51,076 books and newspapers, 275 videos, 1,029 graphics, 442 pieces of sheet music, over 7,000 historical maps, and 18,285 manuscript and archival collections, totaling over 10,000 linear feet.

The UTA Libraries' Special Collections is the major photograph repository in North Texas and one of the largest such repositories in the nation. Its collections are unique and are a resource available not only to UTA students and faculty but to the general public. The Fort Worth Star-Telegram Collection is the only extant major newspaper photo morgue publicly available in a wide geographic area. It holds more than 70 consecutive years of negatives and prints that document historic as well as day-to-day activities of a dynamic and growing city with strong roots in cattle, railroads, and oil. The National Endowment for the Humanities confirmed the national significance of the collection in granting Special Collections' first-round grant proposal for cold vault construction funding. The completion of the cold vault facility in the basement of the Central Library in 2015 allows for the secure storage and long term preservation of this historical photograph and negative collection, included in the approximately five million images

of Texas dating from the nineteenth through most of the twentieth century. Special Collections has been providing scan-on-demand services to its patrons for well over 12 years, currently encompassing almost 12,000 scanned images. Because the Libraries is only recently embarking on large-scale digitization efforts, patron access to most Special Collections materials is primarily through staff mediation. Current initiatives will allow UTA to make tens of thousands of items digitally available.

Branch libraries provide subject specific materials in all formats within the learning environments of the curriculum areas they support. The AFA is housed in a shared building with CAPPA and supports these programs and the College of Liberal Arts programs of art, art history and music by offering print and electronic resources supporting teaching, learning, and research in art, art history, architecture, film/video studies, graphic design, interior design, landscape design, music, and photography. The AFA library print collections include books, periodicals, maps, portfolios, music scores, and rare books. Media holdings include motion pictures and programs in VHS and DVD, and compact disc music recordings. After receiving a grant for equipment, the resources are currently being purchased to allow high end conversion of analog audio files to digital in the facility, as well as creation of new digital audio recordings. Students can also scan print materials in the AFA for use in their work. The AFA is open 86 hours per week.

The SEL is located in room B03 of Nedderman Hall, a classroom building which is the home of the College of Engineering. In support of the Colleges of Science and Engineering, this branch library provides materials concentrating in math, physics, biology, chemistry, engineering, and nanotechnology. The physical materials include books with imprint dates beginning with 1991 and bound periodicals issued since 1996. Books in computer science with imprint dates beginning with 2000 are also included in this collection. Older materials in these subject areas are housed in either the Central Library or the Library Collections Depository (LCD). The SEL is open 88 hours per week.

A 15,000 square foot high density storage facility, the LCD is available on the University campus and allows UTA to free up space in the various libraries for more user friendly spaces and services. It is designed to house up to 460,000 volumes and over 8,000 archival manuscript boxes. As of March 2015, the Libraries has 247,258 volumes, 12,686 archival boxes, and the Libraries' historical music collection of over 8,000 long-playing vinyl recordings housed in the facility. The facility is not open to the public, so when materials from the LCD are requested, they are pulled by staff and delivered to one of three campus

libraries for patron pickup. Items are retrieved in 24 hours or less, Monday through Friday.

All UTA students, whether they are enrolled in on campus courses, online classes or who attend classes at off-campus locations have full access to online library resources 24 hours a day, seven days a week. Online research guides, tutorials, and other digital learning objects are created and maintained by UTA Libraries. Faculty and students may take advantage of available electronic course reserves and 206 customized subject and course guides, which organize and give instruction in Libraries resources via the web.

### Collection Development

Each academic department has a subject librarian who works directly with faculty and students and is responsible for identifying information resource needs relevant to current and developing curricula. Additionally, a member of the ULDC is an ex-officio member of both the Undergraduate Curriculum Committee and the Program Policy Committee, which is a sub-group of the Graduate Assembly. The content delivery librarian supports the work of the liaisons by administering the on-demand book program and coordinated ongoing evaluation of the print and electronic monograph collections. The e-resources librarian and team collaborates with the liaisons to purchase and administer e-journals for academic programs and working with the subject librarians to evaluate the relevance of available resources. Academic program review is another way UTA determines that its libraries have appropriate facilities and learning/information resources. In instances where an academic program is nationally accredited, the program accreditation process is used in lieu of the academic program review. Since the University's last reaffirmation, academic program review or accreditation has found libraries resources are adequate to meet the needs of the Libraries' users. (See *appendix F*.)

In academic libraries, the market for information resources is such that library spending is divided between direct purchase of resources, generally for books and electronic access to back issues of scholarly journals, and annual leasing of resources, including current subscriptions to e-journals, data sets, and databases. Vendors of this leased content often have a monopoly on access and as such, pricing is kept inflated. For example, the average annual price for a chemistry journal in 2016 is \$5,105. This year saw a 6 percent annual increase in the average national cost for journal content. Journal sets saw a 5.5% increase. Compare that to an expected year-end United States' annual inflation rate of about 1 percent. This means that leasing the same journal

content for UTA faculty and students in academic year 2016-2017 will cost an additional \$200,000 to \$250,000.

With a flat budget, the UTA Libraries has sustained these journal price increases by buying less of the content it buys outright, namely books and back-files of journals. In response to the twin economic pressures of the great recession and ongoing inflation in the price of leased content described above, the Libraries has been forced to reduce book budgets. The Libraries book budget hovers at less than 3 percent of its collections budget making further reductions impractical. At the same time, these inflationary increases are not sustainable absent either budget increases or cuts into journal subscriptions. Given these economic realities, UTA Libraries began several initiatives in 2013 to assess and maximize the return on investment (ROI) for investment in collections. An extensive analysis of the Libraries' book collection revealed that 202,000 print books have been purchased from 2000-2013, but only 58 percent of them have ever been checked out. (See *Appendix B*) The initial purchase cost of these titles was \$4.4 million. Beyond the initial purchase price, between \$1 and \$3.1 million has been spent on creating and maintaining access to those books, depending upon the lifecycle cost model that is used. We conducted further analysis of checkouts for all print books available for check out and discovered that 84% of our entire circulating book collection has not been checked out in the last 10 years. For comparison, a Seton Hall University study in 2010 saw 21.5% circulation for the previous five-year period. A more ambitious Cornell University study in 2010 found that 55% of purchased monographs never circulated.

To increase ROI and free funds to offset journal inflation, UTA Libraries has joined many members of the Association of Research Libraries (ARL), including Cornell University, Kent State University, Columbia University, University of Florida, Florida State University, and the University of Georgia, and implemented a demand-driven acquisitions model. This model allows the Libraries to grant access to a wide collection of e-book and book records through its discovery layer but a purchase occurs only after users have accessed the resource, not before. In the past, libraries followed a just-in-case model in which they acquired print items and served as warehouses for them just in case someone needed them. One study found that, 40 percent of books purchased using this model never circulated. Recognizing our budget realities and declining circulation, UTA Libraries could not afford to follow our historical just-in-case model. The Libraries has neither the space nor the money to continue this practice. The new just-in-time model allows users to see a book title is available in the Libraries' catalog and immediately acquire an electronic

version of it without ever knowing that the Libraries did not own it to begin with. For those who prefer print, UTA Libraries provides access to print items in this same way using Amazon Prime to rush books to users. This model allows the Libraries to present many more potential titles to its patrons than would be affordable under the historical purchase model. Demand Driven Acquisition (DDA) makes it possible to target book purchases to items directly selected by our faculty and students, so each dollar spent has impact. A similar DDA program for streaming videos was implemented in 2016-2016 to increase the availability of video to faculty and students. These resources are almost all online, which benefits students whether they are enrolled on-campus, off-campus, or via distance education. In the event that non-local students desire access to print materials, the Libraries delivers those resources to them using its Distance Education Services. All electronic resource purchases are purchased within the guidelines described in our electronic/digital resources collection development policy.

The Libraries will use savings from the on-demand model to partially fund a faculty publication fund to assist faculty with journal publication fees and a Subvention fund to assist faculty with book publication fees. As noted above, the Libraries is not striking out in some radical new direction; it is implementing on-demand in the company of many other academic libraries, whose budgets are reduced or flat while facing steep serial inflation.

We conduct ongoing analysis of the usage of electronic journals and databases. In 2013, more than 2.7 million articles were downloaded from University Libraries purchased journals. In 2015, 3.8 million articles were downloaded after 4 million database searches. We are currently looking at methods to pair usage data with qualitative data, such as JCR rankings, for journals to feed ROI analysis.

Special Collections collects, as exhaustively as possible within budget limitations, all library and archival materials relating to Texas, the Mexican War, UTA, and Mexico from 1810–1920. Additionally, the department collects maps, atlases, and other printed and manuscript items depicting the cartographic history of Texas, Gulf of Mexico region, and Greater Southwest.

Table 5.

Fiscal Year	Resources Budget, 2013–2017				
	2013	2014	2015	PROJ 2016	PROJ 2017
Books & one-time purchases	\$500,000	\$150,000	\$150,000	\$150,000	\$150,000
Serials & e-book Packages	\$4,500,000	\$4,850,000	\$4,850,000	\$5,050,000	\$5,250,000
<b>Total</b>	<b>\$5,000,000</b>	<b>\$5,000,000</b>	<b>\$5,000,000</b>	<b>\$5,200,000</b>	<b>\$5,400,000</b>

As noted above, the UTA Libraries had a flat recurring budget since 2008. The Libraries needs to invest and additional 4–5 percent in collections to cover serial inflation, placing stressors on other budget areas. See *Table 5* for a breakdown of the Libraries' resources budget for 2013–2017.

## Research Support

As noted above, the Libraries have been adapting our collection development approaches in the last several years to balance sustainability with elevated population and research needs. It has also become a strategic priority to address the resource needs of the growing number of researchers at the University. As the University research profile expands, the Libraries will continue to be actively engaged in evaluating current resources and future needs. The Library receives 4.5% of research and grant funding in the form of indirect costs, per the Institutional Distribution Plan. For the past 3 years total distribution to University Libraries is as follows: FY 2014: \$397,419.21, FY 2015: \$362,218.24, and FY 2016: \$398,146.41. In the past, all of these indirect funds were simply rolled into the general acquisitions budget. As of 2014, these indirect funds have been spent in a more strategic way, specifically directed to specialized content for disciplinary research. This specialized content has varied; the Libraries has purchased datasets, access to specific databases or electronic journals directly connected to a unique discipline or research area. As we move forward, these funds will be used for research directly connected to the University's four broad themes and also for resources to support the new cluster hire cohorts that are being added to the faculty. As research activity at the University increases, grant applications and awards will increase and our funding due to these indirect costs will also increase. In addition, as new research faculty in the University's strategic theme areas are hired, we will invest in resources to support them.

## Consortial Agreements and Resource Sharing

The Libraries participates in TexShare, a multi-type resource sharing consortium composed of public libraries,

medical libraries, law libraries, and public and private academic libraries in Texas. Partnership with TexShare, along with the Libraries' own resources and the additional funding through the UT System Academic Library Collection Enhancement Program (ALCEP), provides UTA students and faculty web access to 46,741 EBSCOhost eBook titles and 37,739 full text journals from databases provided by EBSCO, Gale, and ProQuest. Physical access to TexShare member library collections benefit those faculty and students who register for a free TexShare card.

UTA Libraries cooperates with The University of Texas System (UT System) component libraries in the UT System Digital Library. The UT System Digital Library uses shared purchasing power to license and provides citation and full-text resources to participating university and medical campuses, enabling access to additional resources for UTA students and faculty. The UTA Libraries also benefits from ALCEP, which is funded by the UT System allowing libraries to use one-time funds to add online resources to meet the shared needs of UT System students and faculty. These one-time purchases then become part of the UT System Digital Library.

Since 1974, the UTA Libraries has been a charter, and continuing, member of what is now Amigos Library Services, a non-profit membership based library service network. Membership provides Online Computer Library Center (OCLC) services, opportunities for continuing education and training, and discount pricing on electronic resources.

## Creation

To prepare our diverse and talented students for academic success and the 21st-century workforce, the University has aligned its strategic priorities to ensure that we graduate career-ready creators, inventors, and innovators. UTA Libraries is making important contributions to this strategy through our focus on experiential learning and creation of the UTA FabLab, a member of the international FabLab network created by MIT. The UTA FabLab was developed through a cross-disciplinary community of campus stakeholders and industry leaders in the DFW community. Located on the main floor of Central Library, and open extended hours to all UTA students and faculty, the FabLab democratizes access to creative technologies for students across disciplines and fosters cross-disciplinary collaboration. The FabLab, focus on experiential learning and campus and community partnerships uniquely situates UTA Libraries to advance understanding of how makerspaces and maker literacies can equip college graduates, particularly first-generation college students and students from

diverse populations, for academic success and the 21st-century workforce.

Housed in the Architecture and Fine Arts Library, the Digital Audio Experience Studio will be one of a number of experiential studios paired with our innovative FabLab and designed to democratize access to bleeding-edge creative technologies. It will provide performing arts technologies for recording and mixing music and audio to all students, regardless of major or classification. The Libraries has received a grant that will provide for the purchase of supporting equipment, which includes musical keyboards, microphones, vocal headphone microphones, and computers. This is in addition to the already existing suite of hardware and software available to all students for creation of multimedia materials in both print and digital formats. There are additional maker technologies available to students in various disciplinary areas such as theater arts, architecture and UTARI.

## Student Success

The Libraries actively seeks opportunities to make the University community aware of its services and resources. Initial contact with faculty, staff, and students begins with an orientation to the campus community. The Libraries participates in the New Maverick Orientation program, which is mandatory for all entering first-year students. During this orientation the students are advised of library services and resources. The Libraries is also a campus partner in hosting Welcome Week activities for returning students each fall.

Since 2013, the Libraries has partnered with University College and other stakeholders to create the Academic Plaza in Central Library. The Academic Plaza offers free, group-based, late hours tutoring in high drop-fail-withdraw (DFW) classes, Supplemental Instruction, fee-based tutoring, and academic advising. It also hosts faculty office hours and a space for the Student Veterans Organization (SVO) to meet and collaborate. The Department of English's Writing Center, located on the fourth floor of Central library, is a part of the Academic Plaza and offers writing consultations to students in the evenings during the long semesters. The Office of Graduate Studies has also initiated writing workshops in the Libraries to support graduate students. In addition, the Plaza offers textbooks for in-library use for high DFW courses. As a recognized Hispanic-Serving Institution (HSI), the University and Libraries are excited about future opportunities for expansion. The University was awarded a highly competitive, five-year \$2.62 million Department of Education grant to enhance services for transfer and other non-traditional students and help more underserved students earn college

degrees. The grant is funding the creation of a new IDEAS Center – for Innovation, Diversity, Excellence, Access and Success – in the Academic Plaza as a resource to increase graduation and retention rates among Hispanic and lower-income students.

In spring of 2015, the Libraries partnered with faculty affairs to open the Center for Teaching and Learning Excellence in Central Library. CTLE allows for greater collaboration in development of teaching techniques and models that will benefit UTA students.

Reference services are available in person, by telephone and online chat. All library facilities provide trained staff assistance for reference. Staff is available to assist with answering ready reference questions, identifying appropriate sources for research and using print and electronic resources. Referrals are also made to librarians and to library, campus and community services. Subject librarians are available by appointment and referral for in-depth reference or research consultation.

The Libraries' Special Collections also provides reference services to UTA students and faculty and the broader Arlington, TX community. These are focused on historical resources held in this department and their use.

Reference assistance is also available at the service desks in both branches, and trained staff is available whenever the satellite libraries are open. In person, telephone and chat reference service is available during service desk hours in the Central Library and all hours the branch libraries are open. Information and assistance are also available from the Library through a toll-free number. Graduate research seminars are also offered each long semester, providing specific subject research overviews. Tours of library facilities are available by request.

The Libraries' web presence offers direct access to information about the libraries resources, policies and services. The Libraries' online catalog, using the Summon tool provided by ProQuest, is available from the Libraries homepage and provides enhanced access to electronic collections as well as print materials. Other choices for finding resources are available, including an A through Z listing of library databases. Research guides and bibliographies are available for specific subjects, as are specific library course guides. Tutorials and library guides with instruction in library skills are available online. Finding aids describing the contents of individual collections available in Special Collections are available online.

Request forms are available for nearly all library services. Faculty, staff and students online may request a "hold" on a circulating item, ask for retrieval of a title from a storage facility or request to check out an uncataloged title. Renewals for checked out materials, requests for interlibrary loans, requests for TexShare cards and forms for scheduling instructional sessions or tours are all available online. Faculty are also able to request UTA books, bound periodicals, and media for delivery to their campus mailbox. Contact information for all library staff and departments is provided on the website, as are the Libraries policies.

Students with an activated UTA NetID account have full access to online resources, including electronic reserve materials. Books and journal articles in hard-copy format may be mailed to distance education students with return postage provided by the Libraries. Reference and instruction information available online are complemented by the availability of onsite, email and chat reference services and the toll-free phone number.

The Libraries' staff strives to provide equal access to collections and services for all users. Delivery of UTA books and copies of articles from UTA print journals are available for the disabled at the University. Special accommodation for other services, including library instruction and training, can be arranged in coordination with the UTA Office for Students with Disabilities. The Libraries' physical facilities include automatic entry and exit doors for the Central Library, public elevators with Braille notations and floor announcements, and wheelchair-height workstations and study carrels in the Central and branch libraries. A computer with the JAWS text reader and a MagicView screen enlarger is available on the second floor of the Central Library, and JAWS text readers are available in the AFA Library and the SEL.

The Libraries Strategic Plan targets a range of new services for advanced scholars. In the summer of 2013, three new positions were created to support emerging forms of scholarly communication: a Digital Humanities librarian, a Data librarian and a Director for Scholarly Communication. In 2015 the Libraries hired an Associate University Librarian for Scholarly Communication to provide strategic leadership for all services related to open scholarship. In 2016 three new positions were added to that division: Director of Publishing, Open Education Resources librarian, and Data Research librarian. In spring of 2015, the Libraries partnered with faculty affairs to open the Center for Teaching and Learning Excellence (CTLE) in Central Library. CTLE allows for greater collaboration in development of teaching techniques and models that will benefit UTA students. Library experts provide regular workshops to faculty

through CTLE programming. The Libraries has also worked closely with the Office of Research through 2016 to develop data research support services. In 2016 the Director for Scholarly Communication taught workshops, developed online educational materials, and offered consultations for faculty to support compliance with public access mandates. One goal in the 2017-2020 phase of the Libraries' Strategic Plan is to complement CTLE by further renovation of the 4th floor of Central Library to create a suite of scholar spaces, services, and technologies targeted at the needs of graduate students and faculty. In the interim, a graduate student reading room was implemented on the 2nd floor in 2016. A delivery service to bring requested titles to faculty offices was implemented in 2013. The service was expanded in 2015 to include PhD students. Beginning in Fall 2016, the Libraries will provide a Faculty Publishing Fund for article publishing fees and Faculty Subvention Fund for book publishing fees. Also in 2016, the Libraries created the department for Faculty Services and Online Engagement (FSOE). They are providing leadership for a range of liaison services to faculty and a program to partner with faculty to create robust digital identities. As part of this initiative FSOE has licensed ORCID and PlumX to pilot methods of streamlining maintenance of faculty profiles and make visible social media and related metrics for faculty research. A pilot with The College of Business begins this summer.

The Libraries has established ambitious goals for the level of user experience for students and faculty. One strategic action was to improve customer convenience and reduce

referrals by integrating distinct and tiered services for reference, information assistance, directional assistance, reserves, circulation, technology lending and technology support into an integrated Service Zone on the main floor of the Central Library. A 2014 renovation of the 1st floor of the Central Library allowed us to physically integrate multiple service points into a single Service Zone along with the OIT Help Desk. The OIT Help Desk supports the UTA community with credential related issues and basic computer hardware and software needs. It serves as a central point of contact to other UTA and OIT groups on campus, connecting our community with needed resources. OIT has a wide number of online resources and support available in person and through the Help Desk website. The Campus Technology Repair Center is a service of the UTA Bookstore. The Campus Technology Repair Center offers drop-in troubleshooting for Apples, PCs, and laptops in the Central Library's first floor Service Zone. Technical staff are available noon-4 p.m. Mondays-Fridays. The center is a licensed AppleCare repair shop providing free services for Apple computers or laptops under warranty. Other work is done at competitive fees. Simple repairs may be completed on site. Computers needing more extensive work are sent to the repair center in the UTA Bookstore. The strategic plan calls for additional renovations on 1st floor to add a variety of creative studies for students and faculty, self-service options and an Apple Store-style bar to investigate emerging technologies. The Libraries has created a position and is recruiting for a technology supervisor to provide leadership for technology lending and public services.

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## RESOURCES AND SERVICES

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### Information Technology at UT Arlington Libraries

UTA Libraries provides access to a variety of creative, academic support, and information technologies for students, faculty, staff, and guests. Students, faculty, staff, and affiliates have secure access to the University technology resources through the assignment of a unique NetID. Library technology resources include access to computing devices, internet connection, specialty software, mobile applications, email, and Libraries' resources. Users also have access to a secure wireless network throughout our facilities.

### Computer Access

Students and faculty rely heavily on library facilities for computer access. The Libraries provide 212 desktop computers (Microsoft Windows and Apple OSX) for library customer use in three facilities, 154 in the Central Library, 42 in the SEL, and 16 in the AFA. In addition, there are four catalog access only computers available on the third, fourth, and fifth floors of the Central Library, and two catalog access only computers each in the SEL and the AFA libraries. These single-purpose computers were added as a direct response to comments received in the 2005 LibQUAL+ Survey concerning the need for catalog searching capabilities when all other computers on the floor were in use. The University Libraries also provides more than 100 tablets and laptops for loan to students and faculty for up to 72 hours. The Libraries partners with OIT, consortia

Table 6.

Interlibrary Loan Activity			
	FY 2012	FY 2013	FY 2014
Materials provided to other libraries	14,976	8,784	7,731
Materials received from other libraries	12,918	13,309	13,673

and commercial vendors to provide a number of servers, both local and cloud-based, to support access to information resources, the integrated library system, and other library services. Microsoft application software, SPSS, and ArcGIS software are available on all computers and laptops, with the exception of the catalog access only computers. Lockdown Browser is provided to facilitate student test taking, and Adobe and Macromedia packages are available on all computers. Additionally, JAWS/MAGic accessibility suite is available in each facility. Printing is facilitated by the Pharos print module and costs \$0.04/page for black and white and \$0.24 for color copies.

## Services for Distance Learning Courses

Distance Education students may use the UTA Interlibrary Loan Online System to have print books and journal articles delivered by mail, with return postage provided by the Libraries. Additionally, all students, including distance and online learners, may consult with a librarian onsite, through email, chat session, or the Libraries' toll-free number. UTA students can also use the Libraries' telepresence robots, which are remote controlled, wheeled devices that are enabled with video and audio chat. The telepresence robot service, launched in spring 2015, offers students and faculty opportunities to use technologies to bridge distance, facilitate communication, and increase access to academic support services for online students.

Circulation policies regarding borrowing all types of materials are available at the service desks of the Central Library, the two branches and online. Faculty, staff and students may also request a "hold" on materials checked out to someone else. Reserve materials are available at these service desks as well as online in many cases. Reserve materials may include course materials selected by faculty or high-demand materials such as textbooks, manuals and test study guides. Interlibrary loan services are available for UTA students, staff and faculty. The Libraries provides each interlibrary loan user the ability to manage his/her interlibrary loan

transactions via the Libraries' webpage. Users may request, edit and cancel requests through this service.

Through OCLC, the Interlibrary Loan Management Software (ILLIAD) is used as a web end-user interface. The interlibrary loan staff also refers students to open access journals and helps them identify alternative sources. UTA Libraries implemented RAPID ILL in February 2016. It allows much of the journal article borrowing process to be automated to reduce turn-around time and manual intervention of library staff. In fact, many requests are filled within 24 hours. Institutional participants in RAPID form "PODs" to support peer or consortium resource sharing. In addition to PODs, RAPID also provide document delivery services from its own supply system. This facilitates a very fast and cost-effective document delivery service for our users. *Table 6* shows UTA interlibrary loan activities for the past three fiscal years.

## Marketing

UTA Libraries advertises events through the weekly campus newsletters managed by University Communications as well as the monthly Installments newsletters posted in the Libraries restrooms and targeted at undergraduate students. News and events are also advertised on the Libraries website. In addition to the main website, the Libraries maintains a YouTube page, a Twitter page, and a Facebook page for social media advertising to generate a more active and engaging web presence and to connect with users. The Libraries' marketing department creates posters and flyers to advertise around campus and in the three campus libraries, as well as digital posters for display on the monitors installed throughout the Central Library and directional signage and labeling in all facilities. The Libraries received three awards in the 2016 American Library Association PR Xchange Awards Competition, sponsored by the Library Leadership and Management Association. The first was for our Libraries Newsletter, the second was for our custom FabLab decal, and the third was for our Fight Like a Girl exhibit.

## MEASURING DEMAND

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Input for library services is welcomed and solicited regularly from the University community in a variety of ways. Email addresses and phone numbers for each staff member and library administration are provided in the UTA Libraries' staff directory. Faculty are also actively encouraged to give feedback on the effectiveness of library instruction sessions through the completion of Faculty Evaluation of Library Instruction surveys. The Dean of Libraries sits on the Provost's Council of Academic Deans, which facilitates communication between the Libraries and the leadership of the colleges and schools, supporting alignment with University academic priorities. The Dean of Libraries also serves as an ex-officio member of the Faculty Senate, allowing direct access to feedback from faculty about services and resources. Librarians also serve on the Committee on Undergraduate Curricula, Graduate Assembly, and Undergraduate Assembly, working alongside faculty colleagues to shape curricula and academic policies.

In 2012, the Libraries conducted an extensive ethnographic investigation of students and faculty to learn more about their research processes and environments. The study focused on broad user needs rather than their perspectives on library services. By investigating student behaviors and preferences, we learned that the Libraries had not kept up with the shifting needs of students for flexible, technology-rich spaces, both collaborative and individual. We also saw the inadequacy of electrical and networking capacity to meet needs. Since 2013, we have collaborated with campus facilities and technology colleagues to provide needed upgrades, and yet with our growing enrollment, demand continues to exceed supply and our ability to fund expansions and upgrades. The data also presented simple opportunities to improve existing infrastructure. Analysis of the length of time that students were spending in some library locations resulted in our understanding of "camping" behavior – when students come to the libraries in the evening heavily outfitted with technology, textbooks, and food, with the intent to stay for three or more hours to study (collaboratively or individually), write or research. Based on this analysis, we have begun replacing inexpensive task chairs with higher quality office chairs designed to provide comfort during work sessions of four hours or longer. This same study encouraged us to look for opportunities to offer students larger work surfaces and flexible technologies (*see appendix G*). Additional analysis of use of our collections revealed opportunities to increase the return on investment for materials by focusing limited resources on access at point of need rather than just-in-case collection building. In making decisions on repurposing space, we continue to draw upon these research studies,

paired with newer data, as we seek to be responsive to our growing population. Further examples of these strategic alignments can be seen in the development of creative technologies and spaces and student success partnerships that enable student success in an academic and professional environment that increasingly demands creativity, innovation and interdisciplinary collaboration.

Other, more formal, assessment activities provide data for planning and continuous improvement. The creation of an Assessment Department in 2013 with currently two librarians and one graduate student dedicated to assessment and user studies enable us to provide ongoing refresh of our understand of user needs and preferences, while critically assessing our services, collections and spaces. Since academic year 1997-1998, the Libraries has participated in the Unit Effectiveness Process (UEP) and concentrated on improvement in specific identified services and procedures. (*See Appendix H for UEP plans and reports.*) The UEP is the University-wide, systematic and ongoing process whereby academic and administrative units identify and assess intended outcomes to discover if programs and services are meeting intended outcomes and then using the information to enhance/improvement those programs and services.

The Libraries has participated in the LibQual+ satisfaction survey since 2005. (*See Appendix C for results*) The results and comments from each administration of the survey are evaluated and actions have been taken to respond to the expressed needs of our community. Recent survey results have included a desire for more study space in our facilities, catalog-only PCs on each floor so that students can search for an item and not have to compete for limited computers, and more seating with access to electricity. We were disappointed with a very low response rate to the 2016 implementation of the LibQUAL+ survey, (*see appendix C*) less than 4% of our student, faculty, and staff. In spite of the low rate, much of the data complements our findings from other instruments and is, therefore, highly actionable. For example, students commented on a desire for more print resources "needed for my work". Based on usage statistics and other data, we believe this reflects a desire for expansion of our reserve textbook program. We will conduct follow-up analysis to confirm this. The results from the survey provide a new benchmark for us related to our users' satisfaction with spaces for creative and collaborative work within the Libraries and also their satisfaction with the access that we provide to the materials that they need to do their work.



A detailed analysis of the results of the 2011 and 2016 surveys revealed some interesting broad trends as well as highlighting the work that we need to focus on in the near future. In the five years since the last LibQual+, the expectation levels of our users related to every question have increased. The Information Control questions had the greatest average increase in expectations at almost 4.5%. If we contrast our users' expectations, the desired mean, with those of the users at the University of Texas in Austin, our users expectations are universally higher, with one exception.

- In 2011, our users indicated that their top 3 overall desires, what they wanted the most, were:
- IC-5 Modern equipment that lets me easily access needed information (8.17)
- AS-8 Willingness to help users (8.16)
- IC-2 A library Web site enabling me to locate information on my own (8.13)

Our greatest opportunities for improvement in 2011 were identified by the top 3 questions with the largest gaps between perceived and desired mean scores:

- LP-1 Library space that inspires study and learning (-1.40)
- LP-2 Quiet space for individual activities (-1.26)
- LP-4 A getaway for study, learning, or research (-1.13)

While the number of respondents for our 2016 survey was low, the feedback is generally consistent with other feedback, including the 2011 survey. Our users' top 3 overall desires are:

- IC-8 Print and/or electronic journal collections I require for my work (8.52)
- IC-5 Modern equipment that lets me easily access needed information (8.36)
- IC-4 The electronic information resources I need (8.34)

Similarly the three largest gaps between perceived and desired expectation, what they want us to improve upon are:

- LP-1 Library space that inspires study and learning (-1.69)
- LP-2 Quiet space for individual activities (-1.60)
- IC-3 The printed library materials I need for my work (-1.58)

In general, our users still expect to have updated technology within the Libraries and spaces that are flexible enough to be inspiring and also to support individual and/or quiet work. The indication of a gap in the print materials required for their work will need further investigation to determine future actions to be taken. As noted above, we believe that this is commentary on a desire for more textbooks on reserve but will use point of service surveys and interview to investigate this further. High expectations related to the availability of electronic resources will also require further study to determine if these reflect content shortfalls, issues with the content discovery tool that the Libraries is promoting to our users, or knowledge gaps in using the discovery tool demanding instructional initiatives. Again, pairing this with other data points us towards a belief that we need to invest resources in education on effective use of the discovery tool.

It is clear that significant investment in new library spaces has not satisfied students and faculty. The survey affirms the need for more quality quiet study space. We believe this also reflects the disruption caused by multiple renovations in recent years to update floors 1, 2 and 6, implement the FabLab, Service Zone, and Academic Plaza. Longer than planned timelines for renovations added to study and service disruption. The Libraries hopes to work with partners in Facilities and Business Services to shorten timelines for future projects to minimize disruption to our users. In addition, the Libraries will need to identify resources and create a workflow for a regular replacement cycle for technology across all facilities, including the creative technologies in the FabLab so that we can meet the continuing need for modern equipment.

## SERVICES TO OUR LOCAL COMMUNITY

UTA Libraries is committed to connecting with our local community and helping K-12 students prepare for a successful transition from high school to college. Our online

catalog of collections is visible to in person or remote users, although not all resources are fully accessible to those who are not affiliates of the University. Visitors to our libraries

are able to fully use our extensive research resources. Our goal is to promote the library as a tool for academic success and help our users become lifelong learners by offering tours and instruction sessions, and exposing students to experiential learning opportunities. UTA Libraries' FabLab provides outreach to both the university's students and the

larger community. The FabLab and experiential learning librarians are responsible for curricula and activities that teach about design thinking and the use of creative technologies. Members of the FabLab staff partner with K-12 educational partners to integrate experiential learning opportunities into their courses.

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## LIBRARIES STAFFING

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The staff at the University Libraries is its most valuable resource. Recruitment of innovative change agents and retention of high performing staff are critical factors in our future success.

### Levels

The Association of College and Research Libraries (ACRL) has established standards and guidelines for academic libraries. The ACRL Statement on the Terminal Professional Degree for Academic Libraries identifies the appropriate standard for education and training of academic librarians to be a master's degree from a library school accredited by the American Library Association (ALA). All UTA librarians meet this standard.

There is currently no standard in the Association of College and Research Libraries that defines what an optimal number of staff would be for an academic library, based upon their institution's enrollment, or any other metric. Benchmarking our ratio of total library staff per 1,000 FTE students against state and national peers reveals that our staffing level is low compared to some of our peers. With a 2012 enrollment of more than 45,000 students, and a Fall 2015 total enrollment of more than 51,000, the Libraries is significantly challenged with regard to staffing. Using the most current data from the National Center for Education Statistics Library Statistics Program in *Table 7*, which reflect 2012 numbers, the national average of total academic library staff per 1,000 FTE students is 8.36, the national comparison group (comprised of institutions with a Carnegie Classification Code of Doctoral/ Research Extensive) average ratio is 9.98, the state comparison group average ratio is 7.46, and the UTA ratio is 5.89. The Libraries' organization chart reflects a strong public service orientation, with 60% of the staff serving in roles which provide some facet of public service. With limited staffing this creates stresses to complete large infrastructure or strategic projects.

UTA is one of the fastest growing public research institutions in the country. As such, the University has seen major growth since 2012, when these numbers were developed. For 2016, UTA has a library staff to student ratio of 2.84 per 1,000. The Libraries has been steadily increasing our investment in student staffing, seeing it as an opportunity to meet critical library needs, increase student employees' professional skills, and realize financial efficiencies. Looking forward, we see opportunities to continue to find staff workflow efficiencies enabling us to shift staff roles to strategically critical areas such as data driven discovery. As the needs of our users have changed and technology use, creativity and innovative approaches become more and more critical to the success of our students, academic libraries struggle with the practical and ongoing challenge to find strategic or operationally significant work for those staff with skill sets relevant to positions that no longer exist.

### Composition

#### Associates of the Faculty

The UTA Libraries currently has 41.3 full-time equivalent (FTE) librarians and other professionals holding either master's degrees in library and information sciences or appropriate degrees in other fields. This number includes four full-time archivists who occupy professional positions in the Libraries. Each archivist holds a master's in library science, history, or a related field with archival certification by either a college/university graduate archival program or by the Academy of Certified Archivists. (*See appendix I.*)

#### Qualified Support Staff

As of December 2015 the Libraries employs 75 FTE paraprofessional staff with education and qualifications that vary depending on role and level of responsibility. Qualifications for paraprofessional staff are appropriate to the position and are detailed in job descriptions for all positions. The UTA Office of Human Resources Management and Development evaluates job descriptions as the need

Table 7.

UT Arlington Libraries Staff Compared to Peer Institutions (2012)					
Institution Name	Librarians/Prof.	Paraprofessional	Student Assistants	Total Staff FTE	Total Staff per 1000 FTE students
UT Arlington	47	71.25	26.98	145.23	5.89
<b>National Comparison Group</b>					
Emory University	97	135	55	287	21.74
University of Texas Austin	139	239	111	489	10.08
University of Washington	150	139	96	385	9.92
North Carolina State University	134.25	95	51	280.25	9.27
Georgia Institute of Technology	53	80	6	139	7.22
Arizona State University	73	140.6	74.5	288.1	4.46
<b>State Comparison Group</b>					
University Of North Texas	97	65	64.33	226.33	7.38
UT San Antonio	39	67	17.43	123.43	4.69
UT El Paso	22	35	25.18	82.18	4.68
UT Dallas	30	32	3.41	65.41	4.24

arises to ensure that each position is classified appropriately. Job descriptions are housed in the Compensation Area of the Office of Human Resources Management and Development, and online.

In February 2015, the Libraries began a project that was designed to collapse the existing four Library Assistant class titles into one Library Specialist (LS) class. The existing Library Assistant (LA) classification system seemed to artificially limit duties and career paths and also often eliminated qualified job candidates who did not specifically have “library experience” but had educational or other professional experience that prepared them for a role. The goal of this project was to do away with the multi-tiered LA system and bring forward a well-rounded and broad job description for future LS positions, encouraging the emergence of leaders from all levels of employment and not just those identified as supervisors.

This consolidation and simplification of the staff structure removes barriers limiting horizontal staff movement between departments and levels the playing field by

promoting equitability, flexibility, and sets core standards for all Library Specialists. Additionally, this increases the staff opportunities for professional development, growth, and leadership. Currently there are two categories of classified staff in UTA Libraries: Library Specialist (formerly LA I-III) and Library Specialist Supervisor (LSS) (formerly LA IV). A staff member in an LSS role must supervise at least one staff member. (*See Appendix J for individual assignment details.*)

#### Student Leadership and Development

The Libraries employs more than 140 FTE student assistants in roles across the organization, from public service points to technology roles. Student workers across the Libraries serve as peer leaders and as instructors and coaches to help teach new technologies as well as some traditional library instruction. Student employees demonstrating strong commitment and/or leadership skills may be promoted to peer leadership roles with wage increases. There is a goal in the Strategic Plan to further develop and

formalize leadership and professional development programs for student employees.

## Turnover

A 2015 survey of 338 higher education organizations by CompData indicated that the average total turnover rate for HE employers for 2015 was 12.8%, up from 12.5% in 2014. Nationally, overall turn rates are flat, and voluntary turnover decreased slightly. While there are no specific retention goals set in higher education in general, or academic libraries in particular, organizational development literature indicates that a 10% turnover rate might be considered a reasonable “ceiling” for most organizations. Additionally, when an organization such as the Libraries is under stress due to significant restructuring and change of focus, the turnover rate is likely to increase. In the period between 2001 and 2010, turnover was relatively flat. There was a university-wide incentivized voluntary retirement plan in 2010 that resulted in 13 staff retiring from their positions. This created quite a knowledge gap in the organization, which we slowly began to adapt to in the next few years. Since the 2013 reorganization, the Libraries has experienced personnel losses in a variety of positions across the organization. In the past ten months, the Libraries has lost 11 full time employees. One of these was a retirement and in all other cases the employee resigned. Specifically, 1 librarian and 10 staff members have left, which is 2% and 9% of their respective workgroups. Additionally, some of the turnover in recent years has been positive in nature, meaning that staff have left the Libraries for greater opportunities and leadership positions. It is true that the Libraries always wants to retain high-performing staff, but we are also committed to supporting talented colleagues who have excellent advancement opportunities elsewhere that we cannot offer.

Within our Strategic Plan, we have a goal to invest in organizational development, specifically related to innovation, risk taking, and leadership. In 2013, the new leadership

team benefitted from eight days of leadership development and team building as a cohort, as well as three individual hours of leadership coaching per department and/or director. Attendees saw this training as very valuable for providing a toolkit of leadership techniques to employ as well as practical strategies to facilitate organizational change. We are bringing those same consultants back to provide leadership skills training for library staff who have evidenced leadership and/or innovation capacity and strong organizational commitment. After this training, more than 1/3 of the Libraries’ full-time staff will have been engaged in this intensive leadership development program designed to create and enhance our capacity for innovation and change. This significantly strengthens the organization as a whole for succession.

## Diversity

Strengthening the diversity of our staff to enrich our problem-solving and service capacity is a priority. Our desire is to have a staff that reflects the great diversity of our university community. The information in *Table 8* describes the diversity of our student population compared to the averages for four year public universities across the country in the Fall semester of 2013, as well as the diversity of the Libraries’ entire staff. The Association of Research Libraries collects and maintains data related to diversity of professional staff from universities across the country. They have not only determined a national average of the minority percentage of professional staff, which is 14.2% for 2011, but they have also divided the ARL libraries into regions, with the average of minority professional staff in the region which would include Texas, West South Central, standing at 15.6%. It is an ongoing issue for not only ARL institutions but also all university libraries to provide a diverse pool of professionals. In the 35 years since ARL began tracking diversity statistics, there has only been a 4.2% increase in minority professional staff in ARL libraries. With only 7.8% of our professional staff identifying as

*Table 8.*

UT Arlington Student Diversity (Fall 2013)	National Student Diversity (Fall 2013)	UT Arlington Libraries Diversity (Total staff–Spring 2016)
22 percent Hispanic	13.1 percent Hispanic	5.9 percent Hispanic
14 percent African American	11.2 percent African American	7.8 percent African American
10 percent Asian/Pacific Islander	6.7 percent Asian/Pacific Islander	7.8 percent Asian/Pacific Islander

a minority, we have a clearly identified need to recruit more diverse professional and support staff moving forward. The Libraries hired an ARL Diversity Scholar who participated in the ARL Initiative to Recruit a Diverse Workforce (IRDW) Program in 2014, and we feel that we have much that we can learn from her to help the Director of Grants and Special Projects develop a proposal to create a diversity fellowship program at the Libraries in the future.

We also have important work to do to improve outreach and services to a very diverse and multicultural student population. As discussed above, the creation of the IDEAS Center in the Central Library will significantly assist the Libraries and the University in providing academic support services to Hispanic and lower-income students. With a designation as a Hispanic Serving Institution (HSI) in 2014, the University continues to deepen programs and curricular offerings to engage more effectively with our Hispanic student population.

## Staff Vacancies

It has been the Libraries' practice to evaluate each position as it becomes vacant to determine if the duties and responsibilities remain relevant to the Libraries' mission, to evaluate and update job requirements and qualifications, to determine the best location for it within the Libraries organization, and to create a committee for recruiting and hiring. The chair and members of this committee are responsible for reviewing resumes and qualifications for all candidates and for selecting candidates for further screening, both virtually and in person.

As of the end of June 2016, the number of staff vacancies is as follows: Library Specialists 2, Associates of the Faculty 4, Technology Support Staff 1, and Administrative Support Staff 1.

While our turnover has not been above the 10% ceiling, our strategic activities have been hindered by difficulty in hiring staff to fill some positions, particularly those requiring advanced or specialized skills related to technology and open scholarship. In many cases, we are looking for both professional and support staff who can fill roles that are relatively new to academic libraries. With an organizational focus on innovation and user-centered change, it has been difficult to fully describe ever-evolving roles and duties, and doubly difficult to attract qualified applicants. The Libraries is focusing on developing an employee onboarding program that will actively engage with new hires from the point of the hiring decision. Our interview and selection process is increasingly transparent, ensuring that candidates fully understand our culture and expectations as an organization,

that they are comfortable with risk taking and that after arrival they engage in continuing conversations about our culture and values and not just become immersed in the immediate work. The Libraries is focused on engaging staff at all levels in ongoing conversations about our goals and aspirations, so that they can see that the work that they individually do connects to and supports our strategic objectives. We also use data from exit interviews to shape organizational improvement.

## Assignments

Staff are hired through a process that requires interested individuals to respond to a position announcement. These announcements specify education and professional experience requirements. A search committee is formed for each search that includes a proscribed mix of librarians, staff and student workers. Each committee must also have participation from outside of the position's home department, to discourage silo-ing of staff. The search committee evaluates applications and conducts phone or Skype interviews to further screen the pool before inviting candidates to come to campus for further interview. Associate of the Faculty candidates are invited to do a presentation on a position relevant topic to all staff as part of their interview. Additionally, some classified staff positions are also required to submit digital portfolios or work samples as a part of the hiring process, in order to demonstrate their skills. Each Associate of the Faculty reports to a Department Head or Director, an Associate University Librarian, or the Dean of the Libraries.

## Staff Development

Prior to the reorganization of the Libraries in 2013, the Libraries did not have centralized management of staff development. Each department head was responsible for the professional development activities of their groups, and funds were allocated to each department to support development activity and professional travel. In 2013 the travel and training funds were centralized and all travel requests went through department heads and managers for final approval by administration. The focus on professional travel for only the Associates of the Faculty was changed to include training and travel for all staff. We are very inspired by the "lead from any position" initiatives and support structure found at the Edmonton Public Library and have invested considerable resources in broadening leadership skills and project management expertise and encouraging innovation across the Libraries to support our approach that differentiations in roles are just that, not impassable barriers. We have sent support staff to South by Southwest (SXSW) in Austin, to the Texas Academy for Library

Leadership (TALL) and many statewide conferences and training opportunities. Culture change toward risk taking and innovation is critical to the accomplishment of our goals. Staff development plays a crucial role in our success.

One critical gap after the 2013 reorganization was a ULDC-level position focused on organizational wellness and professional development. In 2014, positions were shifted to create a manager for an Organizational Wellness and Development program. This individual is responsible for the creation and function of three committees related to wellness and development; the Social Engagement and Activities Committee (SEAC), the Health and Wellness Committee (HWC) and the Professional Development Committee (PDC). Staff development at the UTA Library is an ongoing and multi-faceted program. Department heads and supervisors are responsible for the functional training of staff in their areas, and provide ongoing and annual feedback on performance by way of the University's performance evaluation. Additionally, the Libraries' organizational wellness and development manager provides structure for the Libraries' staff development. A staff committee provides training opportunities designed to enhance specific job skills and/or teach new skills. Both the professional and paraprofessional staff participate in training programs. These sessions are offered by the University's Office of Employee Services, Continuing Education, professional organizations, vendors, and private consultants. For example, in 2015, the Libraries offered a total of 87 in-house or university training opportunities, each tied to one of our four strategic imperatives of Resonance, Academic and Professional Success, Creation and Design, and Collaboration and Community Building. For the 87 opportunities offered, there were a total of 457 attendees, with 331 of those attending one or more of the 67 activities related to professional development or training. Of the 31 opportunities related to the Resonance initiative, there were 66 unique staff who attended one or more of these. Program topics are diverse and cover topics as broad as "A Quiet Culture War in Research Libraries, and What It Means for Libraries, Researchers and Publishers" and as specific as "Grant Writing in the UTA Libraries." Many webinars were provided by external training entities, such as the Texas Library Association staff or American Library Association staff, or by vendors such as SAGE publishing or Ex Libris. Other programs were sponsored by organizations such as the Association of College and Research Libraries or NASIG.

In addition to these activities, the Libraries sponsors a staff exchange, which gives staff members the opportunity to work in other areas of the Libraries for a specified period of time. While the program is optional, it does give participants new skills and insight about the Libraries' various departments and functions. The Libraries' administration also sponsors bi-monthly staff meetings for all staff that include presentations by staff focusing on news, library activities, assessment and accomplishments. Minutes of these meetings are distributed and made available to all staff members.

To ensure that all Libraries' staff are able to attend professional conferences, the Libraries funds staff travel that is related to development and achievement of our strategic priorities. Funds invested in staff development pay dividends in the services offered to Libraries users and the innovations that are developed related to trends and changes in higher education.

## Promotion Policies

Professional staff members at UTA do not have faculty status; in fact, no library staff in the UT System has faculty status. At UTA, librarians and archivists are considered Associates of the Faculty. Since 1998, the UTA Libraries has had a Career Status Recognition Policy that offers the Associates of the Faculty a way to progress in their careers without having to change positions or move into management. This plan was the first such process in the UT System for librarians and archivists, and has undergone significant revision since 2013. The newly adopted plan is modeled after the tenure process for University faculty. The standards identified in the plan for promotion include effective performance, professional contributions to the field, and service to the Libraries and the University. A comprehensive rubric has been created along with standards for promotion from Assistant to Associate Librarian/Archivist and Associate to Senior Librarian/Archivist. (*See Appendix K for details.*)

At present there is no specific promotion or development policy for support staff. One of the goals of the OWD manager for 2017-2020 is to facilitate the creation of a staff governance group, among whose charges could be the development of a promotion policy for support staff.

## RELATIONSHIPS

### University

The UTA Libraries is actively engaged in partnerships with all constituencies of the UTA community. Traditionally, we select, organize and preserve information resources relevant to the academic programs and research at UTA. Our liaison librarians partner with faculty as we consider additions and removals from our online collections. We sustain the resources and also provide user focused services and activities on behalf of present and future students to facilitate their full engagement with the University and their academic success.

Over the past three years, the Libraries has developed new or maintained ongoing partnerships with University College, the Center for Teaching and Learning Excellence and the Writing Center. Additionally, Libraries staff have been integral in many major campus initiatives, such as the Quality Enhancement Plan (QEP), the SACS reaccreditation documentation, professional learning communities, the University strategic plan, and the integration of the LINK lab. Libraries staff is also fully integrated in the University's First Year Experience (FYE) as both content creators and course instructors.

The UTA Dean's Council is comprised of all of the academic deans of the colleges and schools. This council is chaired by the University Provost and the Dean of Libraries is a member of this body.

The Libraries' Dean serves as an ex-officio member of the Faculty Senate. The Dean's role is to keep the committee informed about Libraries' activities through presentations on various aspects of its collections, services and policies.

### State Entities

The University Libraries has been an active partner in several state and regional agencies and entities for the last decade. As a member of Amigos, we have worked with the agency and other state libraries to serve library needs across the state. We receive vendor discounts for some of our resources as a result of this membership, and we also contribute to and participate in continuing education programs for the development of all staff.

The Libraries is also an active partner in the Cross Timbers Library Collaborative (CTLIC), a library consortium based in the Cross Timbers region of the United States, formed by regional library deans and directors in 2013. The Cross

Timbers Library Collaborative fosters partnerships among the region's libraries through cooperative staff development, resource sharing, and innovative programs. The group holds conferences around the region that are designed to provide all library staff with opportunities to attend and share the work of the members of the collaborative. The 2016 conference will be the 3rd annual conference of this type and UTA Libraries is significantly represented.

We are also an active member of the Texas Council of Academic Libraries (TCAL), which exists to advance the interests of independent and state supported college and university libraries in Texas and to promote cooperation, communication and resource sharing among its members. Council membership consists of the head librarians of Texas universities and colleges (including community and junior colleges) as well as the head librarians of separately operated special libraries affiliated with state supported universities. The Council meets annually in the fall, usually in Austin, TX, and at other times as called by the Executive Board.

The Dean of Libraries serves as a member of the University of Texas system Advisory Committee on Library Affairs which advises the U.T. System Administration regarding programs, policies and procedures affecting the libraries of the System. Special emphasis is given to development of new policies and procedures which take advantage of changing technologies and that promote the sharing of library resources. The Committee also contributes to the teaching, research, and service missions of The University of Texas System by collaboration in the development of best practices in library and information management and services.

The Libraries is an active member of the Texas Digital Library organization. In fact, our current institutional repository instance is hosted by TDL after our Dspace instance was firewalled and became inaccessible to users off-campus. TDL is a consortium of Texas higher education institutions that builds capacity for preserving, managing, and providing access to unique digital collections of enduring value. Our empowering technology infrastructure, services, and community programs supports research, teaching, and digital curation efforts at our member institutions, facilitates collaboration amongst our community and with external partners, and connects local work to a global ecosystem of digital library efforts.

Through our Special Collections Department, the Libraries has been an active contributor to the Portal to Texas History, hosted at the University of North Texas. The Portal to Texas History is a gateway to rare, historical, and primary source materials from or about Texas. The Portal leverages the power of hundreds of content partners across the state to provide access to a vibrant, growing collection of resources.

## Memberships

The UTA Libraries is a member of many organizations that support our professional activity and operations. We are active participants in local, regional, national and international groups.

Membership in the Council on Library and Information Resources (CLIR) allows the Libraries to partner with others through this independent, nonprofit organization and forge strategies to enhance research, teaching, and learning environments in collaboration with libraries, cultural institutions, and communities of higher learning.

The Coalition for Networked Information (CNI) is dedicated to supporting the transformative promise of digital information technology for the advancement of scholarly communication and the enrichment of intellectual productivity. As an active member, the Libraries is inspired by the work of other institutions around innovative technology solutions and creative technology programming.

Membership in the Scholarly Publishing and Academic Resources Coalition (SPARC) will increase the Libraries

potential of realizing our goal to democratize access to knowledge. The Libraries is fully engaged with a strategic vision of enabling the open sharing of research outputs and educational materials in order to accelerate discovery, and increase the return on our users' investment in education. As a catalyst for action, SPARC focuses on collaborating with other stakeholders—including authors, publishers, libraries, students, funders, policymakers and the public—to build on the opportunities created by the Internet, promoting changes to both infrastructure and culture needed to make open the default for research and education.

In order to have a more robust digital preservation strategy, the Libraries also has a membership in Portico, one of the largest community-supported digital archives in the world. As one of the Archive Founders, this partnership will allow the Libraries to leverage the streamlined workflows of Portico to enhance digital preservation of archival materials as well as research and scholarly output.

Our membership in the Open Textbook Network (OTN) will provide incredible impetus to our work in creating and sustaining open educational resources in our community. By using the strategies and techniques successfully implemented across other universities, the Libraries hopes to contribute to a significant reduction in textbook costs for our students.

As a member of the Massachusetts Institute of Technology (MIT) FabLab network, we promote the use of creative and innovative technologies and tools to our university and local communities.

## BUDGET

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The UTA Libraries has experienced the same budgetary contraction that is evident across the country. In the fall of 2008, the University made the decision to simplify the financial perspective for our students by combining all tuition charges and student fees in order to provide a consolidated picture of their costs to the students. At the same time, the budget allocation for the Libraries was made up primarily of a combination of student fees and state salary dollars. Prior to this change, the Libraries received a set fee per credit hour of \$15, and as UTA saw steady enrollment growth, the Libraries' budget grew. While the fee consolidation did not affect the amount of money that students paid as part of their tuition, the biggest change was that the Libraries did not receive a designated amount of funding

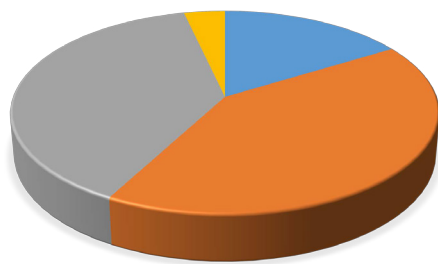
based upon enrollment, but instead received a flat percentage of funding from the total. For the 2008-2009 academic year, the result was an initial loss to the Libraries budget of \$250,000. Over the course of two years, between the 2008 year and the 2010 year budget, the Libraries net budget loss grew to \$2.4 million. In the years since the Libraries has begun to recover some of the losses, but we have not yet reached pre-recession levels.

When the Libraries' budget expenditures are broken down into the four large categories of Maintenance and Operating (M&O), Collections, Salaries and Wages, and Benefits, the amount that we can spend on developing collections has not increased since 2008-2009, and in fact

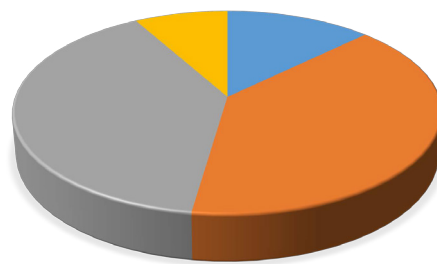


Table 9.

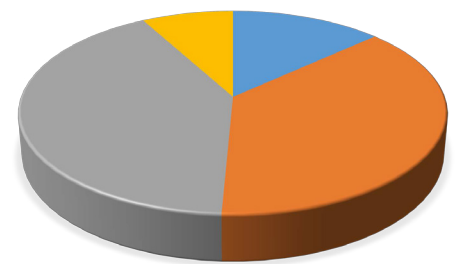
	FY 2013-14	FY 2014-15	FY 2015-16 PROJ 08/31/2016
<b>Maintenance and Operating Expenditures</b>	\$ 2,035,734.85	\$ 1,694,903.35	\$ 1,810,261.90
<b>Collections Expenditures (Including SPCO)</b>	\$ 5,213,919.59	\$ 5,253,564.72	\$ 5,120,275.00
<b>Salaries and Wages</b>	\$ 4,832,035.89	\$ 5,252,633.17	\$ 5,637,593.48
<b>Benefits</b>	\$ 448,464.61	\$ 1,082,623.93	\$ 1,093,394.86
<b>Grand Total for Library</b>	\$ 12,530,154.94	\$ 13,283,725.17	\$ 13,661,525.24



FY 2013-14



FY 2014-15



FY 2015-16 PROJ

doesn't even reflect the impact of annual inflation in serial and database subscription costs. The dramatic changes in both the M&O expenditures and the Benefits expenditures shown in *Table 9* reflect a change in the funding line that staff benefits comes from. Staff salaries and wages have increased over the last three years, leaving even less in the collections fund to support our growing community's need for resources. (See *Appendix L* for more details.)

The growth of the online learning population at UTA has also had a significant impact on our ability to provide resources to support the research activity of the entire campus. The University contracted with Academic Partners (AP) in 2006 to provide comprehensive teaching and support to students across the country and the world, most of whom were/are students enrolled in the College of Nursing and Health Innovation (CONHI). The initial enrollment in 2006 was less than 1000 students in online only programs, but it has since increased to more than 13,000 students enrolled exclusively in the University's online degree programs. As of FY 2015-16, the Libraries receives \$0 in fees from AP students. The addition of 13,000 online students

with no supporting funding has placed significant stress on the Libraries ability to provide services and resources. The goal of the Distance Education unit on campus is to provide an academic experience for online students that is comparable to the experience of our residential students. With learning outcomes related to evidence based practice in nursing, the need for comprehensive research based resources is great. Additionally, with more than 18,000 enrolled students in CONHI in 2016, the Libraries has dedicated four librarians to full or part time support of these students.

In the Spring of 2016, the University undertook the development of a new contract with AP. As part of this contract negotiation, a portion of the tuition that online students pay will be dedicated to both the Libraries and OIT, in recognition of the significant role that both units play in the success of our online degree programs. It is unclear at this time what the exact amount will be, but the benefits of this planned increase will be visible as the Libraries reallocates and adds resources to better support both our residential and online student populations.

## EXTERNAL FUNDING (GRANTS)

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The Libraries has significantly increased grant writing activities in the past ten years. In the period between 2000 and 2010, funding was received from the National Endowment for the Humanities (NEH) and the state of Texas for digitization and preservation of some of our Special Collections materials, totaling more than \$257,000.

In 2011, NEH awarded \$300,000 to the Libraries for the construction of a cold storage vault to preserve our extensive collection of glass plate and colloidal film negatives from the Fort Worth Star Telegram. The project was completed in 2015.

One of the additional positions created by the reorganization of the Libraries in 2013 was a Director of Grants and Research. The responsibilities of this role are not limited to grant writing alone, as grant writing is a skill that is valuable across the Libraries. The Director is responsible for creating content and tools for all staff to use to both seek out and apply for grants. The Director also assists staff in

content editing and clarification as needed prior to application submission. Since the reorganization, the Libraries has applied for over \$2.4 Million in grants and received just over \$400,000, including funding for FabLab technologies, to build an audio-visual creation studio, and multiple digitization grants. Two Libraries' staff were awarded a \$2500 diversity research grant in 2016 by the American Library Association (ALA) Office for Diversity.

The 242th annual conference for the Academic Library Advancement and Development Network (ALADN) will be hosted by a collaborative group of North Texas Academic Libraries including UTA. ALADN brings together academic library fundraising and marketing professionals, librarians and deans to share smart practices across institutions. This will help the Libraries build the capacity for library professionals to engage with external stakeholders and other agencies as we pursue additional external funding.

## SACS ACCREDITATION REVIEW

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The Libraries has participated in preparation for the University's 2017 SACS Accreditation review by preparing or assisting in the preparation of documents supporting the successful accomplishment of SACS Comprehensive Standards 2.9 (The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.), 3.4.2 (The institution's continuing education, outreach, and service programs are consistent with the institution's mission.), 3.4.9 (The institution provides appropriate academic support services.), 3.4.12 (The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology.), 3.8.1 (The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and

service mission.), 3.8.2 (The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.) and 3.8.3 (The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution.). The University's reviewing team will be arriving next year after reviewing the documentation provided.

Additionally, SACS requires that the University have an ongoing and continuous assessment plan, which UTA has enabled in the form of the bi-annual Unit Effectiveness Plan (UEP). The Libraries has participated in this process since 2010. Our assessment plans for the 2016-17 cycle are focused on outcomes related to staff onboarding, scholarly communication, flipped learning, resource delivery and event services to external customers. *See Appendix M for the 2016-17 plans.*

## QEP

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SACS-accredited universities are required to devise a Quality Enhancement Plan (QEP) to enhance student learning. The University is currently developing a plan to focus on ways to improve the student learning experience. A team of faculty, staff, and students has been assembled to develop this plan, and input has been sought out from across campus. The Department Head for Experiential Learning and Undergraduate Research has been a part of

the QEP team since 2005. UTA's QEP for the 2007 SACS reaffirmation focused on active learning for critical thinking. The focus of this year's committee has been on developing concepts that will create and enhance experiential learning to improve our students' abilities in critical thinking, communication, and other vital skills. The plan is still in the proposal stage and will be final in January 2017.

## CONCLUSION

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The UTA Libraries has developed an ambitious plan and has made important progress towards becoming an a model 21<sup>st</sup> century urban research university library. With the ongoing support of the Provost, President, and colleagues from across the University, we will continue to make innovative contributions towards our growing University. While facing the financial challenges that are the "new normal" for higher education, we have huge opportunities to positively impact the lives of our students and faculty.



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