# UNLV Libraries 2013 Annual Report

Iannuzzi self-report using headings provided by EVP&P

*Overview*

UNLV Libraries continues to evolve to keep pace with the changing environment of scholarly communication, education reform for both undergraduate and graduate education, and the rapidly changing technologies that influence both. In addition to research and teaching, the third prong to our mission reflects the Carnegie elective "community engagement" for research universities defined as follows:

> *Collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity...The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.*

One of the biggest challenges facing the Libraries is communicating the mission and functions of a 21$^{st}$ century research library. The escalating pace of change in libraries, driven by our application of technology, means that the concept of "library" by our stakeholders is rapidly becoming outdated. Communicating the role, expertise, value and functions of a contemporary research library to our faculty, students, and broader community of stakeholders is a constant challenge.

Libraries collect, preserve, organize and make information accessible. 2013 saw an intentional shift in the UNLV Libraries model from a series of collections acquired, organized and made accessible through library specific enterprise information technology platforms, towards a refocussing on the stream of activities that surrounds the ever increasing array of formats.

UNLV Libraries collect:
- commercial print and electronic books and e-journals;
- open access articles,
- conferences and publications;
- audio visual and streaming media;
- primary sources in print, media, and born digital formats (e.g., hard drives and web archives);
- digital images and archives;
- audio and digital oral interviews;
- commercial, governmental, and NGO data and
- data sets alongside faculty produced research data.

The Libraries have shifted to focus on the processes associated with managing those collections and formats. We make decisions about what to curate/collect and how to ingest or acquire; engage in rights management; create metadata to enhance discovery; select, implement and maintain various, robust enterprise IT systems to help manage content; design user interfaces informed by usability; and preserve content in all its formats.

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Collection development and curatorial responsibilities continue to expand to include decisions about data migration to determine which collections are transferred to another format, and digital preservation (ensuring persistence of not just content but also of metadata and provenance). 2013 was the year to address some serious challenges with data migration for library collections in outdated formats that are most subject to loss of content. We put staff and resources in place to review and start migrating our VHS content to digital streaming formats; created a structure in special collections to manage born digital formats (e.g., hard drive that came with congressional papers); conducted an investigation for cost and strategy to migrate audio cassettes of oral histories to digital formats; and investigated and selected a product to engage in web archiving. We also intensified efforts to strengthen policies around rights management for many of our digital collections and services.

Rights management issues across format types and publishing sources are exploding in a sea of litigation while librarians as a profession maintain pressure to free information so that we don't continue to lose it to the crunching economics of commercial publishing, addressing issues such as: embedding licensed content in the learning management system; image rights for digital projects and resale; video distribution rights; federal legislation requiring deposit of faculty research generated from federal agencies to be deposited in open access repositories; and document delivery of licensed e-content.

Acquisitions which already had moved from receipt of physical material to integration of digital content, has continued to expand in 2013 to issues of ingesting data and linking records across platforms.

Traditional cataloguing, long since morphed into metadata schema to create robust digital collections that can be harvested into larger aggregates, is now pushing new boundaries through linked data schema as a backbone to more robust searching. 2013 saw UNLV Libraries taking the national stage for its work on converting fixed data into linked data structures to provide new methods of discovery and access for information.

Traditional library technology selection and deployment processes of conducting an environmental scan, writing the RFP, and purchasing one of a handful of integrated library platforms for local or third party hosting, has morphed into cloud based, web scale, library management systems with cross platform interoperability for seamless discovery and access, oftentimes incorporating open source components. 2013 saw the charging of a working group to conduct the environmental scan and investigate the marketplace, and develop the criteria for the next generation integrated library system.

And that is all just the infrastructure surrounding the traditional role of libraries to collect, organize, preserve, and make information available.

Beyond our core functions of collecting and making information available are activities associated with *connecting* users to the world of information. It makes little sense to spend millions of dollars each year to select, ingest, store, link, and expose information to make it available if it is not USED to advance learning and research. Therefore, included in our responsibility is to ensure that faculty know how to place these collections at the center of student learning, how to place within curriculum the

intellectual skill of navigating the information environment in order to help our students become lifelong critical consumers of information. It is equally important that we work with faculty to help them remain current with the rapid changes in information production and scholarly communication lifecycles so that they can maintain connections to the intellectual output in their fields, and be agile in navigating the information environment in new fields as their work becomes more interdisciplinary.

## Educational Programs

The backdrop of the UNLV educational mission drives the Libraries decisions and strategies for programs and initiatives to support this mission. Our challenge is to not only connect users with information so that they can research effectively to make sound information choices, but to be able to do so for life. Faculty are even more important to us than students, as it is through faculty that teaching is changed.

During 2013, the Libraries continued to build upon its reputation for successfully partnering with campus partners and disciplinary faculty to support student learning. This was manifested in several ways, including:

- Planning and facilitating the Faculty Institute on the Second Year Seminar, with participation by twenty-one academic faculty, who were partnered with eight library faculty in six course design teams. This was the sixth Institute of this type we have held in the last four years, and we have now partnered with a total of over 100 academic faculty in this way. More information can be found at http://www.library.unlv.edu/faculty/institute/2013/sys.html.
- In fall 2013, collaborating with the Director of General Education, Chris Heavey, and Coordinator of Instructional Development and Research, Mary-Ann Winkelmes, to develop a Milestone Mini-Grant program, where librarians will work with instructors to design research assignments in the Milestone courses to be implemented in fall 2014.
- Holding multiple sessions of a Designing Effective Research Assignments workshop in the spring and fall semesters specifically for Graduate Teaching Assistants.

The majority of these partnerships resulted in librarians directly interacting or teaching students in some format. For example, in 2013 the Libraries:

- Worked with 643 groups of UNLV students—both undergraduate and graduate—to teach them research skills (a total of 13,314 students). Of these groups, 150 sessions were spent with our newest students in their first-year seminars.
- Created 27 new research guides (LibGuides) to support students and researchers. These guides were accessed more than 200,000 times in 2013. A full list of guides can be found at http://guides.library.unlv.edu/browse.php
- Began to revise its tutorials and create new digital learning objects, including an interactive tutorial on narrowing your research topic. These tutorials can be found at http://www.library.unlv.edu/services/instruction/tutorials and were accessed over 2300 times in 2013.
- Developed a Professional Development Certificate Program for its 100+ student employees, managed by the Student Employment Leadership Group. In 2013, there were 34 workshops offered on 18 different topics with an attendance of 559

students. Workshop topics range from effective communication skills to Microsoft Excel and PowerPoint to in-depth research skills.
- Continued with the endowed Mason Peer Research Coach program, employing at-risk college students for their entire UNLV career until they graduate.

Planning and Assessment of education programs
- Liaisons prepared curriculum mapping for selected disciplines to propose new ways for integrating information literacy into the curriculum.
- After both the fall and spring 2013 semesters, random samples of student work from ENG 102 assignments were analyzed using two rubrics developed with classroom faculty. We now have baseline measures for these skills in order to compare student work in upper-division courses.
- The Libraries have continued to undertake small studies utilizing the iSkills assessment developed by ETS. The most recent study that began in 2013 includes assessing junior-level College of Education students using the iSkills. This study is in collaboration with Brigham Young University.

Additional Partnerships and Services
- The Libraries participated in all sessions of New and Transfer Student Orientation, providing student and parent presentations, tours, and an information table.
- The Libraries continued to partner with the Academic Success Center to provide drop-in tutoring at Lied Library for math, science, economics, and foreign language subjects.
- The Libraries offer a Media Lab featuring specialized hardware and software for all current UNLV students, staff, and faculty to use on their multimedia projects and presentations.

K-12 Education
- The Libraries hosted a "Night at the Library" collaborative community outreach event in support of Nevada History Day programming in the Clark County Public Schools attended by 38 middle- and high-school students, their parents, and teachers
- The Libraries offered sessions to over 500 middle school students participating in the GEAR UP program through the Center for Academic Engagement and Outreach.

**Student Success**

The Libraries are the only place on campus that contribute to student academic success in all aspects of their academic life: through direct instruction in the 13,000 sessions taught on library research skills; through partnering with faculty on design of assignments, courses, and curriculum that integrate the analytical and critical thinking skills necessary to function in the information environment; and the intentional design of co-curricular learning experiences, whether it is through physical spaces with pedagogy of place, or virtual spaces that build connections between students and information and experts to guide them. We offer research help on demand, support self-directed learning through our information portal and online guides, and design special programming to encourage and support research and life skills such as the Calvert Award for Undergraduate Research and the Student Employee Certificate Program.

However, we struggle with the challenge of collecting evidence that shows causation between library experiences and student success. We collect numbers of use, we collect information on satisfaction, and we even collect some self-reporting of skills acquired. But until we can track individual students use of collections, services, downloads, participation in instruction sessions, research consultations, and other participation in library services, and correlate it to student achievement factors such as retention, progression, completion, and academic achievement, we continue to demonstrate just pieces of the complex puzzle. The Libraries will be piloting a correlational study between research consultation and student success in 2014. We also arranged for UNLV to participate in a national research project in 2014 with ten other universities to survey alumni on information literacy related skills and activities.

Following are the results of several campus student surveys that include statements pertaining to Libraries.

- *GSES 2012-2013*: 1624 respondents

The 2012-2013 Graduating Senior Exit Survey once again showed students are very satisfied with the library. Of the 17 items in the question asking about satisfaction the highest rating was for the quality of library resources. 92% were satisfied or strongly satisfied. Looking at just "strongly satisfied" 58% were strongly satisfied with the quality of library resources (the highest percentage of strongly satisfied).

Concerning educational goal achievement, 96% agreed that they learned to think critically and reason; 95% agreed they could apply criteria for evaluating information and its sources.

Crosstab analyses showed that nearly 15% of graduating seniors reported spending no time using UNLV libraries, either online or in person. 25% used libraries in person 6 or more hours per week and 14% used online libraries 6 or more hours per week.

- *Library 2012 Fall Campus Survey* (analysis available 2013)

In response to the item "The library contributes to my academic success," 42% of the approximately 1200 undergraduate respondents agree and 54% strongly agree -- 96% agreeing that the library contributes to their academic success.

For graduate students (approximately 400 respondents), using a scale of 1 (low) to 5 (high), the mean for responses to the item "library's contribution to overall academic success" was 4.09. For the item "contribution to being a more productive researcher" the mean was 4.17.

- *Graduate Student Graduation Survey* 2012-2013

Graduate student respondents to the survey (approximately 165) rated the library highly. They rated "library holdings needed to conduct your work" 3.26 on a 1 (poor) to 4 (excellent) scale. Of the seven items in this survey, only one (access to computers) rated higher (3.34).

In a question on quality of services, they rated "interactions with University libraries" at 3.32. Of the 29 items in this question, only one (the rec center) rated higher (3.5).

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**Highlights in Infrastructure: Space**

The Lied Library space enhancement project continued in 2013 with the successful completion of the Goldfield Room (event and meeting space), the main level flooring replacement; the creation of a research consultation room (for a new service to be launched in 2014), the refinishing and re-upholstering of all the chairs in the building; and the infrastructure for new static and digital signs and way-finding.

We also advanced planning on a number of other space related projects in various stages of implementation with architects and Planning and Construction:

- furniture selection for new public spaces freed up by removing shelving;
- charging stations and kiosks;
- wireless upgrade for Lied;
- updating of the library instruction labs; and
- improvements to the ASC tutoring space.

Library staff are working on content development for digital way-finding and information kiosks and a media exhibit display for a new named gallery in the Goldfield room.

Decisions about public spaces are informed by user input through formal and informal surveys, observation studies, and use data.

**Research and Scholarship**

This category is split into two parts for the Libraries: 1) library faculty research and scholarship productivity and 2) the contributions of the UNLV Libraries on research and scholarship for faculty and students.

*UNLV Libraries Faculty Research and Scholarship*
- In 2013, 31 library faculty edited 1 book; published 3 books, 5 book chapters, and 19 referred articles or conference proceedings; and offered 90 presentations or workshops at professional meetings. In 2012 UNLV Libraries staff became nationally ranked in the top ten for scholarly productivity. We await the compilation for 2013 to compare productivity.
- Several library faculty were honored for their professional contributions and/or scholarship: Head of Assessment Jeanne Brown received the Association of Architecture School Librarians (AASL) Distinguished Service Award for her sustained service to the profession through participation, advocacy and leadership; Associate Dean Dr. Jennifer L. Fabbi was named one of *Vegas, Inc.'s* "40 Under 40 in 2013; Global Gaming Business magazine, Innovation Gaming, and the American Gaming Association recently honored David G. Schwartz, director of UNLV's Center for Gaming Research, as an "Emerging Leader" in Global Gaming Business's "40 under 40" series; Architecture Library head Caroline Smith's book, *Lifelong Learning for Engineers and Scientists in the Information Age*, was awarded the 2013 Best Publication Award by a division of the American Society of Engineering for contributions designing

learning experiences that work for engineers with any level of experience; Darcy Del Bosque, Emerging Technologies Librarian, and Susie Skarl, Urban Affairs Librarian, recently received national recognition for their article, Libraries atwitter: Trends in academic library tweeting; and the dean was acknowledged by the American Library Association as Academic/Research Librarian of the year.

- UNLV Libraries has been a leader in the collaborative project showcased in 2013 by the Greater Western Library Association. 30 research libraries participated in a study to collect and document assessment practices for embedding and assessing information literacy learning outcomes in library, general education, major, and campus learning goals.

- Center for Gaming Research (CGR) generated about 80 reports with industry data; published three papers from International Gaming Fellows; organized 8 podcasts; published the first two books through the new Gaming Press, and gave 402 media interviews in 2013. The CGR website had 189,722 page views from 72,845 unique visitors from all over the world. Celebrating its 25th anniversary in 2013, the CGR also sponsored a very successful author series for the community.

- The Oral History Research Center conducted more than 75 oral histories, launched the digital portal for the African American Collaborative project, received a grant to work with Lois Tarkanian on the West Charleston Ward One Oral History project, completed the grant funded project to conduct oral histories in the Berkley Square community, and participated in the grant writing and fundraising kick off for the Jewish Heritage Project. Celebrating its tenth anniversary in 2013, the Center hosted several community events and engaged a group of community volunteers in planning a fundraising initiative for 2014 to support the data migration of oral history audio tapes to digital formats. UNLV Libraries also partnered with the College of Liberal Arts to become the home of the Southwest Oral History Association.

- In 2013, UNLV Libraries completed two grant funded projects and applied for two more grants, including a first attempt for an NEH. We also received two grants totaling $170,000.

- In 2013 the Libraries hired a postdoc to work with our assessment unit to do statistical analyses of data to explore library impact, and to develop a plan to do additional explorations of the impact of instruction on student success. The study found the following to be statistically significant:
  o Undergraduates and graduate students: engaging in library activities is associated with use of scholarly searching; frequency of interaction with a library staff member is associated with valuing the expertise of library staff.
  o Graduate students: frequency of interaction with a library staff member is associated with valuing consultation with a librarian for coursework and research.
  o Faculty: teaching lower division undergraduates is associated with satisfaction with library instruction services and librarian class presentations; teaching graduate students is associated with rating consultation with a librarian of importance to the success of their students in coursework and research.

The lessons learned from this report and its methodology will inform future library research to correlate student achievement and RPC with library related activities/behaviors.

*Contributing to Research for Faculty and Students*

- Commercial use of databases and articles show a 5% increase in the number of searches and a 13% increase in the number of full text views. The data is an impressive 2,457,386 searches with 1,754,387 full text views at a cost of $1.02 per search and $1.53 per view. (11 databases not included because of vendor restrictions to statistics)
- Host, describe, and make findable via the web UNLV-specific scholarship and research in the Libraries' institutional repository—Digital Scholarship@ UNLV, which currently includes over 9000 papers, with authors from 18 academic departments. The repository also hosts eight journals edited by UNLV faculty members. During 2013, there were 578,997 full-text downloads from Digital Scholarship, a 22% increase from 2012. Also in 2013, we reviewed and restructured the staffing around Digital Scholarship in order to broaden and improve capacity, link to campus data initiatives, and align with new federal open access legislation.
- Charged a "data team" to discover and document data usage and needs from all academic disciplines, survey data support on campus, provide trial subscriptions for subscription-based data web sites and datasets, and track local and state data sources.
- Provided reference and research consultation services via in-person, phone, chat, and text formats. Research consultations—sessions with librarians lasting longer than 20 minutes—increased by 20% during 2013.
- Developed a new "Rebel Research Service" and space dedicated to research consultation with liaison librarians.
- Collaborated with the Office of Sponsored Programs to offer workshops on identifying sources of grant funding.
- Provided a large number of workshops for graduate students that meet the Graduate College's Research Certificate requirements. During 2013, 20 such workshops were delivered, ranging from "Copyright Essentials for the Graduate Researcher" to "Effective Literature Reviews" to "Starting a Writing Circle."
- Continued to award the Calvert Award for Undergraduate Research, which distributed the maximum of four awards at a reception on May 2 , 2013, three in the Senior Division, one in the Non-Senior Division
- An increase in use of library information and technology resources is another indicator of the Libraries' support of research. For example, there were 3,125,811 page views of the Libraries' website (1,758,110 sessions, a 6% increase from 2012). Physical computer logins at the libraries numbered 456,326, with 817,361 wireless logins (a 73% increase from 2012).

## Library Faculty Development, Hire, Retention and Promotion

With the three pronged institutional mission of research, education, and community engagement as our backdrop, 2013 was a year to rebuild in the Libraries. After overcutting on positions in order to avoid layoffs, the Libraries restructured in 2012 to adjust to the net loss of 19 positions.  In December of 2013 the Libraries had 103 filled positions out of the 133 on staff in 2006.  We have funding to fill 114.  In 2013, we

recruited and filled 10 library faculty lines in addition to 1 professional staff and 7 classified staff.  We also lost to retirement/resignation 3 faculty, 3 pro, and 5 classified staff. While the hiring cycle continues into early 2014, we have almost stabilized our pace of recruitment and can once again turn our attention to nurturing and team building for a new middle management team.   The reorganization at the senior level was rounded out in 2013 through the hiring of two new senior administrators and seven department heads.

Also in 2013, the Libraries had two faculty achieve full professor status and two achieve promotion and tenure.  Retention of our best, both library faculty and professional staff, continues to be a challenge as there are significant market drivers for our profession.  At the core of a degree in library science is information science and information organization and management, layered with pedagogy and teaching skills. These are skills in high demand for our knowledge economy.

UNLV Libraries has a strong national reputation as a model institution so the faculty are routinely in the national spotlight showcasing our work.  In a single year, dozens of other libraries contact us for materials, advice, and presentations to their staff about various programs at UNLV.  Many of our library faculty are head hunted on a monthly basis.  Even our newest hires from this past year have been approached by major research libraries
. Some of our most specialized and technical staff are the most marketable and difficult to keep.  Web design and development, digital collection programming, linked data development, digital archivists and metadata specialists, instruction design librarians, multimedia librarians, and digital scholarship librarians are all in demand, as are STEM librarians.  But most have been recruited to UNLV with the expectation that they can pave new professional pathways, lead the profession, and be supported in an environment of innovation and creativity.

**Climate, Culture and Morale**

Libraries Pulse survey for staff was administered in 2013.  Responses increased from 70 in 2012 to 81 in 2014, representing 79% of the staff. Dozens of questions relating to a wide range of satisfaction, morale, communication, and management issues were collected for all levels of the organization: department heads, division directors and the dean.  The results will be analyzed and compared to 2014 to inform continuous improvement.  In general, staff morale is significantly improved since 2012 as evidenced by the following responses to three overarching questions:

*I would recommend the UNLV Libraries to my colleagues as a great place to work.* 40 in 2012, 63 (77%) in 2014 as agreeing or strongly agreeing, with 5% having no opinion and 9 disagreeing out of 81.

*I am satisfied working at the UNLV Libraries.* 59 in 2012, 66 (81%) in 2014 as agreeing or strongly agreeing, with 12 disagreeing out of 81 and 1% having no opinion.

*The environment at the UNLV Libraries makes me want to go above and beyond what's expected of me in my job.*  33 in 2012, 57 (74%) in 2014 as agreeing or strongly agreeing, with 14 disagreeing or strongly disagreeing out of 81 and 6% having no opinion.

All things considered, the overall "pulse" of the Libraries is remarkably strong. However there are several areas that bear attention as indicators of areas for improvement, including the perceived unfair treatment of those who have worked here the longest. The flood of new hires at market salaries often stands in stark contrast to those who have experienced years of salary compression, furloughs and staffing cuts, and reorganizations to adjust to organizational holes.

But 2014 will be a year to focus on strengthening the relationships between those who have been here and weathered the storm with those who are new to the organization, to build a climate of mutual respect and collaboration.

**Alumni Relations and Community Engagement**

The Libraries strategy has been to increase the pipeline of donors to the University and to the Libraries, and to help steward and further cultivate those who are ongoing supporters. In 2013, the number of Deans Associates (DAs) hit a high of 24 with a total annual giving in the DA fund of $43,645.

We received 33 gifts totalling $61,000 for the Eadington Gaming Fellows to start an endowment.

We received nine "major" gifts totalling $170,000 and gifts in kind totalling almost $40,000.

In sum, the number of gifts increased a small amount from 298 to 315 while the total amount dropped from $363,599 to $298,986. But 2012 was actually a good year, as one of the gifts was a $99,000 estate gift. The overall number of new donors to the Libraries in 2013 increased.

Another major initiative in 2013, following the completion of our new Goldfield Events and Exhibits space, was the launch of a series of public events. The new space allows us to target segments of the community for intellectual and cultural events in the Libraries, bringing in new supporters and cultivating and stewarding existing ones. In its first year, the Libraries planned 14 events for external audiences. Some were invitation only and others were open to the public. The 14 events of 2013 included 644 attendees of which 100 were new to the Libraries. All attendees have been added to our lists to include for future communications and cultivation.

In addition to cultural and intellectual events, the Libraries also offer educational and professional development events for specific segments of the community, most notably, the business community. The "Business by the Book" workshop series brought more than 40 business owners to the Libraries to work with our Business Librarian to learn how to use our resources for market research, writing business plans, using social media, and other topics.

The work of Special Collections to document the region was expanded significantly in 2013 through several major community partnerships and initiatives. We signed MOUs with the Jewish Federation and the Mob Museum, working with both on exhibits and programming. We expanded our work with the Neon Museum and are documenting the

Downtown Project. We are talking to Wynn resorts, Sands, MGM and Station about their corporate archives and we hosted the 90th anniversary of the Las Vegas Rotary Club. We launched the African American Digital Library Portal, documenting the history of the African American community in Las Vegas, and we kicked off a similar project for the Jewish community at an event hosted by Shelley Berkeley and Art Marshall at the home of Irwin and Susan Molasky.

**Libraries Program & Research Goals**

*Strategic Plan for Libraries Program*

The Strategic Plan was one focus during 2013. We evaluated the outcomes of the 2011-2013 Libraries Strategic Plan and engaged all library staff in a process to draft the 2013-2015 plan, aligned with new campus priorities for the biennium. The Libraries strategic plan is a user centered model that follows national best practices to articulate strategic direction, actions, and outcomes in terms of the various users.

Evaluation for each strategic direction was based on analysis of both quantitative and qualitative data: uniform statistics maintained by the Libraries; review of the library's campus survey responses; focus groups; student surveys; content analysis; and an array of formal and informal assessments conducted for each of the eleven directions.

2013-2015 Strategic Plan with Directions, Actions, and Outcomes for the Libraries is located at: http://library.unlv.edu/sites/default/files/documents/pages/strategicplan.pdf

*Research Goals – Library Faculty*
- Improve quantity and quality of library faculty scholarship
- Increase number and variety of sources for external funding
- Increase dollar amount of grant funding

*Research Goals – Support of Campus Faculty and University's Research Initiative*

The Libraries strategic plan has several strategic directions, actions and outcomes related to support of research at UNLV. They include:

*Direction 2: Ensure commercial collections (including data, media, born-digital, local documents, tech reports, etc.) are available and aligned with areas of research, curricular foci, UNLV strengths, and state/regional economic needs, and deliver in desired format/channels at time and point of need.*

*Direction 3: Undertake focused planning and sustained expansion of infrastructure to support the acquisition and delivery of unique digital assets that support UNLV's research and educational agenda and that document our region.*

*Direction 4: Assess and refine existing library website and other end-user interfaces and virtual services, applying appropriate new technologies and tools and informed by user preferences, with a focus on end-user self-sufficiency for research and lifelong learning.*

*Direction 12: Support the campus aspiration of achieving tier 1 status by creating the research library of the future.*

Direction 12 actions include:
> *1. Partner with CoRE initiative to embed library faculty in research clusters.*
> *2. Support need for grants information by including grant resources into disciplinary research portals.*
> *3. Diagnose an appropriate role for the library in data life cycle management.*
> *4. Develop a strategy to acquire and manage commercially available data sets as well as data from regional/state agencies.*
> *5. Contribute to faculty and graduate student research through consultation services and professional development opportunities.*
> *6. Provide consultation services to UNLV community regarding legal and disciplinary best practices for open access dissemination of scholarship and data.*

## Immediate Future

Explore ways to collect evidence of libraries impact on student success.

Support Carnegie tier one initiative by being the research library of the future and raising awareness that a research university requires a research library.

Continue to engage community and campus to demonstrate the importance of a research library to the region.

Address the number one challenge for every research library is the need for continued funding increases in order to keep pace with inflation.