ASSOCIATION OF RESEARCH LIBRARIES

Assessment Committee
Westin Buckhead Atlanta
Grand Ballroom C

April 24, 2018
10:30 a.m. – 12:00 p.m.

Agenda

Welcome and Introductions – Stanley Wilder

Topic 1:   Development of Knowledge Portal – Update   (5 minutes)
             Megan Hurst, A21 and Gary Roebuck

Topic 2:   Research Library Assessment Framework   (60 minutes)
             Megan Hurst, A21, and committee

             Framework workshop to include:
             • Describe the group topic areas
             • Acknowledge members of the framework volunteers
             • Describe high-level Institutional Goals
               o Enable and promote research
               o Increase research productivity
               o Foster relevant research
               o Enable innovative research
               o Enable interdisciplinary research
               o Enable research collaboration
               o Enable and promote open access to research
               o Enable student success
               o Enhance student experience
               o Increase student retention/graduation
               o Enable faculty success
               o Enable teaching excellence & innovation
               o Cultivate, share & preserve unique scholarly resources (special
                 collection)
               o Improve Global reputation
               o Promote Diversity and Inclusion
               o Engage Community
             • Describe the process to date (see handouts below)
             • Discuss immediate next step of prioritizing research questions for
               upcoming pilot cohorts

- Discussion, questions, comments, suggestions – attention to pilot cohort focus areas

Topic 3:   Salary Survey and Statistics Analytics Proposals   (15 minutes)
             Stanley Wilder and Sue Baughman

The committee is undertaking discussions regarding two issues and will develop formal proposals to share with the membership:

1. Making the salary survey data more accessible to ARL directors and designated staff via csv files in phase one and via a web interface (dashboard) in phase 2; stopping the production of a salary survey publication with more focus on producing targeted trends analyses and the most useful graphs for distribution to the ARL membership.

Rationale: The ARL Salary Survey data represents an important resource, but current access to and reporting on the data is inadequate. The increased accessibility would leverage this resource for supporting data-driven decision making by member institutions. Producing the printed report and 66 tables is time intensive and the ARL assessment team would like to create tools and resources that are most useful to the ARL membership.

Discussion question: what are the critical issues that should be considered in the development of a proposal?

2. Stopping the sale of data analytics access to for-profit organizations; stopping the production of the annual statistics publications with more focus on producing targeted trends analyses and the most useful graphs for distribution to the ARL membership.

Rationale: ARL currently makes the statistics analytics available as a fee service to non-ARL libraries (non-profit organizations) and for-profit organizations. In light of discussions regarding how for-profit organizations/vendors (commercial journal publishers) use ARL expenditure data in ways that run counter to ARL interests, the Assessment Committee is exploring this recommendation.

Discussion question: what are the critical issues that should be considered in the development of a proposal?

Topic 4:   Update on the Director of Research and Analytics Search

The search committee for the director of research and analytics has been appointed. Members are: Arnold Hirshon (Case Western), Klara Maidenberg (Toronto), Steve Mandeville-Gamble (UC Riverside), Gary Roebuck (ARL), Amy Yeager (ARL), and Sue Baughman (ARL) chair. Fourteen applications were received by the deadline of April 16. Following the Association Meeting the committee will be charged, and a plan developed and shared with the Assessment Committee about the timeline and process.

Members:

Stanley Wilder, chair (Louisiana State)	2016-2018
Steven Mandeville-Gamble, vice-chair (UC Riverside)	2017-2020
Jennifer Paustenbaugh, past chair (BYU)	2015-2018
Nisa Bakkalbasi (Columbia)	2017-2019
Bill Garrity (UC Davis)	2017-2018
Don Gilstrap (Alabama)	2016-2018
Emily Guhde (Georgetown)	2017-2019
Brian Keith (Florida)	2017-2019
Klara Maidenberg (Toronto)	2017-2018
Krisellen Maloney (Rutgers)	2016-2018
Rebecca Mugridge (Albany)	2016-2018
Sarah Pritchard (Northwestern)	2016-2018
Lorraine Haricombe, Board Liaison (Texas at Austin)	
Sue Baughman, ARL Staff Liaison	

Megan Hurst, Atheneaum 21

RESEARCH & SCHOLARLY LIFECYCLE

Participants: Emily Guhde, Georgetown; Lorraine J Haricombe U Texas, Austin; Arnold Hirshon, Case Western; Karen Hum, Purdue; Krisellen Maloney, Rutgers; Stanley J Wilder, Louisiana State.

Institutional or Campus Goal	Research Question	Methods and/or Metrics	Recommended Priority
Enable and Promote Research: support researchers in their entire research workflow			
Discovery	To what extent is the library involved as a partner in the inquiry and discovery process for students and faculty?	- Number of courses developed and taught in partnership with faculty; - Number of reference consulations and reference questions are valid here; - Number of workshops offered - How many literature reviews are performed by the library in support of grant work and applications?	Med.
Discovery and new technology	How does the library support the use and exploration of new technologies by researchers across campus?		Med.
Discovery and new technology	How does the library support emerging trends in data science?	- number of instructional sessions on data science	
Research Data Management	To what extent is the library investing in research data management services and technologies, and are they partnering with other groups on campus to offer these services?	- Does the library have a data repository? - Number of datasets in the repository? - Does the library receive additional funding for the data repository? - Does the library partner with other campus entities to operate a data repository?	High
Research Data Management	What is the library doing to improve data management processes for the research community?	- Faculty surveys or focus groups - Questionnaire for the research office - How many data management plan consultations does the library do?	High
Grants	To what extent are libraries viewed as research partners versus research support?	- Surveys or focus groups about the perception of role of the libraries. - Number of publications co-authored by librarians. - Number of grants with librarians as co-PIs - Number of grants awarded - Number of partners involved	Med.
Grants	How much library staff time is dedicated to supporting faculty research grants?	- Number of FTE supporting research grants - Salary dollars supporting research grants - Will require a definition of the type of functions that should be considered support of research grants. For example, research/reference consultation, copyright advice, etc.	High
Grants	Do libraries benefit through direct cost-sharing for grants?	- What is the amount of money received by institution and the percent awarded directly to library? (enduring)	Med.
Publishing	Library-based publishing: To what extent are libraries the home of scholarly publishing at their academic institutions?	- Does the library have a press? - Number of journals published (with or without press) - It may be necessary to define publishing when it is done without the press. What does it entail? Journals hosted, support of review process, copy editing, etc.	Med.
Publishing	Does the library provide advice and/or support about where to publish?	- Number of consultations on publishing and/or copyright	
Dissemination	How does the library advance and promote faculty achievement and innovation?	- ORCID identity management: What percent of faculty have an ORCID? - Institution Name Authority Control: # of names identified and registered with Elsevier, Web of Science and the international linking agencies; RINGOLD organizational identifier; GRID identifiers; INSI	Med.
Dissemination	- Has your library created (and/or manage) platforms for hosting faculty/grad student research? - What is the level of participation/submission on campus?	- What platforms does the library manage to host faculty and graduate student research? - How many objects are hosted?	High
Dissemination	Does social media have an effect on how faculty approach scholarly publication?		Low
Preservation	How extensive are digital preservation efforts in the library?	- Does the library have a preservation-level repository? - Number of objects that are digitally preserved? - [Perhaps something about the type of objects preserved, e.g., special collections like letters, photos, etc. or university documents)	Low
Foster Relevant Research: Inform work on related problems at local, national and global levels, extending collaborative efforts, constructive criticism, and community input			
	How do research tools, collections, and instruction offered by the library respond to current events or reflect campus and community interests?	- List of tools, collections, instruction/events offered by each library that directly tie to current events or campus/community news - Frequency of occurrences for each theme, categorized, such as history of slavery, sexual harassment, data rescue, etc. (transient)	Med.

	A	B	C	D
1	**RESEARCH & SCHOLARLY LIFECYCLE**		**Participants: Emily Guhde, Georgetown; Lorraine J Haricombe U Texas, Austin; Arnold Hirshon, Case Western; Karen Hum, Purdue; Krisellen Maloney, Rutgers; Stanley J Wilder, Louisiana State.**	
2	**Institutional or Campus Goal**	**Research Question**	**Methods and/or Metrics**	**Recommended Priority**
20		How many patents are submitted and awarded? How many partners are involved in each patent application?		
21		Has the library had any involvement in supporting business creation?		
22		How has library contributed to medical research development in support of government and ngo initiatives?		
23	**Increase Research Productivity**			
24		What are the baselines for research productivity in the institution? (citation analysis, patent apps, grant dollars, proposals submitted/# awards, number of research collaboration partners from highly ranked institutions outside the US, individual faculty rankings internationally. Library contribution is the consulting and analysis; library as research arm and training mechanism)	Enduring 1. Institutional, departmental and individual reports of faculty based upon h-index, count of citations, awarded patents, awarded grant dollars, amount of collaboration nationally and internationally, JCR Quartile/Journal Impact Factor) 2. Library uses data to determine university, department and faculty impact and report out information as the research assessment center on campus	High
25		Are researchers satisfied with fulfillment (desktop delivery, consortial borrowing) time? Can it be improved?	- Survey of researchers - Workflow analysis	
26		- Is there a correlation between faculty contact with the library and successful applications for funded research?		
27		- How is the library working to identify and promote scholarly contributions by university faculty?		
28		- How strong is the collection support for grant writing techniques and texts on scholarly writing?		
29		- What programs are offered to faculty on research impact and digital research techniques?		
30	**Enable Research Collaboration: Increase extramural research collaboration and foster interdisciplinary research**			
31		How does the library support research collaborations outside the institution?	- Define "partners" and "highly ranked institutions" - Count annually based on definitions for each institution - Number of external/international partners from highly ranked institutions - How many external or international partners from highly ranked institutions are libraries working with?(enduring)	Low
32		How much funding do libraries receive to advance interdisciplinary research (training, DMP services, lit reviews etc., co-authoring; percentage of libraries staff time to support fac research grants etc.)?	- Number of FTE supporting interdisciplinary research. - Salary dollars received to support interdisciplinary research. - Dollars received to support interdisciplinary research. - [Requires a definition of functions that should be considered interdisciplinary research.]	High
33		How does the library directly support international and/or interdisciplinary research?	Transient - What is the percentage of library staff time supporting international faculty research grants? - What is the percentage of library staff time supporting interdisciplinary research grants?	High
34		In what ways do the library's staff/faculty work with national/international organizations to develop international standards and best practices?	- How many of the library's professional staff serve on committees with national organizations? -	Med.
35		What are the library faculty's primary research interests?	Gather list of library faculty publications from past year Code to categories or topics Rank by frequency of occurrence Possible network analysis for overlapping categories (enduring)	Med.
36		How often do the library's faculty publish or present their research findings? How many of these presentations are invited? How many are international?	How often do the library's faculty present their research findings? #How many of these presentations are invited? #How many are international? #(enduring)	Med.
37		In addition to journal articles, books, and book chapters, what other methods do library faculty use to disseminate their research findings and expertise (e.g. web postings/blogs, newsletters, etc.)?	List the various methods(transient)	Med.
38	**Special Collections: Cultivate, share, and preserve unique scholarly resources in support of teaching, learning, and research**			

	A	B	C	D
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2	**Institutional or Campus Goal**	**Research Question**	**Methods and/or Metrics**	**Recommended Priority**
39		- How often are archival documents/materials referenced in research publications? - How integral were the archived materials to the authors in achieving publication?	From annual survey questions to archives users: 1. What were the types of archival items researched (e.g. documents, pictures)? 2. How many peer-reviewed articles, books, or book chapters did you publish that included your research into the archival items? 3. Was your research into the archival items integral to your achieving publication? (yes/no)(enduring)	High
40		How is the library supporting research through the collection and provision of archives?	- What activities are being done by the library to increase the number of archived documents/materials available? - What resources are devoted to growing the library's archives? e.g. marketing (includes calls/mailings), budget dollars, partnership with alumni organization, staffing (totals/types) - How much of this growth is done strategically versus organically? (describe, or list percentage?)(transient)	High
41		What methods does the library use to promote its archives to faculty and researchers across and outside the university?	- List of common methods used with Yes/No responses - Frequency of each activity or method (transient)	Med.
42		To what extent is the library using digital tools, like Wikipedia, to draw users more deeply into the library's digital and/or special collections?	- Does the library sponsor any Wikipedia-related events and/or use staff or student worker time to update wiki pages? - Measure baseline of digital collection usage (links in from specific sources) and compare with post-intervention usage (transient)	Med.

	A	B	C	D	E
1	**TEACHING, LEARNING & STUDENT SUCCESS**			**Participants: Bill Garrity, UC Davis; Don Gilstrap, U Alabama; Steven Mandeville-Gamble, UC-Riverside; Regina Mays, U of Tennessee, Knoxville**	
2	Category	Institutional or Campus Goal	Research Question	Methods and/or Metrics	Recommended Priority
3	I. Enable Student Success				
4		Enable Student Success			
5			- Does (measure of use of library service/resource) correlate with, cause, or in some other way contribute to (measure of student success) for (particular student population)?	Questions in this area are easy to formulate if we focus on correlation, and could probably largely be answered with existing data by simply comparing usage data (and perhaps some user survey data) with data on measures of student success for a given population. This would, of course, require not only library data, but institutional data, in most cases. It would also not be possible to use anonymous data for these types of comparisons, but there are work-arounds for this that keep the data effectively anonymous, if not technically so.	
6				Measures of library use/contact: - Circulation counts, - Computer (in the physical space) logins, - Tutorials logins, - Resources logins, - Collection use, other measures, - Swipe card data (building entry, other points in the building), - Self-reported usage (surveys), - Participation in library instruction/information literacy programs, - Chat reference data, Reference services data, - Library experts (subject liaisons/librarians, etc.) contact data, - Participation in library engagement/outreach efforts, - Participation in special/targeted library programs/interventions, - Subscription to/receipt of library newsletters, listservs, marketing/PR efforts, - Engagement with library social media, - Web analytics data	
7				Measures of student success: - Engagement surveys, - Self-reported experience (via surveys, interviews, focus groups), - GPA, - Retention rates, - Graduation rates, - Job placement data, - Students awards/internships, etc., - Professional/educational test scores, - Learning assessments	
8				Student populations:, - Undergraduate students (general), - Graduate students, - Transfer students, - First generation students, - At-risk students, - International students, - Non-traditional students, - Veterans	
9				Macro level: Peer comparisons: - Library expenditures/per student vs. institutional recruitment, retention, graduation data - Librarians per student vs. institutional recruitment, retention, graduation data; - Gate counts vs. institutional recruitment, retention, graduation data	
10		*General success*	- How do library programs aimed at health and wellness issues contribute to student well-being/engagement/success?	Question may need to be refined. A variety of data could potentially be used. As phrased, focus groups, surveys, and/or interviews might be good methods to start with.	Low
11		*General success*	- What are the characteristics of successful academic integration?	Literature review	
12		*Student recruitment*	- In what ways is the library involved with student recruitment activities throughout campus?	Observe/catalog ways library is involved with student recruitment activities (next steps might be to measure effect of library's involvement in these activities thru user surveys, interviews, focus groups. Better research question might be: what effect does library involvement have on student recruitment activities?)	Low
13		*Student recruitment*	- What percentage of group presentations given by library personnel relate to student recruitment or orientation activities? [Question may need to be rewritten]	Track presentations, calculate percentage. (Better research question might be similar to above.)	Low

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14		*Retention/graduation*	- Do more successful students use library resources and services more than other students? [Just correlation, not causation] - (Similar: Does library use correlate with higher retention rates? [Measured as increase first to second year retention to 90 percent]; - Does library use correlate with other markers of student success? [Measured as increase first to second year retention to 90 percent]; - Does library use correlate with graduation rates? [Measured as increase in six-year graduation rate to 90 percent]	- Identify which student population(s) you wish to examine. - Identify which measure(s) of student success to compare (see a variety of possible measures above). - Secure needed data from appropriate source (ex. Office of Institutional Research, etc.) - Identify what type(s) of library use to compare (see a variety of possible measures of use above). - Secure neede data, either from existing library data, of if necessary collect the needed data. Compare data.	High
15		*Retention/graduation*	- Is there a correlation between contact with library experts and student retention?	(see above for method) Data needed: student retention data, record of contact with "library experts" (define this term), possible data sources for this: library staff records, chat reference records, reference services records, self report from students via survey	High
16		*Retention/graduation*	- Is there a correlation between collection use and retention?	(see above for method) Data needed: student retention data, collection use data. (possible sources: circulation counts, resources logins, self-report from surveys)	High
17		*Retention/graduation*	- Is there a correlation between library facility use and retention?	(see above for method) Data needed: student retention data, data on library facility use, possible sources: swipe card data (library entry); self report from survey	High
18		*Retention/graduation*	- How can the library support at-risk students?	Focus groups, interviews, survey, literature review.	
19		*Retention/graduation*	- How does the library help reduce the time to graduation?	Focus groups, interviews, survey, literature review. Research question may need to be refined. Potentially could look at library usage data compared to graduation data for clues/starting point	
20		*Transfer students*	- Does library use predict success for transfer students? (Similar: Do special library programs aimed at transfer and at risk students contribute to retention and success?)	(see above for method) focus population: transfer students	
21		*First gen students*	- Do students take skills assessments on matriculating? What needs do those assessments identify vis-a-vis first-gen students? [Proposed Rank: 3 - possibly higher with some rewording if impact can be shown]	Literature review; background research at individual institution. I feel the real question here is probably what are the skills first gen students need to be successful and can/does the library contribute to the development of those skills?	Low
22		*First gen students*	- What services and support do "first-gen" campus offices offer? What needs have those office identified?	Same as directly above	
23		*Transfer students*	- How can the library help transfer students integrate quickly to the research university environment?	Focus groups, interviews, survey, literature review.	
24		*Transfer students*	- Are transfer students different from other students when it comes from seeking assistance from library personnel?	Focus groups, interviews, survey, literature review.	
25		*Grad students*	- How does a relationship with subject liaison librarians impact graduate student success?	Focus groups, interviews, survey, literature review. Research question may need to be refined.	
26		*Improved learning*	- Do targeted library interventions with specific populations such as but not limited to first generation, transfer, and international students result in improved learning outcomes?	Experimental design study with control group	
27		*OER*	- Do open educational resources provided/facilitated by the library contribute to retention/success? [Measured as increase first to second year retention to 90 percent]	Focus groups, interviews, survey, observational study, literature review. Research question may need to be refined. Could also possibly compare data on OER with student success data.	
28		*Service Quality*	How often do students they find the materials they seek through the library?	Survey	High
29		*Service Quality*	- Do students see the library as a resource to help them succeed?	Survey	Low
30		*Service Quality*	- When surveyed, how do students rate the quality of information services provided by the library?	Survey	Low
31		*Info Literacy*	- Are students' information literacy skills improved by library instruction and, if so, how?	Experimental design study, pre and post tests	High
32		*Info Literacy*	- What is the optimal number of information literacy sessions that promote rather than hinder development of specific skills?	Experimental design study with control group	
33		*Info Literacy*	- Do students who participate in library instruction and/or information literacy programs have higher levels of student success?	(see above for method) Data needed: student success data (GPA? Retention? Graduation? Other), record of student participation in library instruction	
34			- How does working in the library impact career trajectories of undergraduate students?	a) Library Worker student ID against Institutional Research or Alumni Association information on graduates careers/career paths; correlate against HR demographic data b) Survey of former student employees; correlate against HR demographic data c) Longitudinal survey of student workers: survey as they begin working in library and at graduation and post graduation; correlate against HR demographic data	
35	**II. Enable Faculty Success**				
36		**Promote an educational environment that values contributions from all levels of teaching faculty.**			

	A	B	C	D	E
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2	Category	Institutional or Campus Goal	Research Question	Methods and/or Metrics	Recommended Priority
37			- In what ways does the library support teaching and research activities of both junior and senior faculty? - In what ways does the library support graduate teaching assistants? - In what ways does the library support non-tenure track faculty members?	Survey instructors on how well the library fills their information needs for teaching and research. Compare answers based on rank as well as discipline, etc..	
38			- How strong is the library's collection of materials on university teaching?	Collection analysis of university teaching materials	
39			- How are new faculty members introduced to the library and its services?	Survey of library liaisons about their outreach to new and continuing faculty. Develop best practices for those liaisons	
40			- How are faculty kept up to date with new services from the library?	Survey of library liaisons about their outreach to new and continuing faculty. Develop best practices for those liaisons	
41			- What space does the library provide for faculty members?	Document analysis of library policies about faculty and space usage	
42		Promote Faculty Retention			
43			- Is there a correlation between collection use and retention?	Compare circulation and database use data for faculty who were and were not retained after a given period.	High
44			- Is there a correlation between library facility use and retention?	Administer exit survey to leaving faculty and remaining faculty and compare facility use.	High
45	III. Enable Teaching Excellence & Innovation				
46		Enhance co-curricular activities that encourage collaboration among students, faculty, staff, and the community.			
47			- In what ways are student-based collaborative learning activities present within the instructional offerings of the library?	Document analysis of assignments given in library instruction	Low
48			- In what ways do events/programs foster meaningful interactions between students and faculty?	Survey of library event attendees.	Low
49			- In what ways does the library support student learning within the context of local communities?	Document analysis of library event handouts	Low
50		Support learning at scale.			
51			- What are the characteristics of new models of virtual education, and which can be supported by the library?	Literature review in combination with library environmental scan	Low
52			- What technical infrastructure do virtual students require?	Syllabi review in combination with survey of students	Low
53			- What is the library's role in providing physical space for new educational models (hybrid courses, modular spaces, etc.)?	Survey of online student needs for library space/technology	Low
54			- What is the library's contributions to innovation in teaching and learning on campus?	- Does the library create and/or host any virtual learning environments?	
55		Improve the quality of teaching.			
56			- Does the library save time and/or money for instructors?	1. Calculate and analyze savings from faculty circulations and downloads	Med.
57			- Are faculty aware of appropriate library services to help their students succeed in their classes?	Survey	Med.
58			- How does use of library instruction/resources/partnering affect teaching outcomes/indicators of teaching success?	2. Identify specific courses and develop rubric of learning outcomes from syllabi. Compare course evaluations with and without library instruction. Compare course grades with and without library instruction. Peer analysis of meeting teaching objectives matched to syllabi. Rubric analysis through descriptive stats framework and/or inferential statistical analysis of rubric to developed instrument for students. // Mixed methods, instrument development and valid rubric, possibly pre and post test. Would need ARL to drive not ACRL. Possibly partner with an association such as AERA, ASHE, along with an institution that can manage IRB. Inferential statistical techniques would be conducted between library instrument and narrative analysis with variables of interest from Institutional Research.	
59			- Do particular modes of instruction lead to improved learning outcomes (e.g. online tutorials, flipped classrooms, use of primary resources)?	Experimental design study, would need to assess subjects learning outcomes for each mode. Complicated by the possibility that this likely differs by individual.	
60			- Does access to course materials through the library increase course completion as well as student retention rates?	Focus groups, interviews, survey, literature review. Research question may need to be refined. Could also possibly compare data on OER with course completion and retention data.	
61			- What forms of access facilitated by the library to course materials result in higher level of course completion and student retentions rates?	Compare access data to student data. Maybe peer comparisons?	
62			- How does the library support and/or help to improve the quality of teaching?	- Do faculty and grad instructors utilize library resources in their instruction? - What content do faculty assign to students in their coursework, and what percentage does the library supply, and is the content available to students when needed?	
63			- Does the library provide pedagogical support to faculty and/or teaching graduate students?	- Number of library instructional courses on pedagogy - Number of other transactions that support teaching pedagogy	

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2	**Category**	**Institutional or Campus Goal**	**Research Question**	**Methods and/or Metrics**	**Recommended Priority**
64	**IV. Research and Creative Activities**				
65		**Expand opportunities for intellectual stimulation**			
66			- How do library-facilitated making activities - both curriculum-related as well as non-curricular - impact campus instruction or student learning?		
67			- What impact does access to cutting edge technologies in libraries have on student long-term success?		
68			- How does the library support student exposure to and engagement with emerging tools and skills result in enhanced student intellectual stimulation, creativity, inquisitiveness, and interdisciplinary exploration?		
69		**Foster student learning through engagement in research.**			
70			- How does the library enhance student research success?	Probably want to refine the question a bit, focus on specific library services or resources, also define student research success. Focus groups, interviews, surveys some potential methods.	
71			- What is the toolkit of the 21st century researcher (literature retrieval, review, and synthesis; data management; geospatial; etc.)?		
72			- Which skills are properly the domain of the library?		
73			- In what ways can the library partner with researchers in engaging students in research?		
74			- What portion of the student population is interested in active research engagement, and what are the demographics of this population?		
75			- In what ways does the information literacy program of the library support undergraduate and graduate research?		
76			- Do students who receive information literacy training express greater interest in engaging with research activities?		
77			- Do students who receive information literacy training receive higher marks on research assignments?		
78	**V. Promote Diversity and Inclusion**				
79		**Increase diversity of faculty, graduate students, and staff [UCR 2020 Strategy 3.3]**			
80			- How do library programs impact retention of students from under-represented communities?	a) Capture student ID information and analyze various library services such as instruction, reference, research support, and other teaching and learning services and correlate against enrollment and graduation data. b) Exit survey of students leaving the university for any reason (graduation, stopping out, etc.) and include questions re: usage of library services	
81			- How much does library support impact retention and success for students in pipeline programs such as Mellon Mays?	a) Capture student ID information of Melon Mays participants and analyze various library services such as instruction, reference, research support, and other teaching and learning services and correlate against enrollment and graduation data. b) Longitudinal survey of students who participate in Mellon Mays or other pipeline programs that captures information on library usage and correlates to retention as students and later career success. c) Interviews of Mellon Mays and other pipeline program participants on the impact of library services on their academic career at the undergraduate and graduate levels.	
82		**Assess and address climate**			
83			- How effective are the library's teaching and learning programs in creating a climate that encourages learner engagement with other library services?	a) Student ID data captured at teaching and learning sessions and then correlated with circulation statistics and usage of other programs, services, and collections (GIS, Special Collections, Makerspaces, etc.) b) Surveys	
84			- How effective is the library in creating an inclusive learning environment?	a) Structured observation b) Survey students about perceptions of feeling of inclusion in library services, spaces, programs, etc	
85			- How successfully does the library implement accessibility standards both in physical and online environments?	a) Identify standards re: different aspects of accessibility (mobility, visual, hearing, etc.) and test compliance of library physical and virtual spaces.	
86		**Ensure the recruitment, matriculation, and academic success of distinctive student populations (diverse/inclusive, first-generation, and transfer students).**			
87			- How strong is library collection support for the study of under-represented populations and international topics?	a) Identify benchmarks for core collections supporting research and curricular needs regarding historically under-represented U.S. as well as international communities. b) Survey of students and faculty doing research on under-represented communities to determine if their information needs were met. [May need to develop means of differentiating needs vs. wants]	High
88			- Do students across demographics report feeling included in physical and virtual library environments?		High

	A	B	C	D	E
1	**TEACHING, LEARNING & STUDENT SUCCESS**			**Participants: Bill Garrity, UC Davis; Don Gilstrap, U Alabama; Steven Mandeville-Gamble, UC-Riverside; Regina Mays, U of Tennessee, Knoxville**	
2	**Category**	**Institutional or Campus Goal**	**Research Question**	**Methods and/or Metrics**	**Recommended Priority**
89			- Do students across demographics report feeling engaged by library instruction?		High
90			- How well does the diversity of library personnel match the diversity of the student body?		High
91			- Are diverse students different from other students when it comes from seeking assistance from library personnel?		High
92			- What is known about differences between first-gen and other students regarding information management skills? (The supposition is first-gens have deficient skills; is that true?)		Med.
93			- Of skills that first-gen students need, which can the library assist with?		Med.
94			- Are first-gen students different from other students when it comes from seeking assistance from library personnel?		Med.

	A	B	C	D	E
1	**COLLECTIONS**		**Participants: Nisa Bakkalbasi, Columbia; Steve Borrelli, Penn State; Brian Keith, University of Florida; Klara Maidenberg, University of Toronto; Tiffany Moxham, UC Riverside; Dany Savard, York University**		
2	**Institutional or Campus Goal**	**Research Question**	**Research Sub-Questions**	**Methods and/or Metrics**	**Recommended Priority**
3	**1: Enable and promote open access to research**				
4		**1.1 How does the library support open access publishing at the university?**	What is the library's contribution to OA/OER?	- Does the library host / run the institutional repository? - Does the library provide support for open licensing?	
5			How does the library advance and promote the dissemination of scholarly outputs?	- How many publications, preprints, and theses are deposited annually in the IR? - How many are accessed or downloaded?	
6			What are the year-over-year changes in open access content made available by the library?	- Year-over-year data on open access journals directly supported by libraries - Year-over-year data on open access publishing costs funding provided by libraries - Year-over-year data on open access monographs directly supported by libraries - Year-over-year data on proportion of collections budget dedicated to supporting/making available open access content	Med.
7			How many items have been added to the institutional repository resulting from library mediation of faculty copyright agreements?	- Number of deposits to the IR by User ID User IDs of copyright mediated deposits	Med.
8			How many faculty has the library assisted in negotiating copyright to allow for deposit in a local or subject repository?	- User IDs of faculty assisted in copyright for deposit	Med.
9			What funding does the library make available to support faculty in pursuing open access publications?	- Total funds allocated for support of OA publications Percentage of collections funding allocated for support of OA publications	High
10		**1.2 How does the library promote the adoption of open educational resources at the university?**	Do students in classes with open access or library purchased reading materials do better than those in classes requiring independent book purchase?		Med.
11			What percentage of materials made available through course reserves are open access or OER materials?	- Percentage of electronic materials made available through course reserves that are open access or OER materials.	Med.
12			What activities and programs has the library offered to faculty members and students looking to fund, create, or enhance open educational resources?	- Describe activities and programs in support of OER Quantification of activities and programs in support of OER	Med.
13	**2: Enable and promote research: To advance research in university-identified priority areas**				
14		**2.1 How do library collections support research productivity and strategic research initiatives at the institution?**	How do the library's collections support and enable greater research productivity?	- Count of the unique number and diversity of citations to library held materials in researcher publications - Percentage of a researcher's desired items that is immediately available from the library, electronically or in print - Frequency of use of ILL to request materials by researchers and the fulfillment rate and speed of these requests - Survey method: faculty and researcher use of and satisfaction with the library collection for their research.	High
15			How do the extended [national/international] research community interact with the library collections?	Count of: - number of external readers and visiting scholars registered to access library collections - ILL lending to other institutions (could limit this to: lending to other ARL libraries) - Google Analytics reporting of geo-location of visitors to the library website and to specific digital collections (by country, by continent). - Count of: inquiries, requests to access and requests for digital copies of special collections by the external research community.	Med.
16			How do consortially managed collections factor into the research priorities of the university?	- Compare the subject breakdown of consortially licensed content (% titles per subject) to the university's research priorities by subject. Are we allocating spending in accordance with institutional priorities?	Med.

	Institutional or Campus Goal	Research Question	Research Sub-Questions	Methods and/or Metrics	Recommended Priority
1	**COLLECTIONS**		**Participants: Nisa Bakkalbasi, Columbia; Steve Borrelli, Penn State; Brian Keith, University of Florida; Klara Maidenberg, University of Toronto; Tiffany Moxham, UC Riverside; Dany Savard, York University**		
17			What barriers to innovation and productivity does the library remove?	- (Per FTE) count and yr over yr changes in trouble reports for electronic content - (Per FTE) count of missing item reports (for print collections) - Availability and use of library services for research data management, citation management, financial support for open-access publishing - Count of library negotiated transactional licenses for course readings - Number of faculty requested new collections acquired, or total funds spent on faculty requested titles	High
18		**2.2 How do library collections support research collaboration at the institution, and beyond?**	How many academic programs and departments collaborate with the libraries to develop research collections in their areas? & what is the level of collaboration?	- Count of faculty recommended purchases - Frequency and amounts of program/department sponsored/co-paid special acquisitions - Frequency of contact between selectors and faculty in their area, attendance at faculty meetings, special presentations around collections - Anecdotal data on program/library collaborations on building collections	Low
19			How does this collaborative work translate into collection use and the perception of collections excellence?	- Survey re: faculty perceptions of collection scope, comprehensiveness and currency. - Collection use (will need to be scoped so that the numbers are comparable between institutions with varied holdings) - Class visits to consult specific holdings (often in special collections) or class assignments that direct to specific holdings (data on this linking might be available in the LMS)	Med.
20			To what extent does the library collaborate with other divisions within the university to offer research data services?	- Types of institutional repositories made available to university community for data sharing and data preservation. - Types of data curation, data visualisation, and general data-driven research support services made available to university community by library. - Types of investments made/support offered by library/research office into national research data infrastructure. - Number of faculty/department-based presentations, workshops on RDM services requested and/or conducted.	Med.
21			To what extent library resources are accessible to students, faculty, and scholars engaged in collaborative projects around the globe?	- Extent (percentage, number of titles) of library print holdings/special collections that are digitized User experience study: how do researchers collaborate with partners who do not have access to the same library holdings? - Library policies on temporary access (and its extent) for research partners of affiliated faculty - Reliability (downtime, trouble reports) of online library portal and digital collections - What license terms has the library negotiated for its electronic resources that facilitate collaborative projects around the globe?	Med.
22			What services does the library provide to enable faculty to seamlessly collaborate with external partners?	- Types of experiential learning opportunities with external employers directly supported by the libraries via responsible academic departments (e-resources created, space use, resource sharing, teaching and research support services, etc.). - Types of procedures for extension of borrowing privileges to external research partners (sponsored scholars, research institutes, etc.)	Med.
23			How is the library collaborating locally, nationally and globally?	- Number of titles held in shared print storage with other libraries - Funds/percentage of acquisitions budget spent in consortially licensed/purchased collections/titles - Library participation in the leadership of local, national and international library associations Library memberships in library associations and collaborative initiatives (Hathi, CRL, etc')	Med.
24		**2.3 How does the library support the research data management and research data publishing needs of institutional stakeholders?**	How many data sets has the library assisted in making openly available in a year?	- Number of research data sets deposited into institutional data repository per year. - Number of library-curated or library supported research data sets deposited into disciplinary research data repository per year. - Number of library-curated or library supported research data sets deposited into general/national research data repository per year.	High

	A	B	C	D	E
1	**COLLECTIONS**		**Participants: Nisa Bakkalbasi, Columbia; Steve Borrelli, Penn State; Brian Keith, University of Florida; Klara Maidenberg, University of Toronto; Tiffany Moxham, UC Riverside; Dany Savard, York University**		
2	**Institutional or Campus Goal**	**Research Question**	**Research Sub-Questions**	**Methods and/or Metrics**	**Recommended Priority**
25			What is the university community's level of engagement with research data management services offered by the library (# of RDM consultations, # of data deposit, etc.)	- Number of individual research data management consultations conducted at any phase of the RD lifecycle. - Number of faculty-based presentations, workshops on RDM services requested and/or conducted. - Number of RDM-related questions received via research support service points. See above for data deposit indicators.	High
26			To what extent the library provide access to tools and resources to support data driven science?	- Types of institutional repositories made available to university community for data sharing and data preservation. - Types of data curation, data visualisation, and general data-driven research support services made available to university community by library. - Types of investments made/support offered by library/research office into national research data infrastructure.-	Med.
27		**2.4 Is the library actively engaged in preservation of digital resources?**	Are resources/collections of future importance to researchers being identified for preservation?		
28			Are unique and valuable collections appropriately preserved for future research?		
29	**3: Engage community**				
30		**3.1 How does the library use its collections to emphasize and/or support diversity and inclusion?**	Are library collections inclusive of the needs of all individuals in campus community?	Collections analysis: - Identify demographic characteristics (e.g., ancestral origin, generation of immigration, religion, gender, and language characteristics) of user populations within the campus community. - Develop a 'desired' inclusive collection development profile that accurately reflects user populations within the campus community. - Perform gap analysis to compare 'existing' collections with 'desired' inclusive collections based on demographic characteristics of campus community. User study: - User satisfaction and needs survey (or focus groups) targeting diverse user groups to assess whether their needs are met.	Med.
31			To what extent does the library support the preservation and promotion of linguistic diversity?	- Number of publication languages in library collections % non-English titles in library collections - % titles cataloged in the original language and script - % bibliographic records in non-Roman scripts transliterated (for staff use) - % fully searchable non-Roman languages/scripts bibliographic records - User satisfaction with search and display in non-Roman languages/scripts in library catalog	Med.
32			To what extent does the library collections are representative of the cultural heritage, cultural backgrounds, and social identities of the campus community?	- First would need to identify define specific areas and map them to library holdings - Could use such things as defined "areas studies", social and culture groups and then use - Collections names/types and LC call numbers to identify collection areas that map to these concepts	Low
33			Do library collections adequately support research and teaching on global issues (e.g., water quality, HIV/AIDS prevention, renewable energy, refugee rights, etc.)?	- Identify campus-specific research areas on global issues. - Map collections names/types and LC call numbers to these research areas. - Collection use analysis (e.g., circulation statistics, download/view statistics for electronic collections.	Med.
34		**3.2 How does the library use its collections to emphasize and/or support community engagement?**	How have library collections been utilized to enhance campuses as cultural destinations?	- % library collections utilized to enhance campus as a cultural destination. - Numbers and types of programmes offered to enhance campus as a cultural destination	Med.
35			How many library exhibits featuring collections focused on aspects of culture are created in a year?	- # of exhibits - # of days of exhibition - # of visitors [problematic as some exhibits will be in an open space] - # of items utilized Content type: would require pre-determined elements e.g. pop-culture, local, etc.	Med.

	Institutional or Campus Goal	Research Question	Research Sub-Questions	Methods and/or Metrics	Recommended Priority
1	**COLLECTIONS**		**Participants: Nisa Bakkalbasi, Columbia; Steve Borrelli, Penn State; Brian Keith, University of Florida; Klara Maidenberg, University of Toronto; Tiffany Moxham, UC Riverside; Dany Savard, York University**		
36			How many attendees have participated in cultural focused programming featuring library collections?	- Number of cultural focused programs featuring library collections offered per year. - Average of people participating in cultural focused programmes featuring library collections per year.	Med.
37			How do the extended [national/international] research community interact with library collections?	University repositories: - Number of downloads - Number of sessions intiatied	High
38			Do library collections support the research needs of the community? What is the number of un-affiliated scholars who consult the library collection? How does the library use its collections to emphasize (and/or support?) its community engagement priorities?	Sp. Collections e.g - # of visiting researchers - # of campus scholars - # of Undergraduate and graduate students Types of materials utilized Length of engagement with the materials - Publications resulting from visiting scholars OTHER: - New tools allow us to store social media # of posts, tweets	High
39	**4: Enable student success**				
40		**4.1 How do library collections and services support students' academic achievements in individual courses?**	Do students in courses supported by the Course Syllabus service read more of the assigned readings? Do they perform better on course assessments?	- Click-through data on readings provided via library collections weighted against enrollments and general resource use benchmarks. - Pre-test and post-test evaluation of student performance on assignments taking into account online access to readings or OER resources.	Med.
41			Do students in classes with open access or library purchased reading materials do better than those in classes requiring independent book purchase?	- Comparison of grades and/or completion in classes with OA books? - By specific groups - All Students First generation in college? - Other defined sub-groups routinely collected e.g. sex, race etc. (Would require student engagement collaboration)	Med.
42			What proportion of undergraduate/ graduate students have used the library collections in their first year?	- Define use of collections - Physical checkout use (y/n) by User ID - e-resource usage from server logs (?)(y/n) by User ID - Calculate percentage of undergraduate and graduate students who have used library collections in their first year	High
43			Are students that use the library [collections] more likely to matriculate?	- Correlate library User ID with local system ID to determine level of library physical print use and matriculation. - But harder to determine electronic access except for some with off-campus recording use	Med.
44			Do students who use the library collections get higher grades?	- User ID analysis of collection use and GPA - Define use of collections - Physical checkout use (y/n) by User ID - e-resource usage from server logs (?)(y/n) by User ID	Med.
45			Is student use of the library collections tied to employment outcomes?	- Post-graduation employment survey with questions on use of library services.	Low
46		**4.2 How does access to special collections (primary sources) support student achievement overall?**	Do students achieve better grades or perhaps increase measures on a critical thinking test when they complete primary resource training?	- Determine classes receiving primary literacy training from library - Determine classes where faculty have been supported in teaching primary resource literacy - Either : determine grades over a period time probably within a specific discipline in classes or Provide pre and post critical thinking test	Med.
47			What is the completion rate of senior projects for students with primary resource contact?		Low
48		**4.3 How does access to library use data supported student achievement?**	How has the library made library use data available to students and faculty to inform their decision making and practice in targeting student success?	Case study - Goals of intervention - Description of data made available - Description of mechanisms through which the data was made available Identify the institutional units that use data has been shared with	Med.

	A	B	C	D	E
1	**COLLECTIONS**		**Participants: Nisa Bakkalbasi, Columbia; Steve Borrelli, Penn State; Brian Keith, University of Florida; Klara Maidenberg, University of Toronto; Tiffany Moxham, UC Riverside; Dany Savard, York University**		
2	**Institutional or Campus Goal**	**Research Question**	**Research Sub-Questions**	**Methods and/or Metrics**	**Recommended Priority**
49			What interventions has the library employed targeting student success resulting from investigations of library use data (combined with available institutional student data)?	Case study - Description of investigation Identify target measure of student success - Describe intervention	Med.
50	**5. Improve global reputation**				
51		**5.1 How do the library's collections contribute to the research output of faculty?**			High
52		**5.2 How do the library's collections contribute to student learning, achievement and success?**			High
53		**5.3 What role do the library's collections play in attracting top researchers to the institution?**			Med.

	A	B	C	D
1	**PHYSICAL SPACE**		**Participants: Sarah Pritchard, Northwestern; Krystal Wyatt-Baxter, U Texas, Austin; Sarah Tudesco , Yale; Joan Lippincott, CNI; Rebecca Mugridge, Albany; Jennifer Paustenbaugh, BYU**	
2	**Institutional or Campus Goal**	**Research Question**	**Methods and/or Metrics**	**Recommended Priority**
3	**Enable Student Success & Enhance Student Experience**			
4		Which library spaces contribute to educational success?	1) When feasible, correlate room reservations for reservable spaces with student GPA to determine whether users of these spaces have higher GPAs than institutional average 2) Survey students who have used library production studios, GIS labs, etc. to determine perceived benefit of these spaces in attaining their current educational goals.	
5		What kinds of library spaces contribute to career development opportunities?		
6		How does use of library spaces influence the development of lifelong learning habits?		
7		What proportions of individual, small group and large group spaces meets students' needs effectively? Is this different at residential vs. commuter campuses?	1) De-identified, time-lapsed video recording 2) Usage studies 3) Examination of group and individual study room reservations 4) Unobtrusive observation 5) Student surveys	
8		How do students make use of branch and peripheral spaces -- for quiet study, for substantive teaching and consultation, for technology access?	1) De-identified, time-lapsed video recording 2) Usage studies 3) Reference transactions 4) Tech circulation stats 5) Unobtrusive observation 6) Student surveys	
9		Will having student support services (tutoring, student advising, writing center, etc.) in close proximity to each within the library impact student success? Do library visits increase as a result of co-locating these non library services within the library?		
10		What is the optimal allocation of library space for student use versus teaching versus for collections?		
11		- How do graduate students use library spaces? (In addition to researching/studying.writing, do they use them as office space for meeting with students or holding classes, etc. - How else do they use the spaces? - How would they like to use the spaces?)-	Focus groups, interviews, survey, literature review. Research question may need to be refined.	
12		What does the ideal physical space look like for graduate students?	Transient - Number of seats per registered graduate students - Square footage per graduate students - Average percentage number of designated seats occupied during a random weeklong study at middle and end of the semester	
13		- How conducive do students find the library spaces and technology to academic work?	Survey	Low
14		Which library spaces and services do students report that enhance their opportunities for learning outside the classroom, e.g. through research projects? (quantitative) OR How do library spaces and services enhance students' opportunities for learning outside the classroom? (qualitative)	1)Survey - which library spaces a student used (by semester), purpose, and extent that it supported learning (could specify: classroom assignments, capstone project, thesis, etc.) 2)Case studies with Honors College (or similar program) or students participating in undergraduate research programs on their use of the library spaces, services, technologies. 3)Case studies with first generation college students about their capstone project experiences and how they used the library spaces, services, technologies.	
15		How do library spaces contribute to transformative learning experiences?	Provide adjudicated (or not) opportunities for students to exhibit or present on work created in library spaces; consider working with faculty to identify such work in their classes.	
16		Do library spaces foster student leadership?	1)How many co- or extra-curricular groups utilize library spaces on a regular basis? 2)Assess utilization rates of student exhibit spaces 3)Assess number of student-led/directed events in library spaces; interview student directors post-event to obtain their assessment of the importance, quality, etc of library venue in making their event successful.	

	A	B	C	D
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2	**Institutional or Campus Goal**	**Research Question**	**Methods and/or Metrics**	**Recommended Priority**
17		How do libraries build community and citizenship within our spaces? How does this impact students?	1)After workshops, exhibit openings, talks by outside (or local) speakers, survey attendees about their attitudes about feelings of community, engagement as citizens, and how many similar events they have attended in library spaces. Compare with institutional NSSE data. 2) Use and analyze exhibit visitor logs to determine attitudes	
18		How many spaces are in the Libraries that support student programming? What is the square footage? What type of programming is supported in these spaces?	Inventory/count of spaces that support student programming (requires definition of student programming Measurement of spaces that support student programming Pull data from calendar system if used to book student programming, or survey student organizations that use library spaces	
19	**Enable Innovative & Interdisciplinary Research**			
20		How many spaces are in the Libraries that support research activities? (e.g., research consultation rooms, digital scholarship centers, data visualization activities, research data management consultation, etc.)	Inventory/count of spaces that support research activities (requires definition of research activities) Survey users about how they use library spaces to perform research activities	
21		How do we advance research and innovation by providing customized physical access to rare and distinctive collections?		
22		How does the library support research through the provision of spaces?	Does the library have a digital scholarship center? - how often is it used (head count) - what kinds of things is it used for (descriptive) - number of digital scholarship projects supported - what kinds of services are offered?	
23		How would a designated space for graduate students and their digital scholarship affect their research outcomes?	- grants received by graduate students to support their digital scholarship projects	
24		How much space does the library have allocated to supporting interdisciplinary research? To digital scholarship?		
25		How can space be deployed to allow a flexible and changing focus on pilot projects or special one-time research initiatives?	Conduct case studies to determine space-related characteristics of successful pilots	
26	**Enable Research Collaboration**			
27		Which library spaces and services foster collaboration across disciplines?	1) Identify (collect data on) departmental affiliations of members of project teams working in digital scholarship centers, visualization labs, multimedia production studios, and other specialized spaces. 2) Interview members of project teams using spaces (above) to elicit whether availability of the space provided the impetus or advanced their ability to collaborate across disciplines.	
28		Does the library support distance collaboration through its spaces?	Document (collect data) on use of videoconferencing systems - institutions and geographical location of participants. [Now that so many people use Zoom, Skype, etc., this may be harder to document than use of the room-based videoconferencing systems.]	
29		Does holding cross-disciplinary programming in library spaces lead to research connections and collaborations?	After workshops, exhibit openings, talks by outside (or local) speakers, survey attendees about any follow-up connections they made at the event that led to connections or collaborations.	
30		Do library spaces facilitate creative thinking and problem solving?	Provide adjudicated (or not) opportunities for students to exhibit or present on work created in library spaces (e.g., maker space creatathons; hackathons)	
31	**Engage Community**			
32		How can community engagement be fostered through creative use of library spaces (e.g. events, exhibits, reading room, student-faculty informal interaction)? How do non-traditional users engage with library spaces?	How many faculty, staff, students, and community members attended library-sponsored events or programs held in the Libraries' spaces?	
33	**Diversity and Inclusion: Accessibility**			
34		- How successfully does the library implement accessibility standards in physical environments?	Identify standards re: different aspects of accessibility (mobility, visual, hearing, etc.) and test compliance of library physical spaces.	

ARL Proposed Stats Pilots

1 — Gather new candidate ARL stats identified during Library Impact Pilot Cohorts

2 — Prioritize and test candidate stats with sub-sets of ARL membership

3 — Evaluate cost/benefit of candidate stats

4 — Test utility and usefulness of candidate stats

5 — Recommend tested candidate stats for adoption

6 — ARL Members ratify and adopt new stats

ASSOCIATION OF RESEARCH LIBRARIES

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