Innovate smarter

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Championing 21st Century Library Transformation: Moving from Communication to Collaboration

MISSY LAYTHAM & KATY O’NEILL, LOYOLA / NOTRE DAME LIBRARY
Innovate Smarter
Independent academic library in Northwest Baltimore serving:

- Loyola University Maryland
- Notre Dame of Maryland University
- 6,467 FTE
- FY17 Acquisitions – 93% electronic
- 125,000 sf building renovated in 2008
LNDL started small to work BIG

- 2013
  - Introduced Adaptive Technology Lab
  - Finished ILL/DD Services Report

- 2014
  - Charged Student Advisory & Social Media Committees
  - Implemented RapidILL

- 2015
  - Introduced start up funding for new Tenure Track Faculty
  - Installed Virgin Mary Seated With Christ Child Exhibit
  - Started Building Use & Marketing Studies

- 2016
  - Approved Technology Audit
  - Introduced Funding For Faculty Sabbatical and Pre-tenure Faculty Leave
  - Updated Gallery & Cyber Café furniture
  - Opened Copyright Information Center
  - Completed Loyola’s Strategic Plan: LNDL Learning Commons

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**Growing Institutional Capacity**

- Libraries Strategic Planning: LUM & NDMU
- Universities Strategic Planning: LUM & NDMU

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**Expanding Access to Collections**

- Library Liaison Program Updated
- Building Audit and Implementation
- Technology Audit and Implementation
- Phased Space Plan Reports & Assessment Audit

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**ARC17 OCLCARC17**
Co-create with users a 21st century library transformation:

1. Start the conversation and keep it going
2. Gather data from library users to inform decision-making and assess progress
3. Engage experts help to tell the story
4. Manage change on a budget
5. Get the word out
Partnerships

Press Release: OCLC [October 14, 2016]

Eastern Academic Scholars’ Trust (EAST) celebrates the retention of over 6 million print monographs

Funded by

THE ANDREW W. MELLON FOUNDATION

Davis Educational Foundation

EAST Membership November 2015

17-member Maryland library consortium chooses OCLC SCS to improve shared print management

USMAI Membership June 2016
Adaptive technology lab opens at Loyola-Notre Dame Library

September 12, 2015 by Nick Alexopoulos

The Loyola-Notre Dame Library has opened an adaptive technology lab complete with cutting edge equipment and software that offers people with disabilities increased access to print and digital communications.

The France-Merrick Digital Media & Adaptive Technology Lab is a collaborative effort among Loyola University Maryland, Notre Dame of Maryland University, and the library and is open to students and employees from both universities and patrons of the library. The new lab is located in the existing France-Merrick Digital Media Lab, originally designed for work on digital projects. With the addition of specialty hardware and software, the lab will be an asset for faculty members, students, and learning disabled.
Users As Designers

Faculty Collection Development Awards:

1. New Faculty - $1,000
2. Faculty Sabbatical - $500
3. Pre-tenure Faculty Leave - $500
Users As Designers

Redesigned Gallery & Cyber Café Furniture
User feedback…

…paired with design expertise
New Gallery & Cyber Café Design

Implemented February 2016
Coming Soon!

Digital Learning Commons
Seize Opportunities

Using experts to tell our story…

Loyola Notre Dame Library
Consultation on ILL/DD Services July 23, 2013
Kathryn Leigh, M.Ed., M.L.I.S
Seize Opportunities

The 3D Scanning Pop-Up class held in the library was a success! Sponsored by Loyola University Maryland's Pathways to Innovation grant and taught by Fine Arts Department at Loyola University Maryland professor Billy Friesele, students learned about the history and applications of 3D printing and scanning before creating their own models. The students got to try out various types of scanning devices on the models they made from clay. A great example of active learning.

Learn more about the NSF-funded Pathways to Innovation program here: http://www.loyola.edu/news/2015/0123-pathways-program

Fall 2017 POP UP Class Series

Announcing
Special Analysis with Geographic Information Systems, Photo Editing with Photoshop, 3D models with Tinkercad, 3D Scanning, Arduino Programming

151 people reached

Loyola/Notre Dame Library
Loyola/Notre Dame Library

Beats & Bytes - Pop-Up Class

Tuesday, February 21st 5:00-6:30pm Loyola Notre Dame Library. Lab & Learn to use computer programming to create and manipulate music! Students will learn to use...

docs.google.com
The Bible as Book:
From The Dead Sea Scrolls to Gideon’s Bibles

The Marion and Henry J. Knott Collection of Fore-Edge Paintings at The Loyola-Notre Dame Library

Student researchers in the class The Bible as Book: From The Dead Sea Scrolls to Gideon’s Bibles were given the choice of 30 bibles to choose from within the Loyola – Notre Dame Library’s Special Collections. Of the twelve bibles selected from the collection for research, seven are from The Marion and Henry J. Knott ...

Heraldry and the English Bible

The Holy Bible Containing the Old Testament and the New; Newly translated out of the Original Tongues; and with the former translations diligently compared and revised London, 1660 Printed by Henry Hills and John Field. Throughout these entries we have focused on fore-edge paintings, but primarily ones centering around landscapes which was an eighteenth century ...

Discovery through Fore-Edge Paintings

For this post, I really wanted to delve further into the provenance of these texts. Luckily for me, my Bible and prayer book have hand-inscribed notes at the front of both texts noting outright that the pair was given as a wedding gift, as well as both the giver and the recipient. The Bible and ...

Look but Don’t Touch: Bible as Object

© April 23, 2017  © Lucy Johnston
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The Marion and Henry J. Knott Collection of Fore-edge Paintings Exhibit
December 7, 2017 – January 31, 2018
Reception: Thursday, December 7, 2017 from 5:30-7:30 p.m.
Pilots
LNDL started slowly…

2017

- Conducted Website Usability Study
- Piloted Online Learning Embedded Librarian Model
- Taught 15th Century Bible Digital Scholarship Class
- Implemented single sign on
- Implemented streaming video platform
- Integrated Circulation & Reference into single help desk
- Launched online learning graduate research methods modules
- Refreshing Main Level Collections
- Hosting Knott Collection of Fore-edge Paintings Exhibit
- Implementing Shelf Ready Books

2018

- Launched Pilot Makerspace & Pop Up Class Series
- Replacing curtain wall of windows and an outdoor terrace
- Mainstreamed Adaptive Technology
- Launching New Library Website
- Piloting Digital Commons Innovations Partnership with new furniture
- Implementing Shelf Ready Books
- Open Digital Learning Commons with new collaborative learning spaces

...to innovate smarter
THANK YOU
LNDL Librarians & Staff!
Thank you

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Making Continual Improvements on Library Services through a Student-Centered Innovative Project

SHALI ZHANG, MANSFIELD LIBRARY, UNIVERSITY OF MONTANA
Dr. Shali Zhang
Dean of Libraries
University of Montana
Innovate Smarter
UM 2020: Building a University for the Global Century

Strategic Issue 1 - Partnership for Student Success
The Mansfield Library at University of Montana establishes Student-Centered Innovative Projects (SCIP), 2013 – present

**SCIP Program goals:**

- Enable all library personnel to contribute good ideas
- Provide opportunities to explore new programs
- Offer support to carry out the proposed projects
- Create innovative cultures
- Encourage all to learn new knowledge and skills
Carry out the program -

- Set up annual budget through gift funds
- Issue an open call for project proposals each year
- Review the proposals by the library’s management team
- The library dean announces the selected projects
- The individuals or teams carry out projects and submit final reports within one-year period
Project criteria and guidelines -

All library employees are encouraged to submit proposals. A successful proposal will:

- **Be student-centered** – the project will primarily benefit UM students
- **Be innovative in nature** – the project will generate a new service, process, method, resource, idea, or significant changes to a current service, process, method, or resource.
- **Have at least two direct and measurable outcomes enabling student success** – the project will aim to impact students’ learning, or students’ use of library resources: services, instruction, collections, programs, policies and procedures, or management.
- **Meet requirements for Accessibility** – to meet the compliance.
Projects completed -

- 2013-2014: Seven projects (7)
- 2014-2015: Four projects (4)
- 2015-2016: Four projects (4)
- 2016-2017: Five projects (5)
Carry out the projects -

Submission #21

Submission information
Form: Student-Centered Innovative Projects Proposal Form
Submitted by Greg Kattell
Fri, 2013-03-29 14:57
10.8.150.59

Terms and Conditions
I have read the terms of the Student-Centered Innovative Projects proposal and selection process.

Student-Centered Innovative Projects

Name
Greg Kattell

Names of Collaborators / Partners
Julie Edwards, Annie Walker, Sue Samson, Christa Fehrler, Megan Stark

Please provide a brief description (500 words max) of your project:
On behalf of the Diversity Committee, I am requesting the use of space and funding to host what would hopefully become an annual collaborative event, partnering with the American Indian Student Services (AISS), Disability Services for Students (DSS), and Foreign Student and Scholar Services (FSSS) for a Mansfield Library Open House with refreshments and meet and greet possibilities. This is an action item of the Mansfield Libraries Diversity Plan (see action item 2.2.2).
Sample completed project – *Student Veterans Oral History, 2013*

**VETERANS ORAL HISTORIES**

The oral history interviews included in this collection were conducted as part of a Journalism class project. The project focused on outreach to student veterans in an effort to engage them in the educational process at the University of Montana and to recognize their experiences as members of the military. It also provided a teaching and learning experience for students, who served as interviewers to prepare for and facilitate the oral histories. The project represents a valuable collaboration among the Mansfield Library, the UM Veterans Education and Transition Service (V.E.T.S), and the Missoula College. The project continues to provide the opportunity for students, faculty, staff and the community to learn about student veterans at the University of Montana and the experiences they bring with them as they enter academia.

**Interview with Bart Bauer**

**Bart Bauer**

Interview with Bart Bauer, who served in the United States Navy from 1990 to 2014. He talks about his first tour, his deployment to Iraq, some of his experiences, and retirement.
Sample completed project — Promoting archival materials, 2014

Three short videos were produced to promote Archives and Special Collections materials related to photographic collections and other artifacts.
Sample completed project – *Promoting archival materials, 2016*

**THE GATHERING: IRISH ORAL HISTORIES OF MONTANA**

**MOVING TO BELT**

Una Koontz: —basically a wheat farm. We had a few cattle, not a lot, maybe like 25. It was an old farmhouse, built in like 1900s? Nineteen-oh-two or something. So it also did not have indoor plumbing, and Mom said "I'm not moving out there until you put a bathroom in." So my dad, who was kind of handy like his father-in-law, put in the bathroom with the help of his brother. I remember they had me stand there to figure out the height of the sink, and I was just a kid. So the sink is still kind of low because I was just a little kid. (laughs) But they put in a bathroom in the back hall.

We did have a milk cow for a while. My mom was kind of a city girl. She says, “I'm not having chickens this time.” You know, she just said “I'm not going to do the whole farm thing. I want indoor plumbing.” You know, she said, “I gave up a nice house in Great Falls, and you got to
Other outcomes: scholarly publication – 2014 project

Usage of E-resources: Virtual Value of Demographics

Sue Samson

Abstract
The focus of this study was to identify: 1) usage of library e-resources by faculty and staff affiliation and status to identify research and teaching needs; 2) usage of library e-resources by student major, status, gender, registered disability and registered veteran to establish best outreach practices and areas that need service improvement and collection development in support of student learning; and 3) the correlation between use of library e-resources and student attainment as defined by grade point average (GPA). Demographic data was collected for these users based on their university NetID logins. The findings in this study conclusively document that students and faculty use library e-resources to a statistically significant extent and that a statistical relationship exists between student GPA and their use of e-resources. This information confirms the value of library resources to institutional teaching and research needs and can be used to document library value to the institutional mission.

Professor Sue Samson
This project was designed to enhance the student experience of using the library by assessing our services from their point of view.
Initial Assessment -

• Create innovative cultures on library services and programs –
  o Be Student-Centered
  o Be innovative and creative
  o Have a broad participation

• Encourage sharing with a large audience
  o Library faculty and staff publications/presentations
  o Applications for external grants
  o Influence decision-making process
Future plans -

• Assessment and reviews
• Provide seed money for external grant applications
• Encourage more library employees’ participation
• Enhance marketing and promotion efforts
Thank you

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Thank you!