2014-15 Cornell University Library Annual Report
June 30, 2015

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. And, 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 for 2014-15.

GOAL I: ENSURE ACCESS TO THE FULL SCHOLARLY RECORD FOR THE CORNELL COMMUNITY.

Ensuring access to research-level print and digital collections is essential to promoting a culture of broad inquiry and academic success, to attracting exceptional faculty and students, and to providing them with a competitive advantage. In 2014, 1,670 faculty and academic staff responded to the Library’s survey (a 43% response rate including 48% of the tenured and tenure track faculty), providing feedback on use of library services and resources, adequacy of print and electronic material, adequacy of library support of their scholarly work, students’ information literacy skills, suggestions for new services, and major challenges in teaching and research.

Faculty survey respondents indicated overwhelmingly that the Library’s collections are more than adequate or adequate—print (92%) and electronic (95%). Through collection use transactions we note the changing pattern in information consumption. Print circulation has seen a steady decline in recent years dropping to 318,000 circulation transactions in FY 2013/14. On the other hand, e-resource use is growing. With the exception of Law, faculty of all the other Cornell colleges and departments self-reported that they use more electronic resources than print. In each of the past five years, we have seen close to five million e-journal article downloads for our most popular publishers. We are approaching 1.5 million e-book downloads per year. Like the rest of the world, Cornell faculty and students rely on resources in our institutional repositories. In FY 2013/14, there were 70,765,000 downloads worldwide from arXiv.org, eCommons@Cornell, DigitalCommons@ILR, Scholarly Commons@SHA, and Scholarship@Cornell Law.
The Library continues to face the challenges posed by growing publishing costs and a lower-than-peer’s growth rate in Cornell’s materials expenditures. The Library’s goal has been to be among the top-ten research libraries in North America in materials expenditures but we have not met this goal. Despite significant additional one-time funds directed to library collections over a three-year period, we ranked 12th in FY 2012 and FY 2013 and, according to preliminary figures, 11th in FY 2014. Without these one-time funds, our ranking will undoubtedly decline moving forward. In addition, while overall only 5-8% of faculty reported that our collections are inadequate or minimally adequate, significant satisfaction gaps need to be addressed in certain academic departments. For example, survey responses show that about a third of biomedical engineers and linguists are not satisfied with our print resources and a third of the marketing faculty and a fourth of veterinarians in molecular medicine are dissatisfied with our electronic offerings. A number of those who are satisfied wrote to emphasize the need to maintain the collections, both electronic and print.

To counter the effect on users, the Library has been leveraging partnerships with other libraries to create access to resources that are not available locally. Cornell University Library and Columbia University Libraries (2CUL) have partnered in a reciprocal borrowing program for current students, faculty and staff of each institution. Users may register for a library card at the partner library and borrow books when visiting that campus free of charge. This model has been expanded recently to the BorrowDirect member libraries. Two new partners joined BorrowDirect recently—the University of Chicago and Johns Hopkins. Duke University is in the process of joining, too, and is expected to be fully integrated in the consortium by fall 2015. In the meantime, onsite borrowing privileges have been negotiated among the Ivies+ libraries for all of their patrons. Altogether, 208 Cornell faculty, students, and staff signed up for the 2CUL access privilege since the launch of the service in 2011. Thirty Cornell patrons have requested onsite borrowing privileges at other Ivies+ libraries in the first year of this program.

**GOAL II: DRAMATICALLY IMPROVE SYSTEMS FOR FINDING AND USING SCHOLARLY RESOURCES.**

CUL maintains several repositories to facilitate the discovery and use of digital content including articles, books, visual images, AV materials, and research data. One of our goals is facilitating the deposit of scholarly content created by Cornell’s faculty and researchers so that they are broadly distributed as open access resources. As such, our repository service dovetails with Cornell’s land grant mission as we extend the reach of knowledge created at Cornell to students and practitioners around the world. Submissions by Cornell faculty in our digital repositories vary widely by discipline but faculty survey respondents indicated that 50% or more of the faculty in all but two of the colleges submitted their research results in CUL digital repositories. We recently formed a committee to assess our repository environment and ensure that we are running them efficiently and effectively. We are also focusing on how the content stored in these digital repositories is being discovered and used to support scholarship at Cornell and elsewhere.

The Library has now put fully into production a new discovery and access system accessible through the main Library website (https://www.library.cornell.edu/). The design has also taken into consideration that approximately half of the incoming traffic for the Library website and online catalog is by users via handheld devices. It incorporates responsive design practices which allows the site to be readable and effective regardless of what size screen a user is viewing the site on. The new design is also compliant with current accessibility guidelines and requirements to better serve all users, regardless of ability.
The new library catalog features faceted searching which mimics search functionality users are familiar with from online retailers, to enable them to narrow their search by such using such facets or categories, as language, publication year, item format, and online availability.

Since the new catalog interface launched in the summer of 2014, the feature that has received the most positive feedback is the ability for users to text the call number of an item to their phone. One user told us that she was happy to no longer be fishing post-it notes with hastily scribbled call numbers from her purse, when she could now just look at her phone as she navigated the stacks to locate her books.

**GOAL III: PROVIDE SERVICES TO SUPPORT THE FULL CYCLE OF RESEARCH AND SCHOLARLY EXCHANGE.**

CUL stewards one of the scientific community’s most essential tools for scholarly exchange: arXiv, the online repository, which recently accepted its one millionth submission. It’s one of the Library’s most visible and influential projects on and off campus. arXiv is operated on a business model that engages 183 institutions from 24 countries.

The Library is a key partner in the Research Data Management Service Group (RDMMSG). Formed in 2010, it is a collaborative, campus-wide organization that links Cornell University faculty, staff, and students with data management services to meet their research needs and to make our grant proposals more competitive (see [http://data.research.cornell.edu/](http://data.research.cornell.edu/)). CUL’s contributions to RDMSG include workshops and information sessions on data management and data management planning. In 2014, we offered or participated in 24 events. Through these activities, 880 faculty and students enhanced their skills on topics including data sharing, metadata, Microsoft Excel skills, preservation, and discipline-specific data management. The RDMSG handled more than 50 individual consultation requests on data management or data management planning for grant proposals. Mann Library also collaborates with a Natural Resources faculty member to offer a one credit course (NTRES6600) on data management for graduate students; enrollment in 2014 was 17.

Through Mann Library, we’ve started a partnership with the University Corporation for Atmospheric Research (UCAR) and the UNAVCO consortium in a new initiative that will help share data coming from fieldwork in the earth sciences. The project will leverage Cornell’s VIVO software to help scientists grab this data from across the world and connect it to other relevant resources.

We continue to expand our digital humanities program to engage Cornell's scholars and practitioners whose projects explore the intersections of advanced digital technology and cultural understanding and to extend the reach of humanities scholarship through digital tools. There is a broad community of interest at Cornell that reaches across disciplinary and institutional lines including faculty and graduate students.

- We sponsor a forum, Conversations in Digital Humanities ([http://blogs.cornell.edu/dhconversations/](http://blogs.cornell.edu/dhconversations/)) that includes speakers whose research and practice break new ground in understanding how new media and digital methodologies are changing the landscape of research, teaching, learning, creative expression, and cultural experience.
- We have several collaborations with humanities faculty to support the integration of new digital methodologies and content to their scholarly practices. For instance, we are engaged in a project with Professor Matt Pritchard (Earth and Atmospheric Sciences) and Professor Aaron Sachs (History) to create a digital library of historic images of glaciers in Alaska and Greenland.
The ultimate goal is to enhance our understanding of glacier behavior and how it relates to climate change. Such collections are also used to support teaching and learning activities in various fields not limited to environmental history, climate change, and visual culture.

- We offer a training and awareness building program for graduate students (Digital Scholarship Fellowship program for Humanities Graduate Students) to discuss various aspects of scholarship in the digital age, including text mining, publishing, author rights, open access, and managing digital content.

The Library is a partner in Cornell’s MOOCs initiative and supports the creation of courses by identifying and integrating open access content. Also, our copyright staff works with faculty in assessing the copyright status of the images, articles, and other content that they want to incorporate in online lectures.

**Goal IV: Strengthen the Educational Impact of Library Programs for Students at All Levels.**

99% of the faculty survey respondents said that library services and resources contributed to their success as instructors and/or to their success in their scholarly work.

In 2013/2014, CUL staff continued to provide a robust program of instruction sessions and workshops to facilitate student learning and support faculty teaching. The Library held 1,525 instruction sessions in 2013-14 reaching 26,900 participants, an increase of nearly 30% over the previous year. These included course related and credit-bearing course sessions, open workshops, presentations to groups, and tours. 82% of the faculty survey respondents who had library sessions in their courses reported they were very helpful or helpful. At the same time, 30% of faculty respondents stated that fewer than half of their undergraduate students met their expectations in their ability to evaluate information sources. The faculty’s awareness of the Library’s availability to help improve the situation is low, an issue we will continue to address.

Additional information and examples of some of our instruction offerings are provided in Section VI, Student Learning and Assessment.

**Goal V: Invest in Physical and Virtual Library Spaces.**

Faculty and students value how the Library’s physical and virtual spaces enhance their creativity and productivity. We had 3 million in-building and 7.6 million virtual visits. As a faculty survey participant commented: “The library is CRITICAL to my profession in many ways. It not only provides exceptional and quick service, resources and illustrations (for teaching, lecturing, seminars, etc.) but also a solitude where one can be creative AND productive and not distracted from the chaos outside. Having that space for preparing lectures, grants, seminars, key note lectures, is truly critical and needs to be maintained, sustained and respected.”

The redesign of the Fine Arts Library is progressing. The Capital Funding and Priorities Committee has approved the design plans and additional funding is being secured. Other improvements to library facilities include the creation of a conference study room in Olin Library and the design of an ADA accessible entrance to Uris Library. The outfitting of Module 5 of the Annex high density storage facility is on schedule and is projected to be completed by December 2015. The module will be operational in January 2016.
We continue to assess and enhance student learning spaces. Based on student feedback collected through surveys and interviews, we are in the process of redesigning the Urisk Library classroom and have completed the collaborative study space renovation on the second floor of Mann Library. Utilizing data from recent student surveys and studies, Mann Library significantly improved the study spaces, especially those spaces that invite interactive, cross-disciplinary collaboration. In addition to enhancing and increasing collaborative study spaces, Mann Library has introduced an interview room equipped with the technology needed for students to conduct interviews with project and course assignment partners and stakeholders across the country. In response to student requests, we opened up the Management Library and the first floor of Catherwood Library 24/7 during the semesters. The spaces are limited to the Johnson and ILR communities, respectively, via card-readers to provide greater security for the students and facility.

Generous gifts from Gail ’56 and Stephan Rudin and Michael Sillerman ’68 this year have endowed exhibition and new learning spaces in the Rare and Manuscript Collections bolstering its instruction efforts.

**GOAL VI: EXPAND THE LIBRARY’S REACH THROUGH PUBLIC ENGAGEMENT.**

A variety of special events, lectures, and exhibits highlighted an exciting year of public events and outreach and enriched Cornell’s intellectual life across the disciplines. Here are a few examples:

The book talk program, Chats in the Stacks, is highly successful. We held twenty “Chats” this year to highlight faculty scholarship. The goal of this program is for faculty to share their research and increase student exposure to knowledge production and dissemination.

Two major exhibitions—“150 Ways to Say Cornell” and “Lincoln’s Unfinished Business”—celebrated the sesquicentennial anniversary of the University’s founding and the passage of the 13th amendment for the thousands of visitors who attended the exhibition in person at Kroch Library and for the thousands more around the world who experienced the online exhibitions.

The Library participated in the WWI centennial commemorative project *Foreign Fields: Perspectives on the Great War*, exploring the cultural and political frontiers of World War I through an exhibition in Olin Library. On November 10, international members of the Cornell community read contemporary excerpts from poems, diary entries, letters, telegrams, plays and news written during the “Great War” in their native languages.

The Library actively participates in community engagement. Not only are all of our Chats and exhibits open to the community, the Africana Studies librarian coordinated an Africana Library film series at the Lifelong Center in Ithaca. Eight films were shown, followed by 20-30 minute discussions.

We held four Library Salons this past fiscal year, in New York City, Boca Raton, FL, Palo Alto, CA and Chicago, for over 200 alumni and friends on: The Greatest Cornellian, Hu Shih, Class of 1914; Abraham Lincoln, the 13th Amendment, and the End of Slavery; and 150 Ways to Say Cornell.
**GOAL VII: PROMOTE AN ORGANIZATIONAL CULTURE THAT HELPS LIBRARY STAFF SUCCEED IN A CHANGING ENVIRONMENT AND EMBRACES BROADER ENGAGEMENT WITH THE CORNELL COMMUNITY.**

Following all-staff breakout sessions, we created a Yammer site for staff renewal where library staff can come together to brainstorm, share stories, and gain ideas on how to renew and take care of themselves.

The new discovery and access system was designed through a close collaboration of public services librarians, user experience designers, and software developers from across the Library. This was a new and innovative model of service development, and it has resulted in an effective and well-received service. The overall agile, sprint-based development approach has proved highly effective, and it is serving as a model for other Library development projects.

**C. Provide updated Goals and Objectives for 2015-16.**

Our current Strategic Plan will conclude by the end of the year. The Library has decided to postpone developing a new strategic plan until the new president and provost have identified a process for defining university strategic directions for the coming years so that our next plan takes into consideration the university’s goals, priorities and strategic directions. In the interim, we have identified five leading issues that will affect our future. The goal in the next two years is to strengthen our work in all the areas and also bring them into more coherent focus and articulation.

1. **EMBRACE THE SHIFT TOWARD A DIGITAL-FIRST KNOWLEDGE ECOSYSTEM.**

   Historically, the Library’s own digital collections, the metadata that it maintains about its physical collections, and the information that it licenses from others have all been kept in siloed, library-specific systems and formats. We have already taken steps toward collecting, standardizing, and sharing information about the digital and physical materials we make available to the Cornell community and the outside world. Over the next two years, we need to do much more. Specific necessary steps include:
   - By standardizing our digital collections in the open source, community-based Hydra framework, we can easily create and share searchable indexes of the metadata and full text. This framework will also allow us to work more effectively with peer institutions (including Columbia) as Hydra is adopted by them.
   - We will move our metadata out of legacy formats, such as MARC, and into emerging standard formats, including linked data that can be easily shared with other institutions and on the web.
   - Our new discovery and access system allows us to gather information on all our digital collections, physical materials, and licensed databases into a single index. Using schema.org, we will make all these resources much more discoverable by standard search engines such as Google, Bing, and Google Scholar. We will work to ensure that our holdings rank high in search results for the Cornell community.
   - When users discover scholarly resources that are under copyright, we will connect them with the most quickly accessible version of the resource, e.g., licensed access, a physical copy at Cornell, a physical copy through BorrowDirect, or some other means of access such as data mining.
• Working together with our peer research libraries, we will strive towards shared, common solutions to the problems of digital discovery and access, through organizations such as Ivies Plus, the Hydra Partnership, and others, so that we can support a world of collective collections, shared access, and open scholarly communication.

2. **Preserve Cornell’s Digital Assets and Scholarly Outputs for Future Generations of Scholars and Students.**

During the last three decades, the library has made a significant investment in digitizing distinctive collections and curating born-digital content. Given the increasing reliance on digital sources and applications, we are projecting a substantial increase in our scholarly digital assets. For instance, during the next three years, we anticipate creating about 300 TB of digital content with varying levels of preservation requirements. We have already begun to archive the cornell.edu web domain and anticipate additional demand for managing data associated with federally-funded research projects. Digital preservation entails the appropriate technological approaches as well as policies and procedures to ensure the authenticity, usability, discoverability, and accessibility of digital content. Our preservation mandate is driven by various responsibilities including supporting our academic mission, fulfilling our role in archiving institutional records, and supporting obligations associated with contractual agreements or our role as a land-grant institution. Over the years, we have relied on various preservation strategies (e.g., CULAR, HT, Lockss, Portico, Internet Archive, Archive-It) to accommodate the functional and technical requirements associated with different content types. We have gained insights, developed expertise, and broadened our understanding of the technical, policy, and workflow requirements. Leveraging this foundation, we will phase in a more strategic direction that is integrated, deliberate, systematic, and cost-efficient. Engaging the Cornell community through our liaisons, we will set priorities for long-term archiving and delineate categories of commitment and levels of preservation and long-term access to be achieved.

3. **Support the University’s Globalization Goal in all Its Manifestations.**

In 2012, the Cornell University Task Force on Internationalization pointed out that Cornell had fallen behind its peers in internationalization. Since then, the campus has taken multiple steps to address this concern. As the University advances the Global Cornell agenda, the Library will focus on the following areas in the coming years:

• Serve as a strong node, physically and intellectually, on the support network for Cornell’s global initiative in all its manifestations, from supporting language learning or study and research abroad to supporting full dual-degree programs in another country.
• Promote new and existing services that support access to library collections and expertise from abroad; tailor support to address unique needs that international students and scholars have.
• Continue to seek domestic and international library partnerships that expand access to collections and subject expertise around the globe to help attract faculty and to support research and learning wherever Cornell’s programs take place.
• Enhance staff awareness of the AAUP Intercultural Knowledge and Competence rubrics and increase Library staff’s intercultural knowledge and skills needed to support the internationalization of Cornell.
• Continue the Library’s international engagement to strengthen local infrastructure in various parts of the world, disseminate and preserve scholarly resources and scholarship here and abroad, and document Cornell’s impact worldwide.
• Increase CUL’s presence through outreach to campus units and engagement with international student organizations on campus, and international alumni groups.

4. **ADVANCE THE VISIBILITY AND ACCESSIBILITY OF CORNELL SCHOLARSHIP AND CREATIVE EXPRESSION IN THE DIGITAL ENVIRONMENT.**

Funding for research, recruitment of top students and faculty, and relationship building with alumni and stakeholders all rest on Cornell’s reputation for excellence. Tracking, managing and disclosing the research and learning outputs of institutions used to be the task of Cornell’s administrative offices. Now, the line between using this data for administrative purposes and reputation promotion converges. Technology is making this work much easier than before, but it also poses new challenges. There is no single technology that takes in and pushes out all information from and to desired destinations, while there are many new channels that individuals, schools and departments, and the university need to populate with accuracy and consistency.

Profiling faculty activities, tracking research, scholarship, and creative outputs, and ensuring that those outputs are discoverable and accessible are critical components of advancing the visibility of and accessibility to scholarship for individual faculty and for Cornell. As campus units grapple with the most efficient and cost-effective process in an environment that is increasingly resource-rich but attention-scarce, the Library’s deep expertise in organizing, disambiguating, publicizing, and making accessible scholarly outputs will bring great value to the university. In particular, the Library will:
• Participate in campus efforts to evaluate and pilot tools to track research, scholarship, and creative outputs and to create an overall system for research information management
• Leverage the Library’s semantic web and identity management expertise to help faculty, units, and the university address the challenges of research visibility and accessibility
• Provide services and advice to faculty to ensure the widest possible dissemination and visibility of their scholarly outputs
• Seek partnerships to develop models for integrating future work on research profiles and research information management into Library services
• Experiment with new ways to publicize information about Cornell research and scholarship for discovery and use on the open web
• Increase the Library’s presence in campus initiatives related to new ways for making scholarship visible and accessible.

5. **PREPARE STUDENTS TO BE EFFECTIVE PARTICIPANTS IN THE DIGITAL KNOWLEDGE ECOSYSTEM.**

The powerful forces transforming higher education, including the major shifts toward digital production and distribution, technological advances, and the concomitant changing practices in research, teaching, and learning call for deeper library engagement in the entire academic lifecycle. Such skills and competencies will be essential as students leave Cornell to pursue jobs, further education, and volunteer activities. The Library will:
• Continue to enhance its digital collections and resources through purchasing, licensing, and participating in collective collection building
• Work with other academic and service units (e.g. OSP, AT, CTE, Office of Undergraduate Research, Graduate School) to identify gaps in support for new forms of technology-enabled research, teaching, and learning
• Reassess its instruction efforts to facilitate and enable technology-enhanced pedagogies and active learning (online learning, MOOCs, etc.)
• Reposition its liaison program to respond to new forms of research and scholarly communication in the digital age
• Leverage library staff expertise to facilitate student and faculty participation in the production and dissemination of knowledge in the digital age
• Offer graduate student digital fellowships and training/consulting in research data management, digital humanities tools and methodologies, new forms of publishing, etc.
• Increase student understanding of the interrelationships between digital knowledge production, dissemination, and preservation

II. ACADEMIC STATURE

Cornell University Library has been ranked among the top 10 academic research libraries in North America according to statistics maintained by the Association of Research Libraries (ARL). We ranked tenth in total expenditures in 2012-2013 but the preliminary 2013-2014 data indicates we have slipped to number 12. When it comes to benchmarking, we consider the Ivy Plus institutions’ libraries our closest peers based on institutional excellence, affinity, and tradition. Unfortunately, we are unable to include Stanford because it does not contribute data to ARL.

The Ivy Plus group is a diverse group. Due to Cornell’s size, in absolute numbers we tend to rank high in this peer group, however high ranks do not hold up when we consider the metrics relative to institutional characteristics. Our expenditures, collections, and staff size rank significantly lower in this context, whereas use of the library and our staff efficiency rank high.

This benchmarking section compares the level of relative support, intensity of use, level of staffing, and staff efficiency at Cornell University Library and its Ivy Plus peers. The library data comes from the Association of Research Libraries (ARL). All ARL data is for 2013/2014, the most recent year available (in draft) at the time of this report. Data about the University comes from NCES, Cornell University Institutional Research and Planning, and WCMC.

There is a major element missing—although Cornell Library is internationally known for being a leader in innovative librarianship, such as building and archiving digital collections, managing repositories, supporting e-science and digital humanities, data management, and new forms of publishing, there is no comparative data that ARL collects about this.

OVERALL COMPARISON

At 111, Cornell offers the second largest number of doctoral study programs. Harvard is first with 132 and Columbia is third, closest to Cornell with 107. At the other end of the spectrum Dartmouth offers 17 and MIT 35. This metric is very important as the number of doctoral programs signals the breadth and depth of information needs that the library must support.
In terms of the university community, Cornell has the fourth largest number of student FTEs and the largest number of undergraduates. We also have the largest number of full-time instructional faculty.

**University data**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Doctoral programs</th>
<th>Students: FTE</th>
<th>Undergraduates: FTE</th>
<th>Graduate students: FTE</th>
<th>Full-time instructional faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>HARVARD</td>
<td>132</td>
<td>23,511</td>
<td>8,279</td>
<td>15,232</td>
<td>1,662</td>
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<tr>
<td>CORNELL</td>
<td>111</td>
<td>22,582</td>
<td>14,385</td>
<td>8,195</td>
<td>3,091</td>
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<tr>
<td>COLUMBIA</td>
<td>107</td>
<td>25,394</td>
<td>10,000</td>
<td>19,306</td>
<td>2,276</td>
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<tr>
<td>PENNSYLVANIA</td>
<td>72</td>
<td>22,688</td>
<td>10,801</td>
<td>11,887</td>
<td>1,978</td>
</tr>
<tr>
<td>PRINCETON</td>
<td>72</td>
<td>8,014</td>
<td>5,323</td>
<td>2,691</td>
<td>904</td>
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<tr>
<td>CHICAGO</td>
<td>70</td>
<td>13,051</td>
<td>5,685</td>
<td>8,166</td>
<td>1,964</td>
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<tr>
<td>YALE</td>
<td>69</td>
<td>12,000</td>
<td>5,428</td>
<td>6,573</td>
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<tr>
<td>BROWN</td>
<td>46</td>
<td>8,093</td>
<td>6,203</td>
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<tr>
<td>MIT</td>
<td>35</td>
<td>11,203</td>
<td>4,511</td>
<td>6,693</td>
<td>1,000</td>
</tr>
<tr>
<td>DARTMOUTH</td>
<td>17</td>
<td>6,248</td>
<td>4,230</td>
<td>2,017</td>
<td>836</td>
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</tbody>
</table>

For overall library expenditures, Cornell ranks fourth. We also rank fourth in the number of library staff. 2013/2014 library expenditure data for Cornell includes almost 1.6 million dollars of one-time funds spent on collections – without this we would have ranked fifth.

**Library data**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total library expenditures</th>
<th>Volumes held (includes ebooks)</th>
<th>Library staff FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HARVARD</td>
<td>$123,135,255</td>
<td>19,848,652</td>
<td>794</td>
</tr>
<tr>
<td>YALE</td>
<td>$87,565,510</td>
<td>13,547,882</td>
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<td>COLUMBIA</td>
<td>$66,432,398</td>
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<td>CORNELL</td>
<td>$51,743,552</td>
<td>9,198,958</td>
<td>391</td>
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<tr>
<td>PRINCETON</td>
<td>$51,272,361</td>
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<td>PENNSYLVANIA</td>
<td>$45,508,023</td>
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<tr>
<td>CHICAGO</td>
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<tr>
<td>BROWN</td>
<td>$23,472,635</td>
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<tr>
<td>MIT</td>
<td>$22,359,507</td>
<td>2,681,968</td>
<td>162</td>
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<tr>
<td>DARTMOUTH</td>
<td>$21,646,727</td>
<td>3,363,205</td>
<td>167</td>
</tr>
</tbody>
</table>

**EXPENDITURES**

How does the total library expenditure of $51,743,552 rank in the context of the size of the community served and number of doctoral fields supported?

Cornell ranks last in total library spending per doctoral program. Top-ranked Dartmouth and Yale spend over $800,000 more than Cornell per doctoral program.
Our total library spending per full-time instructional faculty is also the lowest.

Total library materials expenditures in 2013/2014 were $21,560,997, a figure which includes almost 1.6 million dollars of one-time funds. By dollar amount Cornell is ranked fifth. Spreading the materials expenditures across doctoral programs, Cornell drops to tenth out of ten peer institutions.
COLLECTIONS

The number of doctoral programs is a factor that indicates the university’s need for intellectual coverage of the library collections. Cornell ranks ninth out of ten in volumes (including e-books) held by doctoral program. We hold 39,741 fewer volumes per doctoral program than Columbia, which has almost as many doctoral fields (107) as Cornell (111).

SERVICES

With a heightened emphasis on information competency in higher education, one of the core academic competencies specified in the University’s strategic plan, library instruction contributes to the University’s educational outcomes. Cornell had the highest number of instruction and tour participants (26,910) for those reporting in the Ivy Plus group. Per student FTE participation rate is ranked third among nine peer institutions. The Internet has provided opportunities for information self-service. The nation-wide decline of reference transactions reflects the impact. Cornell had the third highest number of such transactions at 51,627 and is ranked third (out of 8) in information transactions per student.
STAFFING AND STAFF EFFICIENCY

By the headcount of staff alone, Cornell has the fourth largest library staff in the Ivy Plus group. However, the rank drops to tenth for library staff per full-time instructional faculty.
From the workload or efficiency perspective, Cornell ranked second (of 8), and second (of 9) for reference and research assistance transactions per staff FTE and for group instruction sessions and tour participants respectively.
III. **PROGRAM REVIEW**

Not applicable

IV. **REVENUE ENHANCEMENT**

*Describe your initiatives to raise revenue through new initiatives including the timeline for implementation, costs/investments (initial and ongoing) to implement, and estimated net revenue expected.*

CUL has developed a number of sustainability programs for key services. These include:

- voluntary institutional contributions from the 200 top users of arXiv, reduces our costs from $740k to $75k/year (excluding indirect expenses);
- a joint mathematics publishing venture with Duke Press that has grossed $1M over the last several years, resulting in increasing direct payments to the library;
- a fee-based digitization service; and
- an Amazon print-on-demand program for digitized content that brings in $40k/year.

Under the direction of the Law Librarian who serves as program director, Law School librarians developed and are teaching Foundations in American Law this summer, a three-credit course that is part of the Cornell Summer College. Estimated revenue to the Law Library from this program after all summer college expenses and USP charges will be approximately $45,000.

The Library proposes the following strategies to expand revenue opportunities:

1) Expand revenue generated through facilities and auxiliary services.
   a) On a trial basis, vending machines have been installed in two locations to provide stationary, office supplies, memory cards, etc. in collaboration with the Cornell Store. We are reviewing the mix of items sold in the machines to determine if sales could be increased and to understand if revenue could be generated.
   b) We have approved rental fees for the use of CUL facilities by outside entities.

2) In 2016 we will investigate expanding revenue by offering consulting services to Cornell and external entities in the areas of:
   a) Copyright - Assist in seeking permissions for digital collections and help secure protection for intellectual property.
   b) Digitization – Provide scanning of photographs, manuscripts, text-based materials, audio/visual content, and rare artifacts, using the latest hardware and software applications.
   c) Metadata – Assist in making digital resources easier to access, use, share, and re-purpose.
   d) Scholarly Publishing – Provide an innovative delivery platform and a broad range of services to support scholarly communication through subscription-based or open access approaches.
   e) Web Services - Consultants determine how best to manage digital collections after their creation and provide ongoing support.

The revenue generated by consulting services will be limited by the availability of existing staff to perform services. We do not, at this time, anticipate increasing staff to expand fee-based services. This
would require a marketing strategy and careful planning to avoid conflict with current unit responsibilities.

Lastly, we have entered into a revenue sharing agreement with the Cornell Store to create and sell high quality reproductions of images and related products based on the Cornell Library Collections. We have created several gift items and items related to the Cornell Sesquicentennial. The Cornell Store has dedicated a display area in the store for our products and they are included on the Store’s web page. We are now working to expand the offerings available to include high quality framed prints and to utilize images from the collection in scarves, ties, and other products. So far revenue has been modest but we hope to continue to grow the product selections and sales in the coming year.

V. TOWARD NEW DESTINATIONS

See attachments.

VI. 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 mapped our instruction efforts against Cornell University’s curriculum in the College of Agriculture and Life Sciences and identified high-enrollment, high impact, and required classes. Informed by this, the instruction team at Mann Library created a series of benchmarks, which include:

- The establishment of a library instruction community of practice to create an established practice of sharing course-related documentation.
- The development of the Scaffolding ToolKit, i.e. a collection of lesson plans, active learning techniques, and assessment tools using the Association of College and Research Libraries (ACRL) Framework and the Public Services Instruction Team Classroom Assessment Techniques as a guide.
- The identification of core courses with pilots in Communications and Nutritional Sciences to assess for information literacy instruction opportunities.
- The development of an instruction technology workstation to improve the efficiency and sustainability of the instruction materials creation and delivery.
- Adding instruction design and curriculum planning to the job description of the Instruction coordinator.

The Law Library continued to provide research instruction for first-year law students in the school’s Lawyering program. In this context, they employed the flipped-classroom model, including the use of video lectures and the use of hands-on learning opportunities in the classroom. Assessment was conducted on an ongoing basis through online quizzes, one-on-one interaction with students, and a final Research Log in which the students recorded processes and results.
Other instructional improvements based on assessment include an overhaul of the BLOG 1500 (Investigative Biology Laboratory) tutorial for the summer semester, with a long-term goal to make the tutorial more modular and available for other groups we support off-campus; a long-standing project to develop an openly available online modular course introducing essential chemical information competencies into the chemistry curriculum of any interested US undergraduate program.

In the coming year we will undertake an overall assessment of how the Library facilitates student learning in light of the new ACRL Framework for Information Literacy, the results of the faculty survey, which shows that of the faculty respondents who don’t use instruction sessions for undergraduates, 36% are not aware of our instruction support (47% for graduate students), and the PULSE student survey, which reveals that students find library instruction sessions less helpful than research help, library collections, and library spaces. We are working with the Center for Teaching Excellence to systematically assess and improve instruction interventions.

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.

There are specific assessment efforts related to student learning planned across the Library. These include the benchmarking at Mann Library, and the adjustment of the research portion of the Lawyering program at the Law Library to be even more experiential in order to simulate real world legal problems students can expect to encounter in practice, as well as to meet the educational goals of the Law School and the standards of the American Bar Association. The Vet Outreach Librarian is currently collaborating with a faculty member at the Veterinary College to do a research study that will assess information literacy skills of students enrolled in the Doctor of Veterinary Medicine program. The results of this survey will be used to understand current information literacy skills of this population, and to tailor future information literacy instruction and library services to meet their needs. An overall enhanced assessment outreach to Vet community is under way, including an assessment of teaching and learning needs in the College. Collaborating with the Engineering College, we plan to pilot and assess a new way of delivering library instruction content through instructional video segments integrated into course sites at the homework assignment level. We are also planning a library survey of graduate students in 2016 that will help us identify their information literacy needs.

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

We continue to provide course-related instruction, credit bearing classes, and open workshops. Here a few examples:

- FOR-CREDIT TEACHING: For-credit courses continue to be taught in support of information literacy within the disciplines. Due to popular demand, an additional section of ASRC1900/LSP 1101 - Research Strategies in Africana and Latino Studies was offered in spring 2015. By providing foundational research instruction connected to a disciplinary context, this course enhances the undergraduate educational experience and empowers student success. As mentioned above, Mann Library collaborates with a Natural Resources faculty member to offer a one credit course (NTRES6600) on data management for graduate
students. Law librarians supported the doctrinal principles of the law school by teaching several for-credit stand-alone courses, including International and Foreign Legal Research (2), Administrative Law Research (1), and Law Practice Technology (1). The law librarians additionally taught the research portion of the Principles of American Legal Writing course for international law students. This course supplements in-depth legal research sessions provided by librarians to these students in orientation. The Vet Librarian teaches VETMED6726, Introduction to the Professional Literature, a for-credit course. In collaboration with the Office of Undergraduate Biology, the library is developing the credit course BIOG3020: Research Skills for the Life Sciences. Similar to WRIT2100, which provides opportunities for undergraduate students in the humanities and social sciences to engage in research and to prepare them to take advantage of locally- and externally-funded grant and fellowship opportunities, BIOG3020 will prepare undergraduates in the life sciences to take advantage of grant and fellowship opportunities. The course will be taught by librarians, support staff from units such as the Cornell University Statistical Consulting Unit, and faculty members, and will include topics such as reading and critiquing scientific articles, data management, and writing research proposals.

- **LIBRARY INSTRUCTION SESSIONS:** We taught 643 sessions. These vary from writing- and research-focused classes in all colleges to instruction on patent searching, predatory publishing, plagiarism (Engineering), basic standards for chemistry drawing and best practices for using ChemDraw (Chemistry), conducting systematic reviews (the College of Veterinary Medicine, Division of Nutritional Sciences, and Design and Environmental Analysis), citation management, bibliography reviews, etc. This year we introduced library resources and services to music majors and minors early in their time at Cornell, through the undergraduate theory sequence: Tonal Theory I, II, III and IV and participated in the WHO/Cochrane Collaboration/Cornell University Summer Institute for Systematic Reviews in Nutrition for Global Policy Making. We have varied reach in these efforts, and additional work is needed in some disciplines and departments (e.g. computer science, physics).

- **WORKSHOPS:** We provided 216 open workshops on various topics. Notable examples include the graduate workshop on “Becoming More Productive,” a workflow workshop for graduate students co-sponsored by the CUL Citation Management Working Group and the Graduate School. Over 50 graduate students attended peer-led sessions on strategies for gathering, storing, organizing, and synthesizing information and data for in their research and teaching; our focus on GIS support, and the growth of digital scholarship workshops. In response to an increasing demand for one-on-one GIS support, Mann Library opened a GIS Help Desk on October 20, 2014 and in addition to open workshops, Mann staff offered 11 course-specific GIS instruction sessions in 2014 for various Cornell courses, mostly in Landscape Architecture, but also PAM, CRP, and Architecture (in collaboration with Olin). These sessions ranged from lectures on geospatial data sources to hands-on software workshops. The Olin and Uris workshops program has grown to include new offerings on tools and topics such as Wikipedia, Scalar, WordPress, new information visualization tools, and text mining.

- **DOCTORAL IMMERSION PROGRAM:** The Humanities Doctoral Student Immersion Program at Olin and Uris Libraries is now in its fourth year of assisting PhD students to become more efficient scholars. In January, 15 Cornell graduate students attended an intensive course of instruction to learn about practical technologies, tools, and research skills covering such topics as controlling their online scholarly personae, managing copyright, image searching,
information management, data visualization, text mining, and open access publishing. Student feedback continues to be excellent; one student wrote “this program helps with impostor syndrome as it allowed me to critically think about my own trajectory as a budding scholar and all that I have to offer... it made me think more about what my professional/technical skill needs are... I imagine that this semester and my experience as a graduate student from here on out will be all the more amazing after this.”

• Support for the new PhD program at Africana: In addition to instructional support, the Library also hired one of the first year Africana PhD students as library fellow. One of the key tasks that she performed was helping with the creation/updating of library guides.

• Rare and Manuscript Collections: The Division of Rare and Manuscript Collections (RMC) provided a wide range of Instruction sessions and Outreach activities (exhibition tours, open houses, “flash exhibitions,” and collections-based talks and presentations, both on campus and around the country) that continue to connect undergraduate and graduate students from across the disciplines, researchers from across the campus and the world, and global alumni and visitors from near and far with rare artifacts. RMC instructors worked closely with faculty to design custom presentations, research assignments, and hands-on, active learning sessions that foster the use of archival materials and encourage student engagement with these collections. RMC exhibitions, both physical and digital, continued to be the focus of class visits and research assignments, and were both directly and indirectly connected to the curriculum, which included multiple classes devoted to Cornell history and the Civil War and Reconstruction era.

• CUL began offering general and targeted library services to the Cornell Tech campus geared toward the entrepreneurial curriculum. As Cornell Tech continues to grow, we look forward to working with the faculty, students, and researchers there to assure that they have access to the high levels of resources and services they need.

• Extracurricular learning opportunities for students: some of the examples include a library liaison to the New Student Reading Project and facilitation of group discussions by library staff; liaison services, including instruction sessions, to the Office of Academic Diversity Initiatives, the Fulbright Program, the Einaudi Center, the Study Abroad program, etc.; a film series discussion at Africana; and faculty fellow work at Ujamaa, which included screening of the film The Hunting Ground.

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.

• INFORMATION LITERACY PRIZE: Olin and Uris Libraries funded two $500 Information Literacy Assignment Sequence Prizes for the Knight Institute, a new initiative that encourages instructors of first-year writing seminars to partner with librarians in developing information literacy assignments. The initiative fosters further collaboration between the Library and the Knight Writing Center and contributes to student learning.

• WRIT 2100: The Library continues to collaborate with the Office for Undergraduate Research on the Undergraduate Research Initiative, providing opportunities for undergraduate students in the humanities and social sciences to engage in research and to prepare them to take advantage of locally- and externally-funded grant and fellowship opportunities. This
year we offered the credit course WRIT 2100 for a third time. Overseen by Vice Provost Laura Brown and managed by the Library, the course is taught by library staff. Faculty members serve as mentors, providing points of contact for students as they move from this course to independent research experiences in their fields of interest.

- **SPARK Talks:** Beginning this fall, CUL will host SPARK Talks – a series of five-minute lightning talks from Cornell graduate students and postdocs. Presenting research to the wider world takes practice, yet communicating the value of scholarly work across disciplines is becoming increasingly important in academia and outside of it. Participation in SPARK Talks is an opportunity to hone presentation skills and network. Scientists present to humanists, economists present to engineers – and everyone in between. SPARK Talks are held once a semester at a different library. Each SPARK Talk has an interdisciplinary theme. The inaugural SPARK Talks will be October 22, 2015, 4-6pm at Olin Library Room 107 with a reception to follow. The theme is Intersection[s].

- **DIGITAL SCHOLARSHIP SUPPORT:** Staff in Olin and Uris Libraries Research and Learning Services are in the midst of a two-year intensive staff development project focused on increasing skills in supporting digital scholarship, attending a variety of workshops and conferences. As a result of this effort, library staff are partnering with faculty and students in new and interesting ways.

- **To support the launch of the Cornell-Tsinghua Dual Degree in Finance program, the Library trained the Associate Director of Tsinghua’s Finance Library in Ithaca and readied access to core resources and library services needed by faculty and students in Beijing and Ithaca.**

- **The Library-CAPS support program is in its second year. Subject librarians from Peking University Library are designated to support Cornell’s China and Asia Pacific Studies Program seniors during their semester in Beijing.**

- **Outreach to other campus units:**
  - Management librarians have been working extensively with entrepreneurial centers on campus. Entrepreneurship has become a major focus in the business world and on Cornell’s campus. As the university facilitates the drives of its students to found their own businesses, the library plays an important role in providing access to resources that directly impact their success. So in addition to the resources necessary to create their inventions and services, we work directly with them to give them advantages in the marketing, markets, management, and regulations that must be mastered to move from innovation to entrepreneur.
  
  - Working with OSP, CUL staff have developed strategies to support Cornell PIs with NIH funding by requesting access to the NIH’s Public Access Compliance Monitor (for selected CUL staff), developing a website with information on the policy and how to comply with it (http://nihpublicaccesshelp.library.cornell.edu/), setting up a group email account to field help requests (publicaccesshelp@cornell.edu), proactively contact out-of-compliance PIs to offer assistance, and presenting on the topic at OSP’s monthly round table in July 2014.
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<th>Measures</th>
<th>2014-2015 Outcomes</th>
<th>What were the results?</th>
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<tr>
<td>LIBRARY Composition Administration &amp; Non-Academic Staff</td>
<td>Partner with the Office of Workforce Diversity to host a roundtable discussion about recruiting and retaining women veterans in our workforce.</td>
<td>How many Library supervisors/staff attend the roundtable?</td>
<td>Our Director of Human Resources partnered with Lynette Chappell-Williams and her team, HR &amp; Safety Services and the School of Hotel Administration to write a grant proposal and receive $5,000 from the University Diversity Council to host a Women Veteran's Roundtable. This team invited national speakers on Women Veteran Issues, marketed the program to local and regional women veterans, and planned an agenda which included a keynote presentation, a luncheon and a video presentation about Cornell Women Veterans, a panel presentation about transitioning from military to civilian life, a panel presentation about recruiting and retaining women veterans and think tank sessions, for the half day symposium.</td>
<td>A very successful event which included approximately 64 participants including speakers and moderators. Speakers included retired Captain Mary McDams, U.S. Navy, Dawn Seymour, Cornell Class of '39 &amp; Women Air Service Pilot of World War II. After hearing anecdotal stories, collecting new information and data, the team used some of the funds to hire a graduate student to write a white paper. Although the white paper hasn’t been completed yet, this has brought a new awareness to the Library and our HR department regarding veterans and women veterans. We now use this knowledge to update our search teams and focus recruitment efforts to get more veterans in our applicant pools.</td>
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<td>LIBRARY Engagement Inclusion Undergraduate Students</td>
<td>The Library is working on a 1.2 million dollar endowment to continue to cultivate the Human Sexuality Collection and we are continuing to grow collections in diverse areas including Afro-American culture and history.</td>
<td>The number of new items added to the collection.</td>
<td>Cornell Library's Division of Rare and Manuscript Collections (RMC) continues to build diverse collections on a broad range of topics, including those that have the potential to enhance research and teaching in LGBTQ, African-American, and Latino Studies. CUL has secured a 1.5 million dollar endowment for the Human Sexuality Collection (HSC) and has received the first payment on that bequest. We held multiple events for the University's first ever all-LGBT and Ally Reunion in 2014. RMC staff recorded short oral histories of alumni with stories about sexuality on campus during their day. CUGALA has just assigned a liaison to work with us to further this project. Our Speaking of Sex exhibition in celebration of the HSC's 25th anniversary strategically ended on National Coming Out Day, Saturday, October 11. We brought a speaker to do a gallery tour and lunchtime talk about collecting queer history that week, and on National Coming Out Day used creative publicity including the new chalkboard outside the Library to draw in an enthusiastic crowd all afternoon. 1200 people attended the 36 presentations and 15 various events. The exhibition featured people of color prominently on the lead image and throughout the exhibition, and it featured international items from India, Ethiopia, Australia, and Europe. The Human Sexuality Collection is inclusive of racial diversity and international perspective. The ways we reflect and support diversity and inclusion run across our programs and don't exist in separate silos.</td>
<td>Among the LGBT collections we made accessible this year are: the records of Queens for Economic Justice, an important advocacy organization for queer people in poverty, many of them people of color. This was our first joint acquisition with the Kheel Center; the records of the Paul Rapoport Foundation, a philanthropic foundation that funded work by non-profit groups doing work to help marginalized queer populations; the papers of gay playwright Arch Brown. We also received a Documentary Heritage Program grant from New York State to process a large addition to the records of Rochester’s long-running LGBT organization, the Gay Alliance of Genesee Valley. In January 2015 we received the papers of Wilbert Tatum, editor, publisher, and chairman of the New York Amsterdam News, a weekly newspaper that serves the African-American community of New York City. Tatum’s archive of more than 300 boxes documents his career as a journalist and publisher and his relationships with New York City politicians and activists groups. The archive supports research in topics such as civil rights, journalism, major and marginal New York City, Harlem history, the Jewish community and diaspora, healthcare and housing in America, as well as broader municipal and policy history. Also received this year were collections from pioneering Hip Hop MC Grandmaster Caz, and from break dancer Richard “Crazy Legs” Colon. Both of these archives document Hip Hop's grassroots foundations in the Black and Latino communities of the South Bronx of the 1970s and early 1980s. The Cornell Library Hip Hop Collection continues to develop programming aimed at connecting the Cornell campus with the local community. This past February, for example, the Hip Hop Collection organized a public forum on the relationship between law enforcement and minority communities. Held at the Southside Community Center in downtown Ithaca, the panel featured a mix of local hip-hop artists, faculty members, and law enforcement officers from both Cornell and the Ithaca Police Department.</td>
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We are waiting to review the white paper findings and then this will be marked as completed.

<p>| we will continue |</p>
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<th>What did you do?</th>
<th>What were the results?</th>
<th>Next Steps: Completed &amp;/or Institutionalized</th>
<th>Notes on Challenges, Lessons</th>
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<tr>
<td>LIBRARY</td>
<td>Engagement</td>
<td>Undergraduate Students, Graduate &amp; Professional Students</td>
<td>Offer a fellowship to an incoming African American graduate student who will be entering the Africana Studies &amp; Research Center PhD Program. The goal is to have this student act as an outreach liaison to faculty in Africana Studies as well as promote the Library among students and assist with the sesquicentennial online exhibit.</td>
<td>Evaluate how successful the fellowship is by gathering feedback from Library staff, faculty and other graduate students.</td>
<td>Marsha Jean-Charles, first-year Africana PhD student, worked as library fellow. She: 1) assisted in creating the exhibit for the sesquicentennial, Blackness in the Academy: Black Students Creating a Voice at Cornell University. The exhibit showcased Black student life at Cornell University during the Black Studies Movement of the 1960s and 70s; 2) helped with the creation/updating of library guides.; 3) helped set up and The Sistahs event celebrating the legacies of significant Black women leaders. Local artist Khalil Bey revealed his painting which included the images of 17 prominent African American women from the 19th and 20th centuries, titled The Sistahs. Professors N'Dri Assis-Lumumba of the ASRC and Margaret Washington of the History Department paid homage to the legacy of these Black women; 4) identified Africana Studies electronic database holdings of selected universities that CUL needs to focus in on in the next few years; 5) served as the teaching assistant for the Africana Studies librarian’s one-credit course, Research Strategies in Africana &amp; Latino Studies ASRC 1900 / LSP 1100 in spring 2015; and 6) assisted in providing bibliographic instruction for ASRC 1813, Pan African Freedom Fighters in their Own Words.</td>
<td>This fellowship was a success. Here is a quote from the Africana Librarian about the program. “Looking back on the fellowship program I would call it a success. Marsha provided me with some much needed assistance. One of her shining moments was her organizing the event that featured the unveiling of the painting of African American women. This event went over well. It was a great example of outreach to the Cornell University community. Another plus of having Marsha work with me was how she interacted with students. She assisted me in meeting with students in both the class that I taught and in my liaison work with OAD. She was able to get across to students the importance of library research. In more than once case students sought her out for help.”</td>
<td>Completed fellowship.</td>
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<td>LIBRARY</td>
<td>Composition</td>
<td>Administration &amp; Non-Academic Staff</td>
<td>Encourage leaders and other academics who attend professional conferences to recruit on behalf of CUL. Expect they will take business cards and other CUL materials and network with URMs, foster relationships and encourage them to apply for CUL positions.</td>
<td>The number of URMs applying for CUL positions</td>
<td>Library Administration and Library Human Resources have encouraged leaders and other professional staff to recruit on behalf of the library at conferences. Library Human Resources has also made it standard practice to meet with search teams for positions at all levels and explain the importance of acquiring diverse applicant pools.</td>
<td>The number of diverse applicants in our pools has increased slightly and we feel this is good progress. 2013-14 — Exceeded goals for Women in five searches, for Minorities in two searches (out of 26 open positions). 2014-15 — Exceeded goals for Women in nine searches, for Minorities in three searches (out of 27 open positions). In 2013-2014 the Library hired two Under Represented Minorities and one Veteran. In 2014-2015, we increased the number of Under Represented Minority hires to nine from the pool.</td>
<td>Institutionalized</td>
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<td>LIBRARY</td>
<td>Inclusion</td>
<td>Administration &amp; Non-Academic Staff</td>
<td>Conduct interviews with current URM staff to gauge the climate from their perspective within CUL and their individual units.</td>
<td>The quantity and quality of the feedback/data that is provided</td>
<td>Due to time constraints, this initiative was not completed this year.</td>
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<td>Under Replacement</td>
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<tr>
<td>College/Unit</td>
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<td>Create a two-year Minority Fellowship position in the Law Library</td>
<td>Build a pipeline of under represented minorities that have a Library degree (MLS), a JD and some academic library experience that we can consider when filling vacant on-going positions.</td>
<td>The placement of an under-represented minority in the two-year fellowship.</td>
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<td>Academic and Non-Academic Staff</td>
<td>All Staff</td>
<td>New</td>
<td>Offer a series of facilitated &quot;Snippets&quot; to engage staff in discussions around Inclusion in the Workplace. We will seek assistance in measuring the outcomes from Workforce Diversity and Inclusion.</td>
<td>Improve awareness on inclusion issues within CUL.</td>
<td>25% of Library staff will attend at least one of the sessions. The attendees will show measurable changes in knowledge and attitudes measured through pre and post surveys that will be facilitated with the help of Workforce Diversity and Inclusion.</td>
<td>1-2 Years</td>
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<td>Engagement &amp; Inclusion</td>
<td>Undergraduate Students, Graduate &amp; Professional Students, Tenure-track Faculty Administration &amp; Non-Academic Staff</td>
<td>Continue to grow and cultivate the Division of Rare and Manuscript Collections' diverse collections.</td>
<td>Continuing</td>
<td>The archivists will continue to meet with various people around the country and the world to try and acquire various collections.</td>
<td>We hope to acquire new items for our collections.</td>
<td>The number of new items that are received and added to the collections.</td>
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**2015-2016 Toward New Destinations Annual Initiatives**

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## TND Summary Table 2015-16

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<tr>
<td><strong>Who organizes the unit’s diversity efforts and communicates with the UDC?</strong></td>
</tr>
<tr>
<td>Library HR Director, Lyndsi Prignon</td>
</tr>
</tbody>
</table>

| **What group of advisors or representatives is engaged, and with what frequency?** |
| University Librarian, Library Executive Group and other Librarians who can make an impact on our diversity initiatives, for example selectors and archivists who build the library collections. |

<table>
<thead>
<tr>
<th>The Lived Experience of Diversity</th>
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<tbody>
<tr>
<td>(to be completed for all initiatives other than Composition initiatives)</td>
</tr>
</tbody>
</table>

| **How will your 2015-16 initiatives address the lived experience of diversity (as defined on pages 4-5 of this document)?** |
| Our 2015-2016 initiatives will address the lived experience by bringing attention to various diversity and inclusion issues (race, gender, disability) by presenting “Snippets”. We will give participants a pre-test and a post-test to measure the impact of the video and facilitated discussion. We hope to provide participants with different perspectives on how to be more open to diversity and inclusion at Cornell. |

<table>
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<tr>
<th>Collaborative Initiatives</th>
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| **If any of your initiatives are collaborative, identify the initiative(s) and list your collaborating partners (colleges, schools, and/or units).** |
| We will collaborate with the Office of Workforce Diversity & Inclusion to help measure the outcome/impact of the Diversity & Inclusion “Snippet” trainings. |

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<tr>
<th>Accountability</th>
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| **List the person(s) or group(s) responsible for carrying out each of your 2015-16 initiatives.** |
| Initiative 1: The Law Library Director  
Initiative 2: The Director of Library HR  
Initiative 3: Archivists in the Division of Rare & Manuscript Collections |
**Brief narrative summary of the outcomes of Annual Initiatives undertaken in 2014-2015**

Use the space below to elaborate on the information you provide in the 2014-15 outcomes table (excel document). Make note of any changes made to your original 2014-15 TND plans; challenges and/or successes in implementing your initiatives; the impact of what you’ve learned on future planning; and/or any other key information not included in the outcomes report.

Cornell University Library (CUL) had a successful year. We made good progress in adding to our already diverse collections with more items to support and enhance research and teaching in LGBTQ, African-American, and Latino Studies. We have also been doing well with our outreach efforts and hosting events to bring a diverse group of patrons into the Library.

CUL made good progress in increasing diversity in our applicant pools and hiring underrepresented minorities into open positions. We hope to continue this trend by hosting underrepresented minorities in various fellowship opportunities. We also learned more about the veteran population and hope to increase the number of veterans in our applicant pools.

We had planned to put together a survey and reach out to our current underrepresented minorities to gather data about their current satisfaction as a CUL employee. We did not complete this initiative. The CUL staff has participated in several satisfaction surveys over the past couple of years. Due to time constraints, we decided not to make this initiative a high priority. We felt that staff have already given feedback via the other surveys and they might feel too burdened to do another one.