UCR Library Strategic Plan
Developed Academic Year 2014-15

BACKGROUND AND RATIONALE

In March 2013, the University of California, Riverside hired a new University Librarian with extensive experience in the creation and management of unique physical and digital collections in support of the research and teaching mission of universities. His mandate is to continue—and accelerate—access to the rich information resources held by the university and beyond in both physical and digital formats in order to make faculty and students at UCR competitive in the world marketplace of ideas. He came to the UCR Library with a vision for how to more fully surface the campus needs around the Library and the services they could be providing but also recognized the need to tailor that vision to meet the UCR community's needs.

On August 8, 2013, Kim Wilcox was appointed as the university's ninth chancellor. He has re-affirmed the university's commitment to the UCR 2020: The Path to Preeminence plan as well as articulated the need to aggressively transform the university's operations in order to fulfill the vision outlined in the plan.

In alignment with the university's goals as outlined in the UCR 2020 plan, key indicators of the success of the library in its role to support the university in its goals include:

- Effectiveness in supporting the teaching mission of the university
- Effectiveness in supporting the research mission of the university
- Effectiveness in supporting the academic success and meeting the information resource needs of a diverse student population
- Effectiveness of the Library in supporting the grant-seeking efforts of students and faculty to fund research.
- Effectiveness in raising extramural resources in order to grow and improve library services

The four key goals of the UCR 2020 plan are: Academic Excellence: Developing a Preeminent Research University for the 21st Century; Access: Enhancing Opportunities to Graduate, Professional, and Undergraduate Students; Diversity: Serving as an Exemplar for Diversity, Inclusion, and Community; and, Engagement: Shaping our World.

Due to the financial impact of the economic turmoil of 2008 and its aftermath, the university has struggled to continue moving forward. Most key indicators of success of the UCR 2020 plan have shown modest improvement. The time to make dramatic change in order to complete the plan by 2020 is now. The University of California, Riverside Library are poised to make such a transformative leap to help propel the university forward.

VISION

Empower positive change by bringing together diverse individuals, communities and information to advance research, education, and innovation.

MISSION

- To advance the university's attainment of academic excellence by bringing the world's knowledge to our faculty and students at the graduate, professional, and undergraduate levels;
- To inculcate the informational literacy skills essential for researchers and students to identify, acquire access to, and fully utilize high-quality information;
- To accelerate the academic achievement and creation of knowledge by the diverse academic communities that the University serves; and
- To energize the UCR communities' positive engagement in and transformation of local, national, and international arenas.

VALUES

The UCR Library demonstrate their commitment to academic excellence through a strong service orientation and client focus. We celebrate the diversity of our community by providing access to a wide range of materials, by recruiting a diverse staff, and by making the Library a welcoming place for all. The UCR Library practice and foster collaboration, strategic but informed risk-taking, and support experimentation to meet strategic goals of the University and the Library.

STRATEGIC GOALS

STRATEGIC GOAL 1: RESEARCH AND CURATION

Dynamically curate the unique information resources acquired by or generated on the University of California, Riverside campus to accelerate the research and teaching programs of the university.

OBJECTIVE 1.1

Curate distinctive collections on campus of purchased, licensed, and unique content in the right formats to meet the academic needs to support the diverse research and teaching initiatives on campus.

OBJECTIVE 1.2
Support research grant generation and data management plans by inserting library support into key points in the grant process as appropriate.

OBJECTIVE 1.3
Support researchers in developing and producing new knowledge products.

OBJECTIVE 1.4
Curate digital research data in order to preserve and disseminate the unique research findings of UCR faculty and students with the world and to enable new forms of academic inquiry and discovery through creative and dynamic use and reuse of the digital assets of the university.

OBJECTIVE 1.5
Support sustainable publishing models for academic discourse to help ensure the widest dissemination of our faculty and students' research in the academic record.

STRATEGIC GOAL 2: LEARNING SPACES

Create dynamic learning spaces that propel the university's research and learning objectives forward by providing diverse environments for information-based academic inquiry.

OBJECTIVE 2.1
Create physical and virtual spaces for dynamically creative interaction, group study, innovation and knowledge creation, as well as quiet contemplative study.

OBJECTIVE 2.2
Renovate and transform the Rivera Library into an inspiring and stimulating environment that accelerates learning, enhances and enables new and existing forms of research, supports knowledge production and dissemination, and offers a mixture of spaces, services, tools, and technologies for diverse academic needs, especially those of the Humanities, Arts, Business, and Social Sciences.

OBJECTIVE 2.3
Renovate and transform the public spaces of Raymond L. Orbach Science Library into an inspiring and stimulating environment that accelerates learning, enhances and enables new and existing forms of research, supports knowledge production and dissemination, and offers a mixture of spaces, services, tools, and technologies for diverse academic needs, especially those in STEM fields.

OBJECTIVE 2.4
In close collaboration with the UCR Computing and Communications Division and other stakeholders, become a trusted neutral ground where the university can invest in advanced learning technologies for the benefit of the entire campus.

OBJECTIVE 2.5
Bring together members of diverse academic communities together in order to develop opportunities for enriched, interdisciplinary knowledge creation.

STRATEGIC GOAL 3: COLLECTION ACCESS

Nimbly and effectively connect the UCR community with distinctive information resources in a timely basis to advance the academic success of the university community.

OBJECTIVE 3.1

Create robust and timely access to world-class research collections to ensure that UCR faculty and students have the information resources necessary to be globally competitive with researchers from top tier universities world-wide.

OBJECTIVE 3.2

Dramatically enhance the visibility of research and scholarship created at UCR or by members of the UCR community.

OBJECTIVE 3.3

Create tailored user interface web portals for various user groups of faculty and students, regardless of location or format, as they seek out intellectual content.

OBJECTIVE 3.4

Create robust and nimble access to academic information resources in both physical and digital formats.

OBJECTIVE 3.5

Aggressively adopt new methodologies, practices, and partnerships to ensure quick and timely access to content held in shared repositories, regardless of format.

STRATEGIC GOAL 4: TEACHING, LEARNING, AND LITERACIES

Serve as a catalyst for the creative acquisition, exploration, and dissemination of ideas through the implementation of new methodologies and pedagogies in a variety of information literacies.

OBJECTIVE 4.1

Empower students to develop the skills, literacies, experiences, and perceptions necessary for them to be competitive in the world marketplace of ideas.

OBJECTIVE 4.2

In partnership with faculty and other campus stakeholders, establish a Scholars Lab in order to assert the Library's place as a hub for the development and dissemination of digital literacies and new pedagogies on the UCR campus.

OBJECTIVE 4.3

Become a leader on campus in the visual presentation of information, both in physical and digital formats.

STRATEGIC GOAL 5: DIVERSIFY REVENUE SOURCES

Seek out financial support from individual and corporate donors, as well as public-private partnerships as appropriate to underwrite existing programs, develop new services to meet evolving campus needs, and enhance Library facilities to maximize student success. In addition, pursue public and private grant funding for research initiatives in the Library to enhance existing services and workflows and develop innovative new services

OBJECTIVE 5.1
Develop partnerships with faculty to include the library in grant-funded projects that require data management and curation.

OBJECTIVE 5.2
Create a Library-wide development program linked to UCR Office of Development.

OBJECTIVE 5.3
Systematically explore grant opportunities for the Library from private foundations and public agencies such as the Institute of Museum and Library Services (IMLS).

OBJECTIVE 5.4
Create a culture that incentivizes and rewards successful development of grant opportunities that strategically support the research initiatives of the University and the Library's goals.

OBJECTIVE 5.5
Leverage unique collections to generate revenue.

ENABLING INFRASTRUCTURE

The following objectives will serve to create a sustainable base upon which the strategic goals and objectives outlined above will be supported.

INFORMATION TECHNOLOGY SYSTEMS AND SERVICES

OBJECTIVE I.1
Build a scalable, sustainable infrastructure to support library strategic goals in research and curation; learning spaces; collection access; and teaching, learning, and literacy.

OBJECTIVE I.2
Create a program to ensure information technology developments are meeting user needs (e.g. user centered design, usability testing).

GOVERNANCE AND COMMUNICATION

OBJECTIVE G.1
Create a governance structure that enables effective decision-making while soliciting input from key constituencies.

OBJECTIVE G.2
Practice transparency in both internal and external communication.

OBJECTIVE G.3
Promote the value of library services to key constituencies through a variety of channels.

ORGANIZATIONAL EXCELLENCE

OBJECTIVE O.1
Provide training and development opportunities to all levels of staff to enable the organization to anticipate and meet a rapidly changing environment

OBJECTIVE O.2
Strengthen performance management to reward excellent performance aligned with strategic goals and to encourage regular and ongoing performance feedback

OBJECTIVE O.3
Develop a culture and mechanisms for rewarding innovative thinking and calculated risk-taking to meet larger institutional objectives

OBJECTIVE O.4
Build a robust capacity for organizational analysis and design to ensure that the UCR Library maximally meet stakeholders' needs in alignment with the university's research and teaching agenda.

OBJECTIVE O.5
Develop strategies to quickly and appropriately utilize assessment to understand organizational effectiveness.

CONCLUSION
Pundits frequently ask the question whether Library will be necessary five, ten, or fifty years from now. The strategic planning process that the UCR Library undertook dramatically demonstrated the need for Library now and into the future. Moreover, this process also revealed opportunities for the library to even more effectively meet the needs of the UCR community by retooling some functions, refining others, and developing new services where needed. Frequently, these efforts will be undertaken in close collaboration and consultation with key campus stakeholders such as Computing & Communications, Undergraduate Education, and faculty from across various disciplines.

Through these efforts, the UCR Library will accelerate the pace of academic inquiry on the UCR campus by providing quick and nimble access to information in all formats in order to foster research and teaching. The UCR Library will dramatically increase access to high-quality information in electronic form through curation of born-digital content to support the teaching and research of faculty and students in emerging areas of digital scholarship; reformatting of its unique and distinctive analog materials into digital format to provide enhanced access to local, national, and international scholars; and through dissemination of the skills needed by today's students to thrive in a world where 95% of academic information is no longer encoded only or primarily in physical formats.

At the same time, the UCR Library will ensure quick and durable access to print information resources not replicated or replaced by digital content by curating deep research collections of print materials in disciplines where information encoded in physical format is most appropriate. The UCR Library will also create dynamic opportunities for faculty, students, and community members with diverse information needs and insights to come together physically and virtually to create new knowledge.

The UCR Library will embark on a new set of initiatives aimed at facilitating the efforts of the UCR campus community to effectively secure research grants to support the research initiatives on campus as well as to successfully bring in other extramural resources to further the academic information goals of the university.

Ultimately, the UCR Library will become a trusted neutral ground where campus community members, ideas, technologies, and information in multiple formats come together to transform the world into a better place.

APPENDIX 1: STRATEGIC PLANNING PROCESS

PLANNING PROCESS

Steven Mandeville-Gamble came to the UCR Library with a vision for the UCR Library, which provided an initial framework and definition for the plan. Although a number of changes are needed to align the UCR Library's strategy with University directions, the UCR Library have many fine qualities. Therefore, Steven Mandeville-Gamble used an Appreciative Inquiry approach to engage library staff and key stakeholders in the strategic planning process. Appreciative Inquiry is a strengths-based approach to improving organizational effectiveness.

In June 2013, the UCR Library embarked on a strategic planning process to create a nimble and robust road map to guide the direction the UCR Library will take in order to most effectively meet the curricular and research needs of the University community. University Librarian Steven Mandeville-Gamble and external consultant Katherine Kott led this initiative. These two, and a team of eight staff members representing public services, special collections, technical services and administration serve as the Library's Strategic Planning Steering Committee (SPSC). The SPSC membership facilitated meetings, workshops, and other forums designed to surface and support insights and aspirations of key stakeholders. Collected feedback has been aggregated into a cohesive guide, and broadly disseminated. Results of the strategic planning process will provide the framework for a *separate* initiative to implement articulated goals.

Information for the strategic plan was gathered from a number of sources. Prior to the kickoff meeting in mid-July, SPSC members viewed a video of North Carolina State University's new cutting-edge Hunt Library, and read R. David Lankes' 2012 book entitled: "Expect More: Demanding Better Libraries for Today's Complex World". Both were discussed at the kickoff meeting and served as stimulating resources throughout the planning process. This initial meeting was also used to define the role of the SPSC; set regular meeting schedules; identify key stakeholders; draft a plan for stakeholder information discovery and insight sharing sessions, and review the project Appreciative Inquiry/Library staff involvement charter drafted to outline project parameters.
Over the past 7 months, the SPS committee has worked to craft a strategy for the advancement of the UCR Library in the coming 3-5 years. Early in the process, the group acknowledged the need for outcomes to be nimble enough to adapt to user- and technology-driven modifications. During the regularly scheduled bi-weekly meetings, the SPSC used Appreciative Inquiry to discuss possible themes, and draft questions for use in Discovery and Dreaming focus groups for library staff, students, faculty and other key stakeholders. Committee members participated in these sessions as facilitators and/or note takers, and worked with consultant Kott to compile collected data and amalgamate it with the final Strategic Planning document.

LIBRARY STAFF INVOLVEMENT

In his inaugural communication with staff at the end of his first week on the job the University Librarian articulated his intent to develop a strategic plan in the coming months. Staff were kept abreast of these plans, and the formation of the steering committee through subsequent communications. Similar to SPSC members, staff had access to the Hunt Library video, and other ancillary resources including a bibliography. They were also able to participate in a

presentation on The Future of Library by Joan Lippincott, Associate Executive Director of the Coalition for Networked Information (CNI). A public blog (http://libstaff.ucr.edu/blogs/lspp/) also facilitated transparency and kept staff apprised of the planning process, outcomes, and collected information from key stakeholders.

While the aforementioned communication tools kept library staff current, they were also directly involved in the planning process through participation in two open forums. To facilitate staff work schedules and maximize participation each forum was offered twice, and focused on two major themes: discovery and dreaming. Using the Appreciative Inquiry model, the "Discovery" sessions invigorated more than 50 staff members to share insights on the strengths of the library and their most valued assets. There was a similar turnout roughly two months later when staff gathered to participate in the "Dream" forum. Using themes identified in the discover sessions, staff engaged in spirited brainstorming about the future of the UCR Library. A summary of emerged themes from both forums is discussed elsewhere in this document.

DISCOVERY & DREAM WORKSHOPS

The UCR Library held two workshops in Fall 2013 as part of the strategic planning initiative providing library staff with the opportunity to participate in the process and help inform the decision-making. Two separate sessions were held for each of these workshops in order to accommodate staff schedules and increase the overall level of participation.

The first of these workshops, the Discovery phase, was held in mid-September and brought staff together to answer the following four questions formulated by the Strategic Planning Steering Committee using the appreciative inquiry approach to surfacing ideas, thoughts, goals, and aspirations:

- What do you love most about the UCR Library? What makes your work at the UCR Library meaningful?
- What do you most hope that you can contribute?
- What would help you be maximally effective as a team member at UCR (e.g., training, classes, mentoring, resources, support, opportunities to experiment, culture shift, etc.)?
- Looking toward the future, what role do you see the UCR Library serving in the campus and local communities?

Staff was divided into small groups with a member of the steering committee assigned to each in order to facilitate the conversation and help ensure that the proceedings were fully documented. Groups were given ten minutes to discuss each question and were then asked to provide a short presentation summarizing their discussions.
Several themes emerged from this workshop and a summary of the insights gained is presented below:

- Retain Staff
- Collaboration
- Explore / Understand Library functions
- Library as destination
- Communication
- Experiment / Sandbox [process]
- Resources
- Project Presentations

The complete results from the Discovery phase are available online.

The library staff re-convened in mid-November for the second workshop, the Dream phase, where the assignment was to imagine what the UCR Library would be like in the year 2020. Small groups were formed and asked to brainstorm ideas that were based on the themes surfaced during the Discovery phase. The groups were then asked to generate a press release that could go on the University web site to promote the UCR Library. The resulting press releases from each group are available online.

The Strategic Planning Steering Committee has compiled and reviewed all data generated from these workshops using it as an information source while drafting the strategic plan.

FOCUS GROUPS

The SPSC held focus groups for students and faculty from October 29 through December 2, 2013. We held separate sessions for different cohorts, including undergraduate students, graduate students, library student employees (undergraduates), faculty members, and School of Medicine faculty members. We advertised the focus groups through a variety of avenues, including the student and faculty Scotmail lists, the graduate student mailing list (via the Graduate Division), the Academic Senate, the internal library mailing list, and the library student employee mailing list. In addition, the University Librarian communicated with the Dean's Council.

Altogether we met with 49 individuals (11 undergraduates, 18 undergraduate library student employees, 13 graduate students, four faculty members, and three School of Medicine faculty members). In most cases we split larger groups up so we would work with no more than six or seven people in a focus group.

FOCUS GROUP METHODOLOGY

Each focus group included a facilitator and a note-taker; occasionally with larger groups we included a second note-taker. The members of the SPSC took on these duties. The facilitators were responsible for leading the focus groups and did not need to take notes. Each group followed the same scenario and used the same three questions (with some minor variations for the specific cohorts). The focus groups lasted one hour, and the facilitator spent approximately 15 minutes on each question while also reacting to the dynamics of the group. The facilitators made efforts to keep their reactions impartial and non-judgmental, although they asked follow-up questions where appropriate, to make sure they were representing the views expressed.

FOCUS GROUP QUESTIONS

- What roles does the library play in your life at UCR?
- How could the UCR Library better meet your [information] needs?
- Looking toward the future, what role do you see the UCR Library serving in the campus and local communities?

FOCUS GROUP RESULTS

Initially members of the SPSC aggregated the details discussed from each focus groups for the specific cohort, and categorized their comments to highlight their ideas in order of importance. Ultimately these concepts were synthesized and integrated into results from the focus groups and the Dream Workshops. See the information below to see the highlighted ideas from the individual focus groups.

WHAT ROLES DOES THE LIBRARY PLAY IN YOUR LIFE AT UCR?

UNDERGRADUATES

1. Library as study and work space
2. Access to collections
3. Navigation/teaching

LIBRARY STUDENT EMPLOYEES

1. Library as study and work space
2. Access to collections
3. Services

GRADUATE STUDENTS

1. Access to collections
2. Teaching
3. Library as study and work space

FACULTY MEMBERS

1. Access to collections

SCHOOL OF MEDICINE FACULTY MEMBERS

1. Access to collections
2. Designated SOM librarian(s)
3. Teaching

HOW COULD THE UCR LIBRARY BETTER MEET YOUR NEEDS?

UNDERGRADUATES

1. Library as study and work space
2. Reserves
3. Navigation/teaching

LIBRARY STUDENT EMPLOYEES

1. Library as study and work space
2. Services
3. Teaching

GRADUATE STUDENTS

1. Access to collections
2. Library as study and work space
3. Teaching/outreach
4. Partner/collaborator/good citizen

FACULTY MEMBERS

1. More access to collections/responding to research needs
2. Support for grants (data management, data curation, etc.)
3. Open Access & scholarly publishing advice and guidance
4. Digital humanities projects

SCHOOL OF MEDICINE FACULTY MEMBERS

1. Grow the collection in response to SOM growth
2. Easier online access and navigation for students/faculty
3. Teaching embedded in curriculum
4. Develop student-centered spaces

LOOKING TOWARD THE FUTURE, WHAT ROLE DO YOU SEE THE UCR LIBRARY SERVING IN THE CAMPUS AND LOCAL COMMUNITIES?

UNDERGRADUATES

1. Partner/collaborator/good citizen
2. Library as study and work space
3. Teaching

LIBRARY STUDENT EMPLOYEES

1. Library as study and work space
2. Partner/collaborator/good citizen
3. Teaching/outreach
4. Marketing

GRADUATE STUDENTS

1. Partner/collaborator/good citizen
2. Access to collections
3. Teaching/Outreach
4. Library as study and work space

FACULTY MEMBERS

1. Partner with the faculty
2. Collaborator beyond the UCR community

SCHOOL OF MEDICINE FACULTY MEMBERS

1. Outreach to SOM partners
2. Open Access & scholarly publishing advice and guidance
3. Support for grants (data management, data curation, etc.)
4. Expand student-centered spaces

APPENDIX 2: CONSULTANT

Katherine Kott: http://katherinekott.com

APPENDIX 3: BIBLIOGRAPHY

The following resources have been influential in the shaping of the UCR Library Strategic Plan:

MONOGRAPHS

Berman, Jules J. (2013). *Principles of big data [electronic resource] : preparing, sharing, and analyzing complex information*. [S.l.] : Morgan Kauffman Publisher, 2013. http://scotty.ucr.edu/record=b4398855~S5

Hammond, Sue A. (1998). *The thin book of appreciative inquiry*. (2nd ed., p. 63). Plano, Texas: Thin Book Publishing Company. http://scotty.ucr.edu/record=b4399933~S5

Lankes, R. David (2012). Expect more: demanding better libraries for today's complex world. [S.l.] : R. David Lankes.

Reports

ACRL Research Planning and Review Committee. (2011) *Environmental Scan 2010*. Chicago, Il: Association of College and Research Libraries. http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/whitepapers/EnvironmentalScan201.pdf

Association of College and Research Libraries.(2010) *Value of Academic Libraries: A Comprehensive Research Review and Report*. Researched by Megan Oakleaf. Chicago, Illinois: Association of College and Research Libraries. http://meganoakleaf.info/VALreportRCCforum.pdf

Brown, Laura, Griffiths, Rebecca, and Rascoff, Matthew. (2007) *University Publishing in a Digital Age*. New York, New York: Ithaka S+R. http://www.sr.ithaka.org/sites/all/modules/contrib/pubdlcnt/pubdlcnt.php?file=http://www.sr.ithaka.org/sites/default/files/reports/4.13.1.pdf&nid=345

Connaway, Lynn Silipigni, and Dickey, Timothy J. (2010) *The Digital Information Seeker: Report of the Findings from Selected OCLC, RIN, and JISC User Behaviour Projects*. Dublin, Ohio: OCLC Research. http://www.jisc.ac.uk/publications/reports/2010/digitalinformationseekers.aspx#downloads

Cowan, Susanna M. (2012) *Assessment 360: Mapping Undergraduates and the Library at the University of Connecticut*. Washington, D.C.: Council on Library and Information Services. http://www.clir.org/pubs/resources/Assessment360.pdf

Dahlstein, Eden, de Boor, Tom, Grunwald, Peter, and Vockley, Martha, with a foreword by Diana Oblinger. (2011). The ECAR National Study of Undergraduate Students and Information Technology, 2011 (Research Report). Boulder, CO: EDUCAUSE Center for Applied Research. http://net.educause.edu/ir/library/pdf/ERS1103/ERS1103W.pdf

Education Advisory Board. (2011) *Redefining the Academic Library: Managing the Migration to Digital Information Services*. Washington, D.C.: Advisory Board Company. http://www.eab.com/Research-and-Insights/Academic-Affairs-Forum/Studies/2011/Redefining-the-Academic-Library

Head, Alison J. and Eisenberg, Michael B. (2011) *Balancing Act: How College Students Manage Technology While in the Library During Crunch Time*. Project Information Literacy Research Report. The Information School, University of Washington. http://www.educause.edu/library/resources/balancing-act-how-college-students-manage-technology-while-library-during-crunch-time

Housewright, Ross, Schonfeld, Roger C., and Wulfson, Kate. (2013) *Ithaka S+R US Faculty Survey 2012*. Ithaka S+R http://www.sr.ithaka.org/research-publications/us-faculty-survey-2012

Jaguszewski, Janice M., and Williams, Karen. (2013) *New Roles for New Times: Transforming Liaison Roles in Research Libraries*. Washington, D.C.: Association of Research Libraries. http://www.arl.org/storage/documents/publications/NRNT-Liaison-Roles-final.pdf

Johnson, L., Smith, R., Willis, H., Levine, A., and Haywood, K. (2011) *The 2011 Horizon Report*. Austin, Texas: The New Media Consortium. http://net.educause.edu/ir/library/pdf/hr2011.pdf

Johnson, L., Adams Becker, S., Cummins, M., Estrada, V., Freeman, A., and Ludgate, H. (2013) *NMC Horizon Report: 2013 Higher Education Edition*. Austin, Texas: New Media Consortium. http://www.nmc.org/pdf/2013-horizon-report-HE.pdf

Long, Matthew P. *Supporting the Changing Research Practices of Chemists*. Research Support Services: Chemistry Project. New York, New York: Ithaka S-R. http://www.sr.ithaka.org/research-publications/supporting-changing-research-practices-chemists

MacColl, John, and Michael Jubb. *Supporting Research: Environments, Administration, and Libraries*. Dublin, Ohio: OCLC Research. http://www.sr.ithaka.org/sites/default/files/reports/supporting-the-changing-research-practices-of-historians.pdf

Maron, Nancy L., Yun, Jason, and Pickle, Sarah. (2013) *Sustaining Our Digital Future: Institutional Strategies for Digital Content*. JISC. http://sca.jiscinvolve.org/wp/files/2013/01/Sustaining-our-digital-future-FINAL-31.pdf

Malpas, Constance. (2011) Cloud-sourcing Research Collections: Managing Print in the Mass-digitized Library Environment. Dublin, Ohio: OCLC Research. http://www.oclc.org/research/publications/library/2011/2011-01.pdf

Rutner, Jennifer, and Schonfeld, Roger C. (2012) *Supporting the Changing Research Practices of Historians*. New York, New York: Ithaka S+R. http://www.sr.ithaka.org/research-publications/supporting-changing-research-practices-historians

Sierra, Tito. (2011) Staffing for the Future: ARL University Library Hiring in 2011. Cambridge, Mass.: MIT Libraries.

- Presentation: http://www.slideshare.net/tsierra
- Poster: http://www.arl.org/storage/documents/publications/lcdp-2012-poster-sierra-tito.pdf

WHITE PAPERS

Mathews, Brian. (2012) Think Like a Startup: a White Paper to Inspire Library Entrepreneurialism. Blacksburg, Virginia: VirginiaTech http://hdl.handle.net/10919/18649

ARTICLES

Big Data article. Wikipedia. Retrieved 2013-09-19. https://en.wikipedia.org/wiki/Big_data

Lewis, David. (2013) *From Stacks to the Web: the Transformation of Academic Library Collecting*. College & Research Libraries. http://crl.acrl.org/content/early/2012/01/09/crl-309.short?rss=1

O'Neill, Edward T., and Gammon, Julia A. (2013) *Consortial Book Circulation Patterns: the OCLC-OhioLINK Study*. College & Research Libraries.http://crl.acrl.org/content/early/2013/09/20/crl13-506.short

Seneca, Tracy (2009) The Web-at-Risk at Three: Overview of an NDIIP Web Archiving Initiative. Library Trends 57:3

Stambaugh, Emily. (2010 November) *Heading West: Circling the Wagons to Ensure Preservation and Access*. Against the graint. http://www.cdlib.org/news/publications/heading_west.pdf

What is big data? SAS Institute. Retrieved 2013-09-19. http://www.sas.com/big-data/

VIDEOS

Duderstadt, James. *Reinventing the Research University to Serve a Changing World*. Opening Plenary Session. Coalition for Networked Information Spring 2012 Membership meeting. Baltimore, Md., April 2-3, 2012. http://www.youtube.com/watch?v=6OwrYZmaXBY

Long, Philip. *Key Trends in Teaching & Learning: Aligning What We Know About Learning to Today's Learners*. Closing Plenary Session. Coalition for Networked Information Spring 2012 Membership meeting. Baltimore, Md., April 2-3, 2012. http://www.youtube.com/watch?v=8DtRh4PuUco&feature=player_detailpage

Rosling, Hans. (2006) *Making sense of too much data*. TED2006. http://www.ted.com/playlists/56/making_sense_of_too_much_data.html

Rosling, Hans. (2009) *Let my dataset change your mindset*. Presentation at U.S. State Department. TED. http://www.ted.com/talks/hans_rosling_at_state.html

TED Talks. (2013) *Making Sense of Too Much Data* (10 Talks). Retrieved 2013-09-19. http://www.ted.com/playlists/56/making_sense_of_too_much_data.html

John Voss. (2012) *CNI: Linked Data for Libraries*. http://lodlam.net/2012/08/01/cni-linked-data-for-libraries-presentation/

Free Your Metadata/Google Refine. 2011. http://lodlam.net/2011/09/28/free-your-metadata/

North Caroline State University. (2013). *The Hunt Library story (updated)*. Retrieved from http://www.youtube.com/watch?v=Okr78MUrImI

WEBSITES

LODLAM: Linked Open Data in Libraries, Archives, and Museums. Retrieved 2013-09-19 http://lodlam.net/

Gapminder. Retrieved 2013-09-20 http://www.gapminder.org/