Council of University of Arkansas College & Research Libraries (CUACRL) Meeting
UA System Office, Little Rock
January 11, 2017

Attending:
Carolyn Henderson Allen, Dean of Libraries, University of Arkansas, Fayetteville
Daniel Boice, Library Director, University of Arkansas at Monticello
J. B. Hill, Library Director, Ottenheimer Library, University of Arkansas at Little Rock
Nadia Lalla, Associate Provost for Library and Student Services, University of Arkansas for Medical Sciences
Jay Strickland, Library Director, University of Arkansas Community College at Batesville
Randy Thompson, Library Director, School of Law, University of Arkansas, Fayetteville
Rebecka Virden, Library Director, University of Arkansas Community College at Morrilton
Georgette Wiley, Associate Library Director, John Brown Watson Memorial Library, University of Arkansas at Pine Bluff

Molly Boyd, Assistant to the Dean of Libraries, University of Arkansas Fayetteville

Welcome / Report from Chair Carolyn Allen

Carolyn Allen reported on the recently launched Open Educational Resources (OER) stipend program at the University of Arkansas, Fayetteville, jointly funded by the Libraries and Global Campus (distance education). The program offers $3000 to faculty to create open access course materials and $7500 to write an open access textbook. The estimate is that the fund can cover 10 faculty stipends per year. If the program goes well, we will look for ways to increase the funding. There are no proposals yet, but the program just launched. Faculty support for OER often varies by generation, with more support in the younger faculty.

The staff of the institutional repository are working with the former provost, Ashok Saxena, to published a textbook he developed in open access. They are working through technical issues in display format for scientific formulas and other non-standard characters. OpenStax were not interested in the textbook, so we will publish it ourselves in the institutional repository. We will also publish it through an open access publisher if able. The IR progress can be viewed at ScholarWorks@uark.edu with more than 100,000 downloads in the past year.

The student government goes involved in the OER movement three years ago at a SEC conference for student leaders and library directors on OER. The student representatives at that meeting developed a resolution that was presented to the student government and passed.

Carolyn Allen is will to come to any of the campuses and do a presentation on OER to faculty or administrators, if that would help stimulate the conversation on other campuses.

Library Updates

University of Arkansas Community College at Morrilton
Rebecka Virden reported that the library replaced their security gates with RFID tags and readers. She saved three years for the $15,000 to purchase a TechLogic RFID solution. Other companies had more complex systems than her library needed. TechLogic RFID functions with the existing library catalog. The gates will be installed in May during the interim between semesters, giving staff 4.5 months to tag 25,000 books.

She also had success in requesting approval from the State Department of Finance and Administration to dispose of culled volumes from the collection (see Appendix A for approval letter). Items were identified for withdrawal due to their age, condition, and in some cases duplicate status.

Rebecka conducted a fall in-service program with faculty on OER. There are a few faculty implementing OER for the spring semester (with no subsidies) in World Literature, American Literature, and Art History. They just feel it is the right thing to do for students. Rebecka is trying to recruit the “big fish” or courses with expensive texts and a large student population. She is also working with faculty to reduce or eliminate the “online codes” in computer science and math courses.

Rebecka will serve as the ArLA conference chair this year, which will be held in Rogers in September. The call for session proposals will go out in the next week.

There has been no further progress on the talks between academic libraries in Conway to adopt a joint catalog. UALR and CALS talked to them as well.

**University of Arkansas at Monticello**

Dan Boice reported that the new chancellor at UA Monticello is making sweeping changes, and when the current provost was reassigned, he lost an advocate for OER with the faculty. The new chancellor is making lots of university-wide organizational changes.

The first December graduation from UA Monticello included two graduates from e-Versity.

There has been some staff turnover in the library, leaving them currently short-handed.

The main floor of the library is being renovated, although the architects drew up the plans before asking Dan and the library staff for their input. The plan will require extensive weeding of the existing collections and the floorplan is still as yet unseen.

Dan has been elected as secretary for ArkLink and looks forward to learning more about the consortia.

Dan has also been appointed the Higher Education Commission academic re-accreditation officer for the university.

**University of Arkansas at Pine Bluff**
Georgette Wiley reported that the Higher Learning Commission re-accreditation review for UAPB went well in October and highlighted areas for more concentrated attention in subsequent years.

Since student persistence and complete of a degree remain the focus of all campuses within the University of Arkansas system, UAPB’s library system has developed a Student Success Study Hall in partnership with other campus entities that provide content tutors while the library system provides Information Literacy and Microsoft Office classes to students as well as point-of-need research instruction.

UAPB’s library system began its initiation of an Open Educational Resources (OER) program with deployment of eBook training on the current eBooks within the library system’s database subscriptions. The goal is to transfer the skill-set affiliated with access of eBooks to the OER resources. The library system has learned that content faculty become more engaged with new initiatives if the initiatives are introduced prior to site visits or during departmental meetings with faculty. UAPB compliments the University of Arkansas, Fayetteville (UAF) on the recent *Arkansas Democrat Gazette* article in which UAF engaged the Associated Student Government to introduce the concept of OERs to campus.

The library continues to successfully repurpose spaces within the main library to promote student success and to accommodate evolving library departmental needs.

Ms. Evelyn Yates, a member of CUACRL’s Educational Portal Committee, gave a fantastic demonstration to library faculty and staff on the updated Portal and emphasized how the Portal may be incorporated into information literacy classes.

After Carolyn Allen’s Fundraising Workshop during the last CUACRL meeting, UAPB’s library administration met with personnel from the Title III office, a major UAPB funding source, and other content faculty to brainstorm ideas for the library endowment. Once UAPB has hired a new Vice Chancellor for Institutional Development, library administration will meet with the new VC and the newly formed library endowment committee for next steps with the Chancellor.

Student Assessment of library instruction is evolving for the library system since content faculty use Scantron sheets that are uploaded onto UAPB’s assessment database that affiliates with semester courses. Since the library system does not have semester long instructional classes, UAPB’s library system has previously used evaluation forms that were distributed to students after completion of a library class. Georgette asked about the assessment methods of library classes used by other campuses. Molly Boyd responded that some UA librarians use SpringShare’s LibGuide survey function to generate feedback. A detailed discussion of how those can be created and some other options can be found on the LibGuides version 1 FAQ: [http://guidefaq.com/a.php?qid=3345](http://guidefaq.com/a.php?qid=3345). Other librarians use Springshare’s LibAnswers to create more complex tutorial and feedback forms. J. B. Hill noted that UALR has abandoned faculty surveys, but gets feedback from the scavenger hunt and use ProQuest modules embedded in Blackboard.

**University of Arkansas at Little Rock**
J. B. Hill reported that the new UALR chancellor has launched a new branding initiative to call the institution “UA Little Rock.” Also, they are branding the athletics teams the “Little Rock Trojans.” The associate provost who began two years ago has been named the interim provost. There has been a plan for a Learning Commons that has not yet been funded; he is hopeful that the new administration will budget $9 million for it. However, the university continues to have flat or declining enrollment, so make “budget adjustments” or cuts because money is tight. Library funding is fee-based and tied to enrollment numbers. The cuts in the library budget have been on a par with across-the-board budget cuts around campus. Library staff are monitoring subscriptions on an ongoing basis, and the library cut StackMap and other catalog features for budgetary reasons.

For the Higher Learning Commission re-accreditation assessment, the library is advising on the rubric the initial information technology literacy core class. The online student assessment indicated students are unaware of library services, so indicate a marketing opportunity.

UA Little Rock is beginning its OER program with a Bapson survey of faculty needs and what they are currently doing. They may pattern an incentive program after the one launched by UA Fayetteville. The survey will go out this month; the goal is to have the data to begin a program in the fall 2017 semester.

Faculty conducted a review and revision of promotion and tenure documents; the first since 2007.

There are two vacancies; one has deliberately not been filled due to budget constraints. The campus has a “soft” hiring freeze; faculty positions take precedence on campus.

The performance funding model for higher education institutions in the state is concerning some campus administrators. It is a complex formula that is tied to more than just student enrollment, retention, and graduation rates.

**University of Arkansas School of Law, Fayetteville**

Randy Thompson reported that the Law Library at UA Fayetteville is currently filling its electronic services position, which has been vacated for some time.

The current issues of the law review are being published electronically through the Institutional Repository.

Routinely the state legislature introduces a law to close one of the law schools in the state. Because of the dominance of one party in the house and senate, and because only 7/135 legislators are attorneys, this year’s attempt may have more traction than previous attempts and so is viewed as a serious threat.
CUACRL Committee Reports

Education Portal Report
January 2017

The Education Portal Committee met on September 29, 2016, within the friendly confines of the UALR Library.

The group held off selecting a chair for the time being, mostly as an incentive for members to attend lest they find themselves elected.
We did some modifications to the Portal and agreed the site was ready to go public.
Members of the committee divided up and took responsibility for various parts of the Portal in order to keep it maintained.

Beth Juhl set up a URL for the portal -- http://uark.libguides.com/CUACRL-Portal -- that is easier to use than the earlier address.

We’ve publicized the site with ArLA and with the School Librarians group by handing out brochures. I’ve sent information out on listservs and contacted the ADE and the State Library. We’re always looking for more ways to get the news of the Portal out, whether by glad-handing at conferences or e-mailing people and groups. We hope to have promotional information distributed at Science Fairs and History Day, for example.

We also set up a mechanism for people to contribute ideas and be recognized, which has generated a few suggestions and comments.

Following his report, Dan Boice asked do the Community Colleges want to be added to the “About Us” listing? We will certainly welcome ideas about the site as well as how to promote its use. Rebecka Verdin responded that her college has very little to do with K-12 education and predicted use would be very little.

Digital Initiatives Task Force FY2016 Quarterly Progress Report

Report Date: Monday, January 9, 2017

ACCOMPLISHMENTS THIS QUARTER

During the third and fourth quarters the committee:

- Accomplished activities 2 and 3.
  - Developed a common standards of metadata (2)
  - Developed a shared preservation plan for unique materials (3)
- Published the metadata and the preservation standards under the newly created libguide titled CUACRL’s Governance and Committees nested under the Digital Initiatives Committee’s tab.
- Created and updated the web page for the CUACRL’s Governance and Committee’s’ DITF reports.
• Created and redesigned the CUACRL’s Digital Projects site by transforming it into another libguide.

ACTIVITIES
• Formatted and finalized the metadata standards.
• Edited, formatted, and finalized the preservation guidelines.
• Created a CUACRL’s Governance and Committees libguide.
  o Assigned a section to the Digital Initiatives Task Force to publish the progress reports, minutes, and initiatives.
• Created a CUACRL’s Digital Projects libguide in preparation of the work for our next activity. The Digital Projects libguide is arranged by subject, campus, and UA campuses history.
• Decided on our next activities to pursue
  o Identify the materials from each UA campus to be digitized (1)
  o We would like more information about activity number 7 from the board. This activity is “Implementing a scanning program, with materials to be scanned in support of faculty programs”.
    ▪ One of the members posed the question: Is the intent for each institution to scan materials associated with faculty presentations going forward

SIGNIFICANT PROGRESS THIS QUARTER
• Publishing the metadata and preservation guidelines.
• Creating/redesigning two libguides to better present and share the committee’s work.
• Decided on what activities to accomplish in the first quarter of 2017.

QUARTERLY PROGRESS REPORT VARIANCES

The next point is not necessarily a variance as much as a consideration for members’ participation. The task force has not been able to complete the schedule originally designed because of lack of participation within the group. Members will again be encouraged to participate so that the output of the task force reflects the work of all members rather than just a few.

ACTION ITEM 1: Carolyn will ask the Digital Initiatives Task Force for a statement about how they are working and how they come to their conclusions. She is getting questions from those outside the system about their work. The metadata standards should be shred or posted for all to use.

ACTION ITEM 2: Carolyn also asked CUACRL members to look at the digital projects webpage at http://uark.libguides.com/CUACRL-Digital-Projects to determine if the projects listed there are still valid or if there are additional digital projects that need to be included. Also, let Carolyn know if a library has a project but needs help getting it digitized. The UA Fayetteville Digital Services Unit of the Libraries has two full time and student workers contributing 20-30 hours per week. They are getting a lot accomplished.

Human Resources Committee report
January, 2017

Progress on action items in blue were reported at the last CUACRL meeting; updates have been added in green to this report.
**Topic 7 Action Item 2:** Charge HR Committee with defining what type of training is needed, from Microsoft Office and office productivity tools, to training in soft skills, like improving leadership skills or interpersonal relations.

The committee is reviewing options to develop a competency training matrix which would incorporate computer and soft skills as well as skills needed for the specific functional areas of the library.

**Topic 7 Action Item 3:** Charge HR Committee with providing training opportunities to increase technical skills common in libraries.

We have reached out to the ALA ALCTS Events Manager, Julie Reese, to determine the feasibility of setting up a consortial agreement for their training opportunities. As an alternative, we suggested ALCTS provide an option above the Individual and Group rates, which are for one access link to their webinars, to see if they could offer a “Super Group” rate that would provide multiple links (e.g., up to 10) to access the training webinars from multiple campuses thereby providing an overall savings by avoiding multiple Group rate registrations throughout the System. We have received a group pricing structure from ALCTS which will allow us to purchase multiple uplinks at a discounted rate. See attached. The committee is looking at other frequently-accessed training opportunities in which pursue a similar arrangement.

![GROUP RATES FOR ALCTS WEBINARS](image)

**Topic 7 Action Item 4:** Charge HR Committee with exploring the feasibility of establishing a CUARL staff fund for training, travel, membership, or service in national organizations.

In discussing this action item, members of the committee expressed concerns about the sourcing of the funds (i.e. who would be responsible for providing the funds). Members of the committee proposed an alternate approach of sharing training outcomes via email or creating a repository of training resources that can be shared by those who were fortunate enough to secure funding to attend training session. It was also suggested that we consider conducting training sessions on the information they learned to interested parties. The University of Arkansas Libraries-Fayetteville has been successful in bringing in training opportunities to the State from national organizations such as the Society of American Archivists and the Association of College and Research Libraries. We are hosting three sessions this spring: two SAA sessions (Photographs: Archival Principles and Practices – April 10th; Privacy and Confidentiality Issues in Digital Archives – May 24th), and the ACRL Research Data Management Workshop (April 4-5). This past fall (October 7th), we hosted an SAA workshop on More Product, Less Process and library staff from a number of institutions across the State of Arkansas were able to attend for the day (UA Monticello, Henderson State, UALR, and the Clinton Library).
At the request of Governor Hutchinson, the Office of Personnel Management is currently reviewing and revising the pay plan for classified employees in the Career Service Pay Plan which was adopted in 2009. Although not confirmed to this point, there is a strong indication that the revised pay plan will increase the salary levels of each grade and the associated titles. We should have more definitive information in January which will provide updated salary information on which to base a comparison to national standards.

Would it be useful to members to travel to the UA Fayetteville for webinars, if we can’t get multiple campus subscriptions? Attending the SAA workshops is cost prohibitive for the community colleges. There are a number of free webinars available through ACRL. What we need is some mechanism to alert everyone about opportunities for upcoming workshops and webinars.

ACTION ITEM 3: One possibility is for library directors to forward any education opportunities that may be of interest to other libraries in the group on the CUACRL listserv and ask the others to alert their faculty and staff.

Resource Sharing Committee

The Resource Sharing Committee did not meet and did not submit a report.

SPARC Report. Max Planck Digital Library

The Max Planck Society published a joint report with Elsevier and were criticized for their partisanship by SPARC. While meeting with SPARC, they offered to compile a report outlining with which publishers faculty for each institution were publishing.

The CUACL four-year member institutions are included, but not the community colleges. The data on where faculty choose to publish has an impact on library budgets. The last two charts in the report show which publishers our faculty are supporting, and what proportion of the budget their subscriptions cost the library. The perceived quality and status of these top journals is appealing to faculty.

The “university of record” on the Max Planck report is the institution affiliated with the lead author of a paper or article. Many articles have multiple authors; this is an attempt to attribute only one “number” to each article to make the numbers consistent and not look inflated, as they would, for instance, if each of eight authors recorded a separate journal article count for one article.

Carolyn asked members to take time to digest the information provided in the report, so that we can talk about how to utilize the data more effectively at the next CUACRL meeting. Carolyn will send the background to the report, including the Max Planck report that was favorable to the
Elsevier OA fee structure and embargoes. The European Union SPARC members are considering a statement about why this report is not a compelling argument for open access.

A topic of discussion for the next CUACRL meeting might be how to encourage faculty to publish open access in respected journals. The first step is to make faculty aware of the respected options in their respective fields. Carefully choose OA alternatives with already established reputations. The OA option is there; faculty are just not using them. Also to make them aware of the costs associated with publishing in top journals. Many faculty use grant funds to cover the cost of publishing in Elsevier. We want to sway the faculty to move in the other direction. We also need to discuss how these publications will factor into promotion and tenure reviews. Even if a department resolved to accept lesser known open access journals, the professor’s dossier must still be reviewed by outside reviewers, who will not have the same lenience. Another issue is copyright in open access journals. We need to tap into faculty dissatisfaction with publishers, which already exists, and explain the implication of their choices on library budgets.

We need to craft talking points for each campus, maybe down to the academic department level. We should deliver a consistent message, and share our progress and successes with other campuses. We also need to develop some goals, such as to get more OA journals in our collections and increase the percentage of faculty publishing in OA journals.

Are the library groups such as ACRL advocating on behalf of libraries directly with publishers? ACRL is a partner with SPARC.

Could we ask professional societies to advocate directly with their members on publishing choices? We’d need a collective statement about the problem to distribute.

We could seek resolutions from faculty to question the publishing practices on campus and how it is tied to the promotion and tenure process.

Is SCOPUS connected to Elsevier? SCOPUS started with Elsevier and may have a continued connection somewhere, though it is now a separate company.

SCOPUS has more comprehensive user data. It establishes a unique identifier that will track faculty regardless of how their name is listed or change of institution affiliation. There was a push for member libraries to sign up for SCOPUS through GWLA, but the UA Fayetteville Libraries declined, even though the Research Council on campus thought it would be beneficial. Library staff must enter faculty data into the database; it is not gathered automatically and faculty won’t take the time. Once entered, SCOPUS can track all faculty publications and measure impact in the field. They do review more journal titles than other competitors out there.

The missing piece in this report is the dollars for each of these journals. How much are we paying to each publisher? Since the report is given by publisher, it may not be so easy to extract that data, because subscriptions are tracked at the journal level.

ACTION ITEM 4: Collect data on subscription costs to these publishers for each four-year institution (the community colleges are not included in the Max Planck report).
The Max Planck report in full is included at the end of the minutes in Appendix B.

**Library Websites: Best Practices**

When designing a website:
- Set clear and concise goals for the web site. What are the primary goals the Web site must achieve? Goals determine the content, function, audience, and look. Focus on performance before preference (aesthetics, or large graphic blocks).
- Consider usability-related issues, methods, and procedures such as
  - User requirements: information gathered from exchanges with users (feedback, user groups, etc.) should be used to build “use cases” that describe the things the users want and need the Web site to be able to do. Consider devices used to access the web site, experience level of users, the types of tasks to be performed, connection speeds, etc.
  - Users’ expectations: regarding navigation, content, and organization. “Usability” is based on user perceptions of how consistent, efficient, productive, organized, easy to use, intuitive, and straightforward it is to accomplish tasks on a website. Use familiar formatting and navigation schemes, such as breadcrumbs, changing link colors after they’ve been clicked, left and right panels on the homepage, tabs at the top of pages, search capabilities.
  - Usability goals: performance goals that include success rates and the time that it takes users to find specific information, or preference goals that address satisfaction and acceptance by users. [standard is information will be found 80% of the time and in less than 1 minute].
  - Useful content: Content, or the information provided on a Web site, is the most critical element of a Web site. Studies have reported that content is more important than navigation, visual design, functionality, and interactivity.

Optimizing the user experience means:
- Use common task sequences: Users will make the best use of Web sites when information is displayed in a directly usable format and content organization is highly intuitive.
- Use terminology that is easily understandable (no jargon)
  - Terms most cited as misunderstood by users include acronyms or brand names, “database,” “library catalog,” “e-journals,” “index,” “interlibrary loan,” “periodical or serial,” “reference,” “resource,” “Special Collections,” and subject categories such as “Humanities” or “Social Science.”
  - Terms more easily understood are combinations of natural language and “target words” or what users are trying to find, their target. These include “find books,” “find articles,” “research help,” or “borrow from other libraries.” Libraries can also use a combination of terms with mouse-overs or help features that explain the meaning of the term. This helps the user learn the terms as they learn the process of getting information from the library’s website. (White paper from John Kupersmith of UC Berkeley Library titled “Library Terms that Users Understand.” [http://escholarship.org/uc/item/3qq499w7](http://escholarship.org/uc/item/3qq499w7)).
- Make all pages easy to print (with reformatting for printing built into the code)
- Don’t require users to remember information for more than a few seconds: WORKING MEMORY LIMITATIONS: users can only reliably remember 3 or 4 pieces of information from one web page for use on another for a few seconds. This ability lessons with age. If users must
make comparisons, it is best to have items compared side-by-side so users don’t have to remember information
• Avoid pages that take a long time to load (content loads first; graphics last). Warn of “time outs,” provide graphic representation of loading pages or processes that indicates the time it takes to load, inform users of long download times (approximate times based on connection speeds)
• Don’t “push” unsolicited pop-ups, graphics, or sounds to users

Recommendations include:
• Test to see what users do and don’t understand in your environment OR use test data from other libraries whose user populations mirror yours
• Avoid, or use with caution, terms that are often misunderstood
• Use natural language equivalents on top-level pages; more precise technical terms on lower-level pages that explain them
• Explain potentially confusing terms. Use words or graphics to provide context. Use mouse-overs or tooltips. Provide glossaries of library terms or “What’s This?” explanations of individual terms.
• Provide intermediate pages when top-level menu choices are ambiguous. For example, have “find books” link lead to a page with options for the catalog, WorldCat, consortial collections, e-books, interlibrary loan, etc.
• Provide alternative paths where users make “wrong” choices.
• Provide a link or FAQ for first-time users, answering the question “where do I start?”
• Be consistent to reduce confusion and encourage learning

Five ways to increase the credibility of your website with users are:
• Provide a useful set of frequently asked questions (FAQs) and answers
• Arrange content and tasks in a logical order
• Ensure site looks professionally designed
• Update regularly and note date of last update at bottom
• Link to site from all relevant institution pages (Blackboard resources, Faculty Support Center, institution homepage, etc.)
• Announce changes to come well in advance—never surprise users
  • Prepare their expectations by creating web pages to introduce new look or changes in navigation structure
  • Inform users of site changes at other relevant pages on the Web site, not just the home page, news, or “what’s new?” page
  • Following a change, tell users exactly what changed and when

Accessibility Requirements. About 8% of the general population has a disability that makes traditional use of a web site very difficult or impossible. All websites should meet the requirements of Section 508 of the Rehabilitation Act. www.section508.gov or www.w3.org/WAI, which stipulates that designers:
• Ensure that scripts allow accessibility
• Provide frame titles
• Enable users to skip repetitive navigation links (such as top tabs or menus)
• Ensure that plug-ins and applets meet the requirements for accessibility
• Synchronize all multimedia elements with alternatives, such as full captioning
• Provide text equivalents for non-text elements (such as color, images, graphical representations of text (including symbols), image map regions, animations (e.g., animated GIFs), applets and programmatic objects, ASCII art, frames, scripts, images used as list bullets, spacers, graphical buttons, sounds, stand-alone audio files, audio tracks of video, and video.

The homepage is different from all other web site pages. It should clearly communicate site’s purpose and show all options available, the majority of which should be “above the fold,” including ALL of the most critical options or choices. Prose text should be very limited, if used at all. A well-designed homepage is the good first impression on your users as well as a tool they must use to navigate your resources and services. Consider your homepage the key to conveying the quality of your website and design it with that in mind.

• Present major topic areas and categories in order of importance
• Be selective about what is shown on the homepage
• Make sure all options and links are the most important on the site
• Create a common, web site-wide navigational scheme to help users learn and understand the structure of the web site
• Design layout so that options are easy to scan.
  • Logically order primary headings and subheadings
  • Visually align page elements, either vertically or horizontally
  • Ensure homepage panels are of a width that users will recognize as panels, which helps users understand the overall layout of the homepage. Narrow panels for links and navigation are recognized by users, but wider panels are mistaken for content blocks. Make side panels wide enough for navigation links but narrow enough that they do not dominate content section on the homepage to minimize confusion and maximize usability.
  • Locate critical navigation elements in places that will suggest clickability (left or right panels, top of page tabs, etc.)
  • Create a common, web site-wide navigational scheme to help users learn and understand the structure of the web site
• Provide up-to-date news and content, through rotators or RSS feeds, if you can’t provide regular updates directly.

The homepage should look like a homepage and have all the features and necessary characteristics to be perceived as a homepage, including:
• Masthead with tagline, or institution’s logo or wordmark
• Important links
• Site map or index / major content categories represented
• Search function
• Contact info
• 80% of library homepages have:
  • Link to institution homepage
  • Library hours
  • Portals by subject / link to subject guides
  • Link to interlibrary loan
Enable access to the homepage from every page on the website. Usability studies have shown that a link to the homepage embedded in the institution logo is not enough; most users do not realize it is there. Breadcrumbs or icon or link clearly labeled “Home” is preferred.

Since users are reluctant to scroll down, information that cannot be seen immediately from the first screen will often be missed, which negatively impacts the usability and effectiveness of the website. To combat this, limit the homepage to one screen of information if at all possible.

For further information:

Prioritize Database Needs / Next Steps for Funding Proposals

Since the UA System office was unable to fund our request of May 2016 to purchase the resources commonly used at each campus to support core classes and nursing (see full report at Appendix C), the group agreed to pursue collective negotiation to purchase the Ebsco Databases, CINAHL Complete (except UAMS), and Academic Video Online (AVON) as identified in that report. Rather than assign this task to the Resource Sharing Committee, who did not meet since the last CUACRL meeting, a task force will be created to complete the information gathering, negotiating of prices, and report back to CUACRL. The goal is to build collections at the community colleges and smaller four-year institutions so that students and faculty can have access to the same materials as other institutions.

Each subscription would entail a cost-per-use review at individual institutions, with recommendations to drop or add resources.

ACTION ITEM 5: The Task Force will be formed with Mandi Smith of UA Fayetteville as chair and given a three-month time limit to explore these collective purchase possibilities. Each director will appoint a member. UAPB member will be Maplean Donaldson; UALR member will be Maureen James. Randy Thompson (UA Law Fayetteville) and Dan Boice (UA Monticello) have open positions and will name their committee members later.
The Task Force will look at all three options listed on the report to the UA System, at 3 and 5 year agreements, and will report back to CUACRL. Each institution will make recommendations whether or not to proceed with the purchase by March 1.

ACTION ITEM 6: CUACRL will develop a strategic 5-year plan for pursuing resource sharing agreements at the next CUACRL meeting. [put on the next meeting’s agenda].
Appendix A: Rebecka Virden’s UACC Morrilton approval from the State Department of Finance and Administration to dispose of culled volumes from the collection.

STATE OF ARKANSAS
Department of Finance and Administration

OFFICE OF STATE PROCUREMENT
Marketing and Redistribution
6620 Young Road
Little Rock, Arkansas 72209
Phone: (501) 565-8645
Fax: (501) 565-5059
http://www.arsurplusplus.com

December 20, 2016

Ms. Linda Birkner
Vice Chancellor for Administration
University of Arkansas Community College Morrilton
1537 University Blvd.
Morrilton, AR 72110

Dear Ms. Birkner,

I have received your email dated December 20, 2016, requesting permission to conduct a sale of 857 withdrawn books for UACCM Library. Your request has been approved by this office.

Books which have no education, salvage or trade-in value are hereby authorized to be sold in a book sale. The proceeds should be returned to the Library’s general fund.

The Procurement Administrator has determined in some instances items may be donated to schools, non-profit organizations, etc. A letter or e-mail should be forwarded to me to forward to the Administrator for his approval prior to the donation being made. Another alternative is to dispose of “locally” the books that do not sell or not wanted as a donation. You will need to submit a “Certificate of Property Disposal” (CPD) form for the books to be disposed of.

If I may be of further assistant please do not hesitate to contact me.

Sincerely,

David W. Justice
Manager
david.justice@dfa.arkansas.gov
Analysis of the international journal publishing activities for University of Arkansas
Open Access Gold publishing

Max-Planck Digital Library, Big Data Analytics Group

October 15, 2016
Appendix C: The Council of University of Arkansas College and Research Libraries Report and Recommendation May 2016

The Council of University of Arkansas College and Research Libraries Report and Recommendation May 2016

The Council of University of Arkansas College and Research Libraries met at the Winthrop Rockefeller Institute at Petit Jean on April 5 and 7. Attending the meeting were: Carolyn Henderson Allen (UAF), Dan Boice (UAMont), Jessie Burchfield (Bowen School of Law), Bob Frizzell (UAFS), J. B. Hill (UALR), Nadia Lalla and Tim Nutt (UAMS), Relinda Ruth (Cossatot CC), Randy Thompson (UAF Law), Jerrie Townsend (Phillips CC), Jay Strickland (Batesville), Rebecka Virden (Morrilton) and Georgette Wiley (UAPB). The University of Arkansas Community College at Hope did not participate in the retreat.

Summary of the weaknesses
The participants identified issues of concern and several projects/initiatives to undertake in the next year. The common themes among the group were maintenance and collections budgets, staffing, and facilities. It is no surprise that each of the libraries is underfunded for collections and/or staffing. An overview of budget and staffing can be viewed in Appendix B: Demographic Data attached to this report. The most compelling case can be made for the community colleges. Cossatot serves three campus locations with one librarian that is also responsible for the tutoring program (ERC), the textbook program (there is no bookstore), reference services, and all technical aspects of managing the library. Phillips has one librarian responsible for providing services in two locations. Support staff for both college libraries are described as mostly part-time, and are typically hired without the high skill sets necessary to perform the quality of work desired in the libraries.

Most of the library directors do not view the collections as adequate to support the academic programs offered. Even with the ability to make joint purchases through consortia in the state and elsewhere, the collections continue to lag and cannot keep pace with what is being taught in the classroom and/or what is researched in laboratories. We have not done a detailed analysis of the budget requirements per institution; however, we will have more information in the Fall of 2016. The Association for Library Collections and Technical Services (ALCTS) publishes the report “Prices of U. S. And Foreign Published Materials,” each year in The Library & Book Trade Almanac published by Information Today. The last available report is 2015 (based on 2014 data), which lists: Serials 2010 increase 4.1 %; 2011 increase 5.8 %; 2012 increase 5.8 %; 2013 increase 6.5 %; and 2014 increase 5.8%. Library budgets world-wide are grappling with this phenomenon; however, in Arkansas, the library budgets have remained flat or decreased, which limits our ability to keep pace with needs. Interlibrary loans are a staple for each campus in the system, most of them being net borrowers rather than net lenders.

Staffing is viewed as inadequate in most of the libraries to provide high quality services to the students, faculty, and staff of the institutions, as well as the growth in serving the general public. The smaller institutions and law libraries are seeing more citizens using their facilities than in the
past. The libraries are generally struggling with staff training and skill requirements: adapting to,
learning, and training on newer technologies and databases, teaching research skills, playing a
leadership role in tutoring, answering reference and research questions, and providing
interlibrary loan services and other services.

Facilities for almost all of the libraries are aging and lack regular needed maintenance. Most of
the libraries pay for their own facilities' upkeep, which further limits the budget to acquire
materials necessary for supporting teaching and instruction. Most of the larger institutions are
struggling with space issues, in part because of the way that teaching and learning has changed
over the past 10 or so years. More libraries are retooling to provide adequate space devoted to
group study, collaboration on research projects, quiet space for study, tutoring, viewing rooms,
technology, etc.

A general concern for many in the group is a lack of opportunity to participate in the academic
decision-making on the campus, which limits the libraries' ability to effectively serve the
campuses' academic missions.

**Summary of strengths**
Faculty and staff in the libraries are dedicated, responsible personnel, who demonstrate
excellence in service.

The majority of the libraries view their administrations as supportive of what has been
accomplished even with the limited funding.

The opportunity to participate in consortia arrangements for acquiring materials and services has
benefitted each library. Almost all of the libraries participate in organizations and groups such as
AMIGOS, ArkLink, the State Library Services Traveler Database acquisitions, the Greater
Western Library Alliance, the Center for Research Libraries, and each library collaborates with
libraries inside and outside of Arkansas.

The diversity of existing collections, including unique collections related to Arkansas history and
medicine, is seen as a plus.

The ArkLink Card allows privileges to all students and faculty at each institution access to the
collections at any Arkansas library that participates in the service sans proprietary databases.

Interlibrary loan services are fast and well received by faculty and staff at each institution.
Action Items for Consideration by the University of Arkansas System

The group recommended the purchase of a set of resources that are commonly used at each campus to support core classes and nursing: Ebsco Databases, CINHAL Complete (Nursing and Health Sciences), and Alexander Street Press AVON (Academic Videos Online).

The second recommendation is that the system support the purchase of the Association of Research Libraries SPEC Kits for internal use.

The Ebsco Databases

In 2015, the Arkansas Traveler project, which provides shared resources from the Arkansas State Library, switched its primary research database from Ebsco to ProQuest. Many of the U of A libraries opted to purchase the Ebsco databases rather than lose subscriptions to many of the titles contained in the Ebsco service because of the benefits to the curriculum.

OPTION 1: Subscribe to Ebsco Databases from the previous Traveler package, which includes business, applied sciences and technology, humanities, and social sciences.

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
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<td>$136,500</td>
<td>$143,325</td>
<td>$150,491</td>
</tr>
<tr>
<td>+5% annual renewal</td>
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<td>$136,500</td>
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<tr>
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<tr>
<td>+2.5% annual increase</td>
<td>$130,000</td>
<td>$133,250</td>
<td>$136,581</td>
<td>$139,995</td>
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</tbody>
</table>

OPTION 2: CINAHL Complete (for all 10 school except UAMS) $101,750

The vendor is working on pricing for a three year agreement. The price above is for FY 2016 only.

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost for single year renewal</td>
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<td>$104,293.75</td>
<td>$106,901.09</td>
<td>$109,573.62</td>
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<td>+5% annual renewal</td>
<td>$101,750</td>
<td>$104,293.75</td>
<td>$106,901.09</td>
<td>$109,573.62</td>
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<tr>
<td>3 year agreement @</td>
<td>$101,750</td>
<td>$106,837.50</td>
<td>$112,179.38</td>
<td>$117,788.34</td>
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<tr>
<td>+2.5% annual increase</td>
<td>$101,750</td>
<td>$106,837.50</td>
<td>$112,179.38</td>
<td>$117,788.34</td>
</tr>
</tbody>
</table>

The CINAHL database is also an Ebsco product but must be purchased separately. The database is described as “the definitive research tool for nursing and allied health professions,” which contains full text articles to top journals in the field. CINAHL Complete provides broad content coverage including 50 nursing specialties, speech and language pathology, nutrition, general health and medicine and more.

OPTION 3: EBSCO + CINAHL Complete

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
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</thead>
</table>
Alexander Street price quote for Academic Video Online Premium (AVON)
Arkansas system consortium. May 6, 2016. Prices valid through June 30, 2016. CONFIDENTIAL

<table>
<thead>
<tr>
<th>Institution</th>
<th>AVON list price</th>
<th>Normal discount</th>
<th>Price, Single site</th>
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<tbody>
<tr>
<td>Bowen School of Law</td>
<td>$40,000</td>
<td>n/a</td>
<td>$0</td>
</tr>
<tr>
<td>U of A School of Law</td>
<td>$40,000</td>
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</tr>
<tr>
<td>University of Arkansas for Medical Sciences</td>
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<td>$9,450</td>
</tr>
<tr>
<td>Community College - Hope</td>
<td>$40,000</td>
<td>$3,400</td>
<td>$3,060</td>
</tr>
<tr>
<td>Community College - Batesville</td>
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<td>$3,400</td>
<td>$3,060</td>
</tr>
<tr>
<td>Community College - Cossatot</td>
<td>$40,000</td>
<td>$3,400</td>
<td>$3,060</td>
</tr>
<tr>
<td>Community College - Morrilton</td>
<td>$40,000</td>
<td>$5,950</td>
<td>$5,355</td>
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<tr>
<td>Community College - Phillips</td>
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<td>University of Arkansas at Pine Bluff</td>
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<td>University of Arkansas-Fort Smith</td>
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<td>$8,500</td>
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<td>University of Arkansas at Little Rock</td>
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<td>$16,000</td>
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<td>University of Arkansas-Fayetteville</td>
<td>$40,000</td>
<td>$25,000</td>
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Price this offer, all sites subscribe for a three year period $69,600

Pricing for an annual renewal

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<th>Year</th>
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<tr>
<td>2018</td>
<td>$73,839</td>
</tr>
<tr>
<td>2019</td>
<td>$76,054</td>
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</table>

SPEC Kits

The Association of Research Libraries (ARL) produces Systems and Procedures Exchange Center (SPEC) reports, usually based on surveys that gather information on library practices and trends. The kits also document changes in library functions, salary trends, position shifts and offer “how to” documents for use by libraries in the U.S. and Canada.

Each library in the system should have access to these publications as standard operating tools. With a subscription, the libraries will receive a print copy of each kit produced in that year, plus online access.
The price for kits for non-ARL Libraries is $300.00 per subscription. For 11 libraries, the price is $3,300 for 2015. ARL has not changed pricing for the coming year, and it rarely increases from year to year. The above pricing has been in place for several years. None of the libraries in the system are members of ARL.
Appendix A
Goals/Initiatives

The topics covered in the two days and the next steps for the group are summarized below.

**Initiative 1:** Open Access Initiatives (Institutional Repositories, Open Educational Resources, and Open Data). Action items:
- Develop a program to educate and train faculty on each campus to utilize open educational resources (OER) in their courses.
- Investigate opportunities to collaborate on open access initiatives.
- Develop a system-wide data management plan.

**Initiative 2:** IT Services. Action items:
- Outline standardized best practices for minimum information that should appear on each library's home page.
- Ask the system to endorse those minimum standards, and advocate with IT Services on our behalf to meet those standards.

**Initiative 3:** Cooperative Services. Action items:
- Compile a list of the databases we currently purchase from the Traveler project and the ArkLink databases. Determine what database needs are not currently being met by each library. Identify joint needs, duplication, wish lists, including Ebsco databases lost through the Traveler project migration to ProQuest.
- Explore opportunities for collective bargaining for the databases on behalf of all system libraries.
- Investigate other consortia that might provide cost savings on collections and services, such as LYRASIS (formerly SOLINET).

**Initiative 4:** CUACRL subcommittees. Action items:
- Resource Sharing Committee negotiated a contract with Elsevier for a 4% price increase for the next five years through collective bargaining for Science Direct.
- The Digital Initiatives Committee conducted a survey in early March and identified seven target activities
  - Develop a shared preservation plan for unique materials (12)
  - Develop common standards of metadata (19)
  - Implement a scanning program, with materials to be scanned in support of faculty programs. (32)
  - Identify unique materials from each UA campus to be digitized (34)
  - Explore the possibilities for system-wide access to data repositories, providing search capabilities across collections (39)
  - Expand digital access to include other state institutions (44)
  - Explore the prospect of a statewide institutional repository (44) (UA system-wide IR)
- The Education Portal Committee recommended that we move the portal to a more easily managed, collaboration-friendly format such as a LibGuide, and cooperate with other organizations such as ARKLink to create a state-wide collection of education materials freely available to all.
- The Human Resources Committee is newly developed and has been charged to:
  - Provide information or training on succession plans.
Define what type of training is needed, from Microsoft Office and office productivity tools, to training in soft skills, like improving leadership skills or interpersonal relations.

Provide training opportunities to increase technical skills common in libraries.

Explore the feasibility of establishing a CUARL staff fund for training, travel, membership, or service in national organizations.

Review the state classification system and recommending standards for higher education libraries.
  - Collect comparative data
  - Reference national standards, including the Stanford model
  - Compare wage rates and work levels to ARL standards and data
  - Standardize a classification system for levels of work and responsibilities being undertaken at all libraries.

Provide an overview of how position lines are assigned and how budgets are allocated for specific positions.

Present data and information collected to the UA System, and ask them to advocate for change at the state Department of Education.

Use this information from the national market to make an appeal to the state legislature.

**Initiative 5: Budget. Action items:**

- Hold a workshop on how to put together a budget proposal in the next CUACRL meeting.
- Explore strategies to work together as a team to improve budgets
- Review various softwares used to create and maintain budgets.
- Host workshop on finding and applying for grants, including service to the disadvantaged, and building library endowments.
- Conduct a workshop on fundraising strategies at a future CUACRL meeting.
- Draw up a proposal to fund subscriptions to Spec Kits for every library in the system, in order to bring library directors up to date on trends in libraries. Purchase back issues from 2015 forward and an annual ongoing subscription.

**Initiative 6: Collections. Action items:**

- Explore the possibility of creating a shared endowment for the system libraries to fund resources shared in common among the libraries. If it grows large enough, we could use the endowment to pay for core digital collections and each library use its own budget to pay for needs that are specific to that campus's programs. Make the case to the state legislature for funding core academic collections, modeled on Georgia's program that is controlled by the state university system.
## APPENDIX B: Demographic data for each reporting institution

<table>
<thead>
<tr>
<th>Institution</th>
<th>Students</th>
<th>Faculty</th>
<th>Librarians</th>
<th>Pro staff</th>
<th>Support staff</th>
<th>Other staff</th>
<th>Budget</th>
<th>Collection budget</th>
<th>Staffing budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bowen School of Law</td>
<td>371</td>
<td>31</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>3 IT</td>
<td>$1,527,561</td>
<td>$483,657</td>
<td>$809,921</td>
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<tr>
<td>U of A School of Law</td>
<td>371</td>
<td>40 full time; 47 adjunct</td>
<td>7</td>
<td>10</td>
<td></td>
<td></td>
<td>$2,120,949</td>
<td>$903,510</td>
<td>$1,161,439</td>
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<tr>
<td>CC Morrilton</td>
<td>2,140</td>
<td>76</td>
<td>1</td>
<td>2</td>
<td>2.5</td>
<td></td>
<td>$325,411</td>
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<td>CC Hope</td>
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<tr>
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<td></td>
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<td>10</td>
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<td></td>
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<td></td>
<td></td>
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<tr>
<td>UAPB</td>
<td>2,615</td>
<td>161; 38 adjuncts</td>
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<td>UAFS</td>
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<td>65; 7 GAs</td>
<td>96 part time</td>
<td>$15,205,16</td>
<td>$6,864,015</td>
<td>$5,768,379</td>
</tr>
</tbody>
</table>
APPENDIX C: Graphs demonstrating the variance between schools of how many students and faculty there are on campus for each librarian, and how many students and faculty there are on campus for each library employee.

**Students to Librarians Ratio**

- CC Morrilton: 2,140
- CC Cossatot: 1,542
- CC Batesville: 1,445
- UAFS: 1,192
- CC Phillips: 1,099
- UA Mont: 910
- UAF: 668
- UALR: 475
- UAPB: 349
- UAMS: 317
- Bowen School of Law: 62
- U of A School of Law: 53

**Faculty to Librarians Ratio**

- UAMS: 119
- CC Cossatot: 86
- CC Morrilton: 76
- UA Mont: 53
- CC Batesville: 43
- UAF: 34
- CC Phillips: 34
- UAPB: 26
- UALR: 17
- U of A School of Law: 12
- Bowen School of Law: 5

NOTE: UAFS is not listed on this graph because the number of faculty is not available.
NOTE: UAFS is not listed on this graph because the number of faculty was not available.