



2015-16 Cornell University Library Annual Report

June 30, 2016

I. Goals, Objectives, Vision

A. *Please provide a summary statement of your long-term vision for the college/school.*

Cornell University Library (CUL) promotes a culture of broad inquiry and supports the University's mission to discover, preserve, and disseminate knowledge and creative expression. It engages with the ongoing transformations of society to deliver world-class physical and digital content and services critical to research, education, and outreach, now and in the future. The Library acts globally, supporting Cornell's land grant mission in New York State and beyond, and builds partnerships within and outside the university. It invests in its staff, collections, and physical and virtual libraries. It serves as a neutral and trusted party supporting information access and scholarly communication.

B. *Briefly summarize progress on your unit's goals and objectives and for improving academic stature (using Academic Analytics or alternative data source from last year) for 2015-16.*

Cornell University Library's Strategic Plan concluded in 2015. The outcomes of that work, documented in the 2015 [Annual Report](#) to the Provost, provide a blueprint for moving forward. We decided to postpone developing a new strategic plan until the University's new strategic planning process is complete, so that our next plan can reflect the University's goals, priorities, and strategic directions. In the interim, we recognize the [Provost's four areas of future focus](#) (curriculum, educational technology, engagement, research) as a starting point. With valuable staff feedback and strongly informed by our recent faculty survey, the Library Executive Group has identified five leading initiatives, many of which are already in progress. In 2015, additional progress is made in these areas:

1. Effectively and efficiently facilitate research processes from investigation to dissemination.
 - Enhance the liaison structure and liaison expertise to be able to offer customized subject and discipline-specific research services (e.g. systematic reviews, new modes of publishing, digital humanities, etc.);
 - Facilitate the exploration of digital scholarship methodologies through workshops, consultancies, and speaker series;
 - Support research strategies such as text mining and visualization by making available large corpora of content and assisting in locating analysis tools and methodologies;
 - Expand support for public access compliance and research data management;
 - Collaborate with other institutions worldwide to provide access to research sources and services.

2. Advance the visibility and accessibility of Cornell scholarship and creative expression.
 - Participate in campus efforts to evaluate and pilot tools to track research, scholarship, and creative outputs and to create a University-wide system for managing research information;
 - Develop the Library's semantic web and identity management expertise to help faculty, units, and the University broaden research visibility and use;
 - Build a Scholars@Cornell portal that helps ensure the visibility of Cornell's research and scholarship, aids in faculty recruiting, and enhances opportunities for interdisciplinary research and collaboration;
 - Provide services and advice to faculty to protect their intellectual property and ensure the widest possible dissemination and visibility of their scholarship;
 - Increase the Library's presence in campus initiatives seeking new ways to make scholarship visible and accessible, including through open access options;
 - Document the University's scientific, scholarly, and creative work and its impact on the world at large.

3. Prepare students to effectively use and produce knowledge in a digital world.
 - Work with other academic and service units (e.g., the Office of Sponsored Programs, Academic Technologies, the Center for Teaching Excellence, Office of Undergraduate Research, Graduate School) to identify gaps and opportunities in support for new forms of technology-enabled research, teaching, and learning;
 - Expand support for the growing set of 21st century competencies (e.g., visual, data, and information research workflows);
 - Ensure that library instruction will facilitate and enable technology-enhanced pedagogies and active learning on campus, online, and around the globe;
 - Leverage and build library staff expertise to increase student and faculty participation in the production, dissemination, and preservation of knowledge in the digital age;
 - Offer graduate student fellowships and training/consulting in research data management, digital humanities tools and methodologies, new forms of publishing, etc.

4. Enhance the Library's Support for the University's international goals.
 - Enhance Cornell's global collections and expertise to support study and research here and abroad, including dual-degree programs in other countries;
 - Develop more domestic and international library partnerships that expand access to onsite collections and subject expertise around the globe, wherever Cornell faculty and students can be found;
 - Continue the Library's international engagement to strengthen local information infrastructures, disseminate and preserve scholarly resources and scholarship here and abroad, and document Cornell's impact worldwide;
 - Increase the Library's presence through outreach to campus units and engagement with international student organizations on campus, and international alumni groups.

5. Preserve Cornell's digital assets and scholarship for future generations of scholars and students.
 - Align various preservation strategies to create an integrated service framework to reduce duplicative effort, identify service gaps, and increase efficacy. Consider how our investments in various digital repositories, including the Cornell University Library Archival Repository (CULAR), as well as HathiTrust, LOCKSS, Portico, and Archive-it, meet our preservation needs;
 - Engage the Library's curators/selectors in setting priorities for long-term archiving and delineate categories of commitment and levels of preservation and long-term access to be achieved. Work closely and cross-departmentally (DSPA, RMC, Kheel, etc.) to understand short- and long-term needs with regards to digital content and co-create best practices for the management of digital resources;
 - Create a web archiving strategy in support of web resource curation, collection, and preservation;
 - Develop a model to anticipate costs and staffing needs associated with the preservation goals and recommend models for supporting such a service framework through central funding allocations and cost-recovery models;
 - Analyze the recently completed campus-wide AV survey in order to recommend and implement strategies associated with AV content and large data sets.
- C. *Provide updated goals and objectives and plans for improving academic stature for 2016-17.*
1. The Library has always provided Cornell researchers with privileged access to scholarly literature and other information resources by building exceptionally wide and deep collections and developing outstanding services to support the production of new scholarship and public knowledge. CUL will continue to build digital and physical collections that are tailored to Cornell's established and emerging fields of inquiry and optimized – in format, functionality, and license terms – for a full range of research methods. Current changes in technology and external research requirements open up both new opportunities and present challenges in the way research is produced, shared, preserved, and archived for future generations.
 2. Coherent strategies for managing Cornell's reputation are crucial to securing research funding, recruiting top students and faculty, and building relationships with alumni and other stakeholders.
 3. Historically, Cornell's administrative offices tracked, managed and reported faculty's research and output. Today, that mission has grown more complex. It is critical to the University's reputation and to faculty recruitment and success that Cornell's work can be discovered and accessed worldwide. The Library has deep expertise in identifying, organizing, and publicizing scholarly work, as well as making it accessible. This expertise is increasingly valuable to the University and its researchers as they compete for external funding and name recognition in an increasingly competitive environment.

4. The powerful forces transforming higher education call for deeper library engagement in the entire academic experience. Technological advances and major shifts toward digital production and distribution are changing research, teaching and learning. Students will need concomitant skills as they leave Cornell to pursue jobs, additional education, and public service.
5. The Library has invested heavily in digitizing collections and curating born-digital content and we need to ensure that this content will be usable now and in the future. The Library began collecting Cornell-related sites, including the cornell.edu web domain, in June 2012, representing more than 5 TB of information. The Library also anticipates greater demand for managing data associated with federally-funded research projects. Given the increasing reliance on digital sources and applications, we are projecting a substantial increase in our scholarly digital assets, estimated at 100 TB/year. The need for a comprehensive preservation program has grown with demand and with the development of new technological capabilities.

The University Strategic Planning is impacted by the untimely passing of President Garrett. In 2016-2017, the Library will continue moving the above goals forward. Library staff continuously build research-level collections, and develop specialized services across the full disciplinary spectrum. We have built expertise to work with humanists to use new digital research tools and methodologies; to work with scientists and social scientists to manage large data sets and comply with regulatory requirements; and to work with artists and others to create, share, and preserve new media art forms. Our support of open access provides critical scholarship to Cornell, U.S., and rest of developing countries, and increased visibility to Cornell University research.

The above five leading issues represent efforts in process. The next two years will be used to further this work, to knit together the various efforts across the system, and to continue to strengthen the Library's position as an essential component in the evolving 21st century academic infrastructure.

II. Academic Program Planning

Describe plans for new degree programs and online learning, executive education, and certificate programs.

Not applicable

III. Toward New Destinations

- A. *TND 2015-16 Outcomes: In this section, you will summarize the outcomes to date of the initiatives your college or administrative unit submitted in June 2015. This should include a description of the actions you took and any quantitative or qualitative results. Please be brief, yet detailed.*

The Library has implemented all three of our diversity initiatives for 2015-2016.

1. **Two-year minority fellowship in the Law Library.** After a national search to hire an underrepresented minority as a librarian, we appointed Malikah Hall, an African American female, to a two-year position at the Law Library.
2. **Facilitated discussions to engage staff in discussion of workplace inclusion.** Library Human Resources worked with the Department of Inclusion and Workforce Diversity to conduct two workshops to discuss workplace inclusion over the last fiscal year. Although we didn't quite reach our goal of 25% of library employees attending a session, we had productive discussions about disability inclusion and pre and post surveys illustrated the impact of these programs. The post survey results showed 100% of participants found the program to be informative, thought-provoking, and valuable. 100% of the participants also said they believe the program will affect the way they think and act in their work environments, and added that they now feel motivated to take action to make their workplace more disability-inclusive.
3. **Continue to grow and cultivate the Division of Rare and Manuscript Collections' diverse holdings to support teaching and research on the subject.** We were successful in acquiring some unique items critical to the history and culture of underrepresented groups. New collections acquired in the last fiscal year include:
 - **Brian Lassiter Hip Hop Collection, circa 1980-2013. #8106:** Material documenting hip hop, particularly in Atlanta and throughout the South, and providing information about urban arts, music, entertainment, and the black alternative press during the last quarter of the 20th century and the early years of the 21st.
 - **Wilbert Tatum Papers:** The papers of Tatum, editor, publisher, and chairman of the *New York Amsterdam News*, a weekly newspaper serving New York City's African-American community. The archive supports research in topics such as civil rights, journalism, major and marginal New York City and Harlem history, the Jewish community and diaspora, healthcare and housing in America, as well as broader municipal and policy history.
 - **African-American vinyl records:** Nearly 100 vinyl records, representing poetry, speeches, and history, many recording the words of activists, leaders, and writers such as Martin Luther King, Jr., Malcolm X, Angela Davis, Langston Hughes, and James Baldwin.
 - **Hip Hop Collections:** Collections from pioneering Hip Hop MC Grandmaster Caz, and from break dancer Richard "Crazy Legs" Colon, both document hip hop's grassroots foundations in the Black and Latino communities of the South Bronx of the 1970s and early 1980s.
 - **Human Sexuality Collections:** This significant manuscript collection by groundbreaking [lesbian and feminist photojournalist Honey Lee Cottrell](#) is an important part of the historic record of LGBTQ culture, particularly in the 1970s and 1980s. A new gift from Terry Belanger of more than 3,000 volumes of gay and lesbian fiction further complements existing collections.

B. *TND 2016-17 Proposed Initiatives: In this section, you will outline your proposed initiatives for the 2016-17 term. Although colleges and units are not limited in the number of TND initiatives they may undertake, they should select only three (3) initiatives to include in their 2016-17 proposals that will be tracked and measured. Additional initiatives can be reported to your assigned UDO.*

1. We will use a \$15,000 grant award from the President's Council of Cornell Women to create internal opportunities for female librarians to advance their careers in digital scholarship.
2. We will offer two programs, "Trans 101" and "Safer People, Safer Places," with facilitated discussions aimed at opening up more conversations around LGBTQ issues in the Library.
3. We will participate in an Andrew W. Mellon Foundation survey and research report on issues of equity, diversity, and inclusion in the academic library sector. The survey will collect data and assess current attitudes toward equity, diversity, and inclusion. With Human Resources' participation, we will be able to analyze the demographics of library staff in relation to our peer groups.

IV. Assessment of Student Learning

- A. *Outline any changes your college has made in its processes for assessing student learning, including organizational structure and accessibility of information about assessment, and provide updates on current activities. Based on the results of your efforts, please describe any improvements that have been made to programs, pedagogies, or curricula to improve student learning.*

The Library continues to provide a wide array of library instruction to undergraduate and graduate students at Cornell. In the last fiscal year, we offered 1,523 instructional sessions for 24,173 participants. We've also closely reviewed library survey data, specifically the Pulse and faculty surveys, to glean insights into current practice and develop new strategies that better align our work with the University's educational goals. Feedback was used to revise and customize undergraduate offerings to better align with curricular learning goals, pro-actively articulate the value of library instruction to stakeholders by relating it to curriculum and post-graduate work, directly address undergraduate student concerns of redundancy by stressing the unique aim of any offering, and to consciously present the resources and services faculty find most valuable.

In Fall 2015, in an effort to assess our instruction programs' effectiveness and impact on student learning, our public services instruction team launched a pilot program aimed at assessing student perception of the helpfulness and relevance of library instruction sessions as they are integrated into undergraduate courses. As part of the pilot, 10 librarians across the Library tested an assessment instrument. The instrument was refined and distributed to all library instructors with the goal of assessing at least 50% of all spring 2016 library instruction courses designed in support of a class assignment.

- B. *Describe your plans for continuing assessment activities for the coming year, including any areas of particular focus that relate to the educational goals articulated by your college.*

Over the summer of 2016, we plan to look at the data collected and report on trends across the Library. Further development of this project, beyond the initial focus on student perception, will lead to broader and deeper efforts to directly assess how library instruction is impacting the achievement of learning goals.

C. *Describe efforts within your college to create or sustain a culture in support of teaching in every department.*

We plan to establish an instruction community across the entire library system, as well as tools to continuously assess the efficacy of our instruction activities. The community of practice will enhance the exchange of information amongst teaching library staff, and will create an established practice of sharing course-related documentation. These efforts will be supported by a variety of professional development opportunities to standardize practices and share our experiences with others.

Below are some selected examples of current efforts, as well as future plans.

At Mann Library, librarians are engaged in:

- **The development of a new toolkit, the Scaffolding ToolKit.** Currently, the online tool is in the early planning stages. Librarians are also creating a collection of lesson plans, active learning techniques, and assessment tools using the ACRL Framework as a guide. The Classroom Assessment Techniques, developed by our instruction team leaders, can be drawn upon as well.
- **The identification of core courses with pilots in Communications and Nutritional Sciences.** Core, required courses at different levels in the curriculum will be identified and assessed for information literacy instruction opportunities. Where appropriate, library staff will contact teaching faculty in an effort to incorporate instruction into these courses, with the aim of building on skills learned in previous or prerequisite classes.
- **The development of an instruction technology workstation.** To improve the efficiency and sustainability of the instruction program, teaching staff would benefit from support in creating online content and using technology effectively. The Library will set up a workstation equipped with tutorial creation and other software and recording equipment, as well as inspirational and training materials.
- **Expansion of instruction coordinator's role.** We are in the process of modifying the current instruction coordinator's job to include instruction design and curriculum planning.

At the Law Library, teaching librarians are engaged in a voluntary peer observation of each other's classes to foster collaboration and expose librarians to different techniques of teaching similar material. Staff also collaborated on dry runs of new instructional material.

At the Engineering Library, in collaboration with the Center for Teaching Excellence, the Library produced eight short instructional videos for two 2015-2016 engineering courses, each to develop a specific research skill. These videos, supporting the courses' flipped classroom concept, were then embedded in the BlackBoard syllabus to accompany specific assignments requiring the relevant skills.

D. *Please share examples of efforts to develop stronger connections between your college and the other colleges on campus to enhance educational opportunities for students and the quality and stature of disciplines or fields.*

Examples include the above-mentioned collaboration with the College of Engineering, and these initiatives at the Veterinary Library:

- The Veterinary Library has been reaching out to journal clubs to better understand and meet student needs in information literacy. One journal club asked the librarian to talk on several occasions on topics such as understanding the types of scientific literature produced, and accessing scholarly literature upon graduation from Cornell.
- In partnership with a veterinary faculty member, the Veterinary Library distributed a survey to all Cornell veterinary students to understand their behaviors, confidence and perceptions in reading and understanding scientific literature. Roughly half of the veterinary student body responded to the survey. The results will help to understand student perceptions and identify opportunities for improvements in veterinary students' information literacy.
- In partnership with faculty and student collaborators, the Veterinary Library implemented a pilot study in which first-year veterinary students received credit to journal about their learning over the academic year. Preliminary analysis shows that students who journaled improved their information-management skills more than non-journaling students, and most journaling students agreed with the statement "reflective journaling helped me develop effective learning strategies." We plan to offer a modified version of this journaling course to first-year students next year.

On a system-wide level, the Library launched a formal systematic review service to meet the growing needs of researchers across disciplines for support in systematic and comprehensive knowledge synthesis. The Library offers two levels of support, ranging from guidance and consultations to full-scale systematic review services for research teams. These full services include designing and running complex searches, methodological guidance and information-management support. The service team consists of four trained librarians who will work collaboratively with subject specialists to provide support across a wide range of disciplines.

In the 2015-16 academic year, the Library initiated SPARK Talks (Scholars Present About Research and Knowledge). In this program, graduate students and postdocs apply to give short, plain-language talks on their research in relation to a theme. Those selected are coached by Cornell theater professor David Feldshuh on speaking skills before presenting their research to an open audience. This program promotes interdisciplinary connections across Cornell, helps to educate the community about Cornell research, and develops communication skills for participants.

V. Public and Global Engagement

- A. *For your college/school, please provide a summary statement of your short- and long-term strategies for advancing Cornell's global and public engagement missions.*

As the University expands its international agenda, the Library will continue to enhance the Cornell community's access to global collections and expertise through additional partnerships, outreach, and staff skill building. Library staff will continue to seamlessly meet the needs of students studying abroad, as well as supporting the varied needs of international students at Cornell. The Library's connections with partner institutions around the world broaden access to specialized material, create international learning opportunities and fuel the pace of research innovation.

- B. *Briefly describe progress on your college/school's internationalization goals and objectives in 2015-2016. Please describe your activities in public engagement, including community engaged learning and research.*

The following are highlights of new services implemented in FY15/16:

- CUL, joining the Ohio University Libraries, Research School of Southeast Asian Studies of Xiamen University, and the National University of Singapore Libraries, co-founded the Joint Digital Library for Overseas Chinese Studies. In addition, it launched ECNU-Cornell Shared Digital Library Resources. Both of these partnerships were created to respond to faculty's needs for research collections outside of the United States and to make resources more easily accessible.
- CUL started Phase 2 of a project generously funded by the Henry Luce Foundation, in which library staff from China are trained in preservation and disaster prevention planning at Cornell. In 2015, Cornell library staff trained four librarians from Mainland China and Taiwan. The Chinese librarians will be able to apply the learned skills in their home institutions, resulting in longer availability of their materials and benefiting researchers around the world.
- To support the Cornell-Tsinghua MBA/FMBA dual-degree program, launched in 2015, CUL and Tsinghua Libraries exchanged two librarians with business subject expertise, ensuring that core resources and services are in place to support the success of this new program. Prior to the launch of the Cornell-Tsinghua MBA/FMBA dual degree program, Cornell library hosted the associate director of the Tsinghua School of Finance Library for a month as part of our annual staff exchange program. Our staff in the Asia Library helped to acclimate her. She met the program administrator and also shadowed the management library team to gain first-hand experience with the services we provide. During her stay, a joint team accomplished several important goals. First, the visiting and host librarians assessed the core resources that the curriculum would need. Second, they worked with library technical services to check whether Cornell library's licenses would allow access by a new user group that resides on a different continent. Third, access was tested on the Tsinghua campus in Beijing to ensure that it indeed worked and would not be blocked by firewalls. For location-restricted resources, such as the Bloomberg terminals that can only be accessed in Cornell's management library, Tsinghua's librarian identified a local solution instead.

Shortly after classes began, the Tsinghua Library hosted Cornell's business librarian for six weeks, allowing her to observe the class in situ and to gain direct knowledge about how libraries operate on the Tsinghua campus. Armed with an understanding of needs on a more granular level as well as the awareness of cultural complexity at each other's institution, the two libraries developed services that best fit local norms. For example, Cornell uses a course management system, while Tsinghua relies on its email system to communicate with students. The two libraries agreed that there was no need to change the preferred method. FAQs about library services for the dual-degree program were collaboratively developed, customized with local information respectively, and presented in Chinese at Tsinghua and in English at Cornell. The librarians made content about library instruction consistent while reflecting the collective and local resources. The feedback from the first class was very positive: 95% of the 59 students rated the library instruction at Tsinghua as helpful or very helpful.

- The Library curated and promoted a list of resources and services that are especially useful for international students' success at Cornell.
- To support the Cornell-China College Program's six online courses for Chinese high school students, the Library arranged testing of more than 200 links by Chinese partner libraries to ensure that proposed teaching resources would indeed work in China. In a number of cases, faculty replaced their teaching materials informed by the testing results.

Additionally, the Library partners with international organizations to provide financial sustainability for digital repositories and other Cornell-sponsored scholarly communication venues of high value for researchers. A prime example is the development and implementation of an economic model to support arXiv.org, a communications tool of critical importance to scientists worldwide in the areas of physics, mathematics, computer science, quantitative biology, quantitative finance, and statistics. arXiv surpassed 1 million submissions in 2015. It has been largely financed by the Library since 2001. In 2013, a sustainable model was formalized. In this new model, arXiv is supported by libraries and research laboratories worldwide that represent arXiv's heaviest users, as well as by CUL and generous matching funds from the Simons Foundation. arXiv is a decidedly global service, with three-quarters of its institutional users from outside the United States.

- C. *What critical issues need the attention of Cornell's senior leadership in the near term in order to establish a framework for success in terms of internationalizing Cornell? What issues challenge the advancement of public engagement including community engaged learning and research? Please identify both funding needs and structural obstacles.*

Engaging the Library in the planning stage of international initiatives will benefit the University. Providing travel supplements to library staff to participate in international conferences would allow us to continue building relationships on the ground.

The Library has deep expertise in providing access to scholarly information. It has built a vast network with international libraries and is uniquely qualified to respond to the needs of faculty and students conducting research or study abroad, often going far beyond access to collections as the sample work shown above.

For inbound international students, the Library has been viewed as their home away from home, not only with collections in their native languages but staff who have been trained in world studies and can communicate in dozens of foreign languages.

VI. Additional Information

None.