University of Idaho Library
Annual Manual 2024-25

This is a working reference manual containing general guidance on Library structure, strategic goals, best practices, and procedures. While every effort has been made to ensure accuracy, there is the possibility that there are mistakes, and this manual is not officially binding. If any guidance in this document conflicts with University of Idaho policies and procedures (e.g., Faculty Staff Handbook, Administrative Procedures Manual), Idaho State Board of Education policy, and/or state or federal law, the guidance provided from these other sources will always supersede this document. Please notify the dean if any such conflicts are found, or if you have any other questions, concerns, or suggestions for the manual.

1 MISSION, VISION, VALUES, AND STRATEGY

1.1 MISSION

As Idaho's flagship research library, the University of Idaho Library connects our users with information, ideas, tools, and spaces; enriches formal and informal learning opportunities; supports and advances research, scholarly, and creative activity; builds partnerships through regional and national outreach; and preserves university, state, and regional historical archives.

1.2 VISION

The University of Idaho Library will develop and expand our capacity and skills to provide our users with the resources, training, and expertise of a world-class research library. We champion the transformative power of ideas and learning, inspire our students to engage in a lifelong pursuit of intellectual development, and provide an essential foundation for innovation, research, and scholarship.

1.3 VALUES

As a part of the University of Idaho, we share the values of Excellence, Respect, Integrity, Perseverance, and Sustainability. As a library we embrace the values of Community, Access and Stewardship, and Intellectual Freedom. These values are interwoven into a learning culture that helps fulfill the educational, outreach, and research missions of both the University and the Library.

- **Community:** Through individual efforts, innovation, teamwork, and collaboration, we endeavor to provide user-centered services to all stakeholders locally, regionally, and nationwide.
- **Access and Stewardship:** We provide open, equitable, and efficient access to a diverse and interdisciplinary spectrum of information resources and physical spaces for both current and future users.
- **Intellectual Freedom:** We oppose censorship and provide individuals with the tools to explore and engage with multiple points of view.

1.4 Strategic Priorities

Fostering student success: Increase Understanding of Contemporary Information Landscapes

- **What:** Provide instruction and tools to students that assist them in finding high quality information and identifying misinformation and disinformation.
- **Why:** Ensuring that our students are educated consumers of information is critical to our democracy. Notably, artificial intelligence is rapidly and unpredictably changing the information landscape, including information creation and discovery.
- **How:** Teach information literacy in curricular and workshop instruction that is responsive to current events and rapidly evolving technology; enable all Library employees to explore and understand current advances in information technology; establish the Library as a place to go to gain a better understanding of contemporary information issues; provide high quality research materials.

Growing the university's research infrastructure: **Contribute to Global Efforts in Transforming Scholarly Communications**

- **What:** Grow use and utility of current Library systems that support open access dissemination of scholarship.
- **Why:** The current scholarly communication model is financially unsustainable, and academic libraries must continue with sustained efforts to make the results of publicly funded research and scholarship openly available. Making university scholarship and research available through open access increases its reach and impact.
- **How:** Maintain and facilitate use of platforms that provide research and scholarship to a global audience through open access; educate researchers and faculty about author agreements and open publishing options; monitor contracts for licensed resources for opportunities to further open publishing.

Telling our story: Amplify University Scholarship, Research, and History

- **What:** Increase the reach and impact of university scholarship and research and promote university and regional history.
- **Why:** Raising awareness and use of university research and scholarship and university-held historical collections increases the impact of these materials and makes the university more visible on a national and international stage.
- **How:** Research information management system and institutional repository; electronic theses and dissertations; digital collections; library hosted digital scholarship; increasing visibility and utility of special collections and archival materials.

2 ORGANIZATION

2.1 LIBRARY LEADERSHIP

Library Leadership consists of the Dean of University Libraries, two Associate Deans, the Head of Special Collections & Archives, and four Unit Heads. If any of these positions are vacant, authority for a Unit or Department transfers up to the next reporting level.

- **Core Leadership Team:** Dean, Associate Deans, Head of Special Collections & Archives
- **Full Leadership Team:** Core Leadership Team plus the Unit Heads

2.1.1 Selection of Library Leadership

Dean, Associate Deans, and the Head of Special Collections & Archives are continuing administrative appointments. The dean is selected by the University of Idaho Provost according to the Library Bylaws, Faculty Staff Handbook Guidelines, and university-level Human Resources guidelines. The other positions are hired using standard hiring practices.

Unit Heads are renewable two-year positions that serve on a fiscal year calendar and include an administrative stipend. Unit Heads are required to be tenure track faculty at the rank of Assistant Professor or above.

The selection process for Unit Heads is as follows:

- When a Unit Head's term is ending, the Dean will put out a call for self-nominations early in the spring semester before the end of the term. If a position is vacated off schedule, the Dean will put this call out immediately.
- Interested individuals will submit a one-page letter of interest directly to the Dean outlining their experience and career goals, how they see these informing their work as a Unit Head, and how they anticipate the Unit will move forward in the next two years and a current C.V.
- All letters of interest will be distributed via email to all board appointed faculty and staff in the Library.
- There will be a confidential (not anonymous) online form that all faculty and staff can use to provide feedback on the candidates.
- The Core Leadership Team will then review applications and feedback and announce decisions.
- Successful candidates will begin their new roles at the beginning of the fiscal year, or when the position becomes vacant.

The dean's administrative appointment can be removed at any time at the discretion of the provost, and the associate deans, department head, and unit heads can have their administrative appointment removed at any time at the discretion of the dean.

2.2 Departments and Units

The Library is divided into four Departments:

- Administration (led by the Dean)
- Operations & Access (led by the Associate Dean for Operations & Access)
- Research & Instruction (led by the Associate Dean for Research & Instruction)
- Special Collections & Archives (led by the Head of Special Collections & Archives)

The two largest Departments are divided into two Units:

- Operations & Access is divided into:
    - Access & Engagement (headed by a Unit Head)
    - Discovery & Acquisitions (headed by a Unit Head)
- Research & Instruction is divided into:
    - Digital Scholarship & Open Strategies (headed by a Unit Head)
    - Research & Experiential Learning (headed by a Unit Head)

Annual reporting happens at the Unit level for the two large Departments and at the Department level for Special Collections & Archives and Administration.

2.3 Teams

The Library's Department and Unit structure is the official structure for the Library for HR processes and staff supervisory lines (all faculty report directly to the Dean). However, as a highly collaborative organization, much of the work of the Library happens between Units and Departments.

Teams are standing groups consisting of employees from multiple parts of the organization or a subset of personnel from a Unit. Team rosters will be reviewed each year on the academic year calendar, and each year a Team Lead is named to coordinate the work of the Team. All Teams report to a specified member of the Core Leadership Team.

The work of a Team is ongoing, though they may take on timebound projects. Teams should meet at least once per semester. Some Teams will exist primarily to formalize and facilitate communication between personnel spread across different Units, while others will have a specific charge.

Each summer the Leadership Team will review the roster of Teams and revise as necessary to ensure that all aspects of the work of the Library is properly accounted for and attended to.

2.4 Committees

Committees are groups whose work falls outside the scope of Departments and Teams and are formed by the Dean for a specific purpose. Committees at the Library include the Promotion & Tenure Committee, the Library Safety Committee, the Library Social Organization, and Search Advisory Committees.

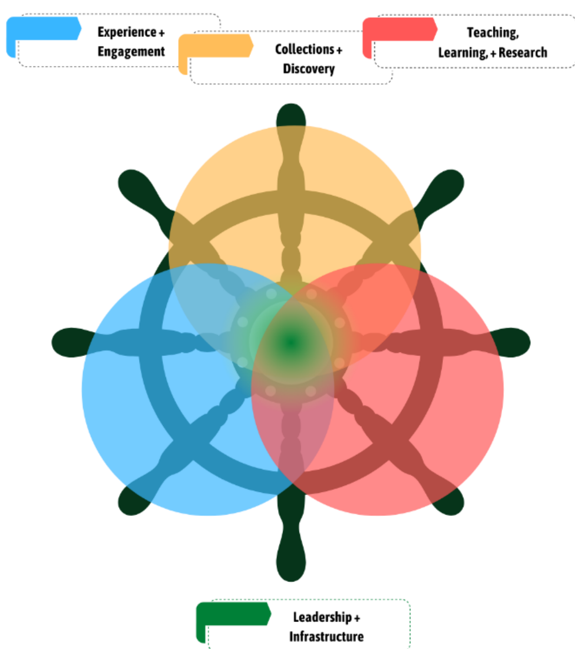
2.5 WORK CLUSTERS

Work clusters are distinct but overlapping areas of activity for the Library. They have been defined to contextualize our work, drive assessment and evaluation, ensure balance in our program delivery, and better tell our story. KPIs are grouped according to clusters. Clusters do not directly affect the work of Departments, Units, or Teams, as they are primarily for reporting.

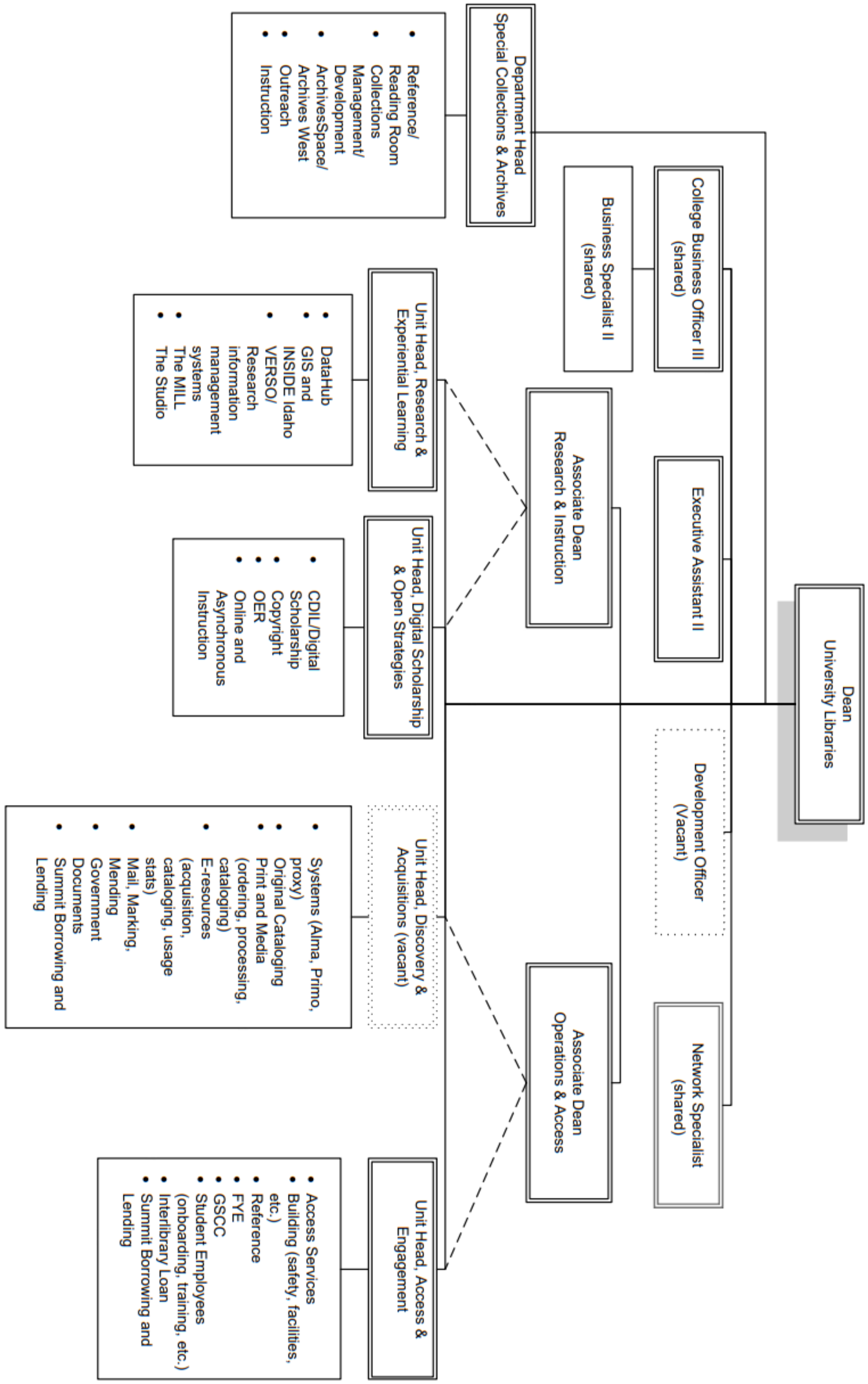
- **Collections & Discovery:** Encompasses activities and services that support stewardship, acquisition, and discovery of resources, as well as the resources themselves.
- **Experience & Engagement:** Encompasses the activities, services, and spaces that promote inclusive and welcoming learning experiences and environments to support and improve student success, faculty impact, and community engagement.
- **Teaching, Learning, & Research:** Encompasses activities and services that support finding, creating, interpreting, and distributing information and knowledge through a variety of formats and venues.
- **Leadership & Infrastructure:** Exists to support the three primary work clusters.

Assumptions:

- All work clusters are grounded in the mission of the University of Idaho and the U of I Library.
- All work clusters evolve to continuously move the organization toward the vision of both the University of Idaho and the U of I Library.
- All work operates within a shared set of values as set forth by the University of Idaho and the U of I Library.
- Most, possibly all, employees of the Library will have work that contributes to all three of the primary work clusters.



2.6 ORGANIZATIONAL CHART



3 Accountability and Reporting

3.1 Key Performance Indicators (KPIs)

3.1.1 Definition

The importance, impact, and work of the Library is far reaching and essential to the University of Idaho and our community. There is no way to adequately measure and account for this work, nor is there a way to predict or measure the ways in which our work with the preservation of the historical record will be important in the future. However, in order to ensure proper stewardship of the many resources that are invested in the Library, specific indicators of use and impact are collected and monitored. These indicators of our performance are key to decision making and demonstrating our impact and are thus referred to as key performance indicators (KPIs).

KPIs are the responsibility of the entire Library organization, not any one Department, Unit, or Team. They are framed within Work Clusters for reporting purposes.

Certain KPIs are of particular importance to specific Units or Teams, and they are specifically called out within the annual Team and Unit overviews as appropriate. Teams and Units should monitor KPIs that are assigned to them and use those KPIs to drive decision making.

Some Teams and Units also have KPIs assigned to them as an area of “Primary Responsibility;” this indicates that the Team or Unit is responsible for collecting and reporting those data. Note that for Primary Responsibility, each KPI is mapped to one (and only one) Team or Unit.

3.1.2 List of KPIs by Work Cluster

3.1.2.1 Collections & Discovery

3.1.2.1.1 Course Reserves

- Course sections using reserves
- Faculty/instructors using reserves
- Usage of items on reserve
- *Amount saved by students* (see Student Savings)

3.1.2.1.2 Digital Collections (locally created and hosted)

- Extant digital collections
- Newly created digital collections
- Total pages/items
- *Usage of digital collections* (see Web Properties)

3.1.2.1.3 Electronic Resources (commercially created, licensed)

- Overall usage
- Usage by format (e.g., book, journal)
- Overall cost per use (CPU)
- CPU by format

3.1.2.1.4 Geographic Information Systems

- *Web traffic* (see Web Properties)
- Use of GIS platforms
- *User interactions* (see Reference and Research Assistance)

3.1.2.1.5 Online Catalog

- Searches
- Time spent/bounce rate
- Type of usage (e.g., facets, action button)
- General engagement (e.g., actions per session, type of device)

3.1.2.1.6 Physical Circulation

- Initial check-outs of print items
- Renewals of print items
- Technology items circulated by type

3.1.2.1.7 Research Information Management

- Profiles
- Research Assets
- Research Assets by Type
- Research Output Downloads and Views

3.1.2.1.8 Special Collections & Archives

- Extant finding aids
- New finding aids
- *User interactions* (see Reference and Research Assistance)
- *Use of digital assets* (see Web Properties)

3.1.2.1.9 Web Properties

- Total visits (total sessions)
- Users (unique users)
- Total pageviews
- User location
- Top 10 pages/areas
- Engagement by user
- Reported for the following:
  - Overall (everything that has analytics)
  - Main Library Site, www.lib.uidaho.edu
  - Catalog
  - Digital Collections, www.lib.uidaho.edu/digital/
  - CDIL, cdil.lib.uidaho.edu
  - Special Collections & Archives, www.lib.uidaho.edu/special-collections/ + harvester.lib.uidaho.edu
  - GIS, www.insideidaho.org + ESRI
  - Verso, verso.uidaho.edu

3.1.2.2 Experience & Engagement

3.1.2.2.1 Building Usage
- Gate counts
- Reservable space bookings
- Bookings by day/time
- Usage of non-reservable spaces

3.1.2.2.2 Exhibits
- Created and exhibited within building
- Created and exhibited outside building
- Exhibits hosted

3.1.2.3 Teaching, Learning & Research

3.1.2.3.1 Fellowships
- Total awards
- Projects released
- Fellowship impact (descriptive)

3.1.2.3.2 Instruction
- Attendees by type/area
- Sessions by type/area
- Total attendance at First Year Experience program instruction events

3.1.2.3.3 Library Faculty Scholarship
- Articles
- Presentations
- Grants

3.1.2.3.4 Research and Reference Assistance
- Reference Statistics
- Interaction Statistics (including RAPs and FRAPs)

3.1.2.3.5 Student Employment
- Total student workers
- Total hours worked
- Total money spent

3.1.2.3.6 Student Savings
- Amount saved via ThinkOpen program
- Amount saved via Reserves

3.1.2.3.7 Workshops and Presentations
- Workshops by type
- Attendees

3.1.3 KPI to Team/Unit Mapping

	Course Reserves	Digital Collections	Electronic Resources	Geographic Information Systems	Online Catalog	Physical Circulation	Research Information Management	Special Collections & Archives	Web Properties	Building Usage	Exhibits	Fellowships	Instruction	Library Faculty Scholarship	Research and Reference Assistance	Student Employment	Student Savings	Workshops and Presentations
Access & Engagement Unit	PR				R	R				PR					PR		R	
Discovery & Acquisitions Unit	R		PR		R	PR												
Digital Scholarship & Open Strategies Unit		R					R		R			PR					R	
Research & Experiential Learning Unit				PR			R			R					R			R
Special Collections & Archives Unit		R						PR			R	R	R		R			R
Access & Technical Services Team	R		R		R	R												
Collections Team	R		R		R	R												
Digital Collections Team		PR							R			R						
Discovery Team	R		R		PR	R			R									
First Year Experience (FYE)													R		R			R
IDEA Team																		
Instruction Team									R				PR					PR
Liaison Team	R		R	R		R	R						R		PR			R
Marketing & Communications (MarCom) Team	R	R	R	R		R	R	R	R	R	R	R	R		R		R	
Mentorship/Scholarship Team														PR				
Open Strategies Team	R																PR	
Physical Spaces Team										R	PR							
Research Impact Team							PR											
Student Employee Development Team												R				PR		
Student Engagement Team										R	R							
Library Website Team	R	R	R	R	R	R	R		PR									
Leadership Team	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R

PR = Primary Responsibility; ensures that these numbers are recorded

R = Relevant

3.2 UNIT, TEAM, AND COMMITTEE OVERVIEWS AND OBJECTIVES

3.2.1 Units

3.2.1.1 Access & Engagement

Overview:
The Access & Engagement Unit encompasses Access Services and Reference Services. Within each of these areas, supporting our patrons and forming connections with them is crucial. In Access Services in the Main Library and Gary Strong Curriculum Center (GSCC), we seek to "connect [in-person and virtual U of I affiliate and community members] to library resources," course reserves, spaces, and technology.[1] In Reference Services, we seek to "assist, advise, and instruct [in-person and virtual U of I affiliates and community members]" in finding, accessing, and evaluating information related to their information and research needs.[2] The work of this unit occurs synchronously and asynchronously.

Library KPIs:

- Primary Responsibility
  - Building Usage
  - Course Reserves
  - Research and Reference Assistance
- Relevant
  - Online Catalog
  - Physical Circulation
  - Student Savings

Objectives (includes timebound goals and projects):

Facilitate physical and electronic Course Reserves

- **Why:**
  - Save students money and increase access to required and recommended course materials
- **How:**
  - Support faculty and instructors in their use of Course Reserves
  - Ensure that website information is kept up-to-date
  - Collaborate with the Open Strategies Team to advertise Course Reserves services
  - Seek feedback from the campus community
- **Success looks like:**
  - Continued or increased usage of Course Reserves by faculty and instructors
  - Positive interactions with faculty and instructors
  - Continued cost-savings for students

Review and maintain physical collection stacks

- **Why:**
    - Save patron time
    - Increase usability of physical collection stacks
    - Reduce patron confusion
- **How:**
    - Shelve returned and new items in a timely manner
    - Conduct ongoing review of physical collection stacks for accuracy, damage, cleanliness, and order
- **Sucess looks like:**
    - Reduction in un-loaned items labelled as missing
    - Orderly and accurate physical collection stacks

Provide relevant and timely point-of-need Reference and Circulation services

- **Why:**
    - Ensure that Access & Engagement service points reflect the current needs of patrons
- **How:**
    - Track and analyze point-of-need service point interactions
    - Track and analyze data on hold requests
    - Seek feedback from the campus community
- **Success looks like:**
    - Positive interactions with patrons
    - Monitoring usage of point-of-need Reference and Circulation services and making recommendations based on data
    - Completing Idaho Department of Corrections resident students' 'Requests For More Sources' within one week of receipt
    - Filling hold requests for physical items (held by U of I Library) in timely manner

Provide timely access to the Main Library and Gary Strong Curriculum Center (GSCC)

- **Why:**
    - Ensure that Main Library and GSCC building hours reflect the current needs of patrons
- **How:**
    - Gather and analyze gate count data
    - Analyze space usage gathered by other Units/Teams
    - Seek feedback from the campus community
- **Success looks like:**
    - Continued or increased usage of the Main Library and GSCC during open hours

Timebound: Investigate new reference model options

- **Why:**

    - Ensure that the reference model used makes sense based on point-of-need interaction data
- **How:**
    - Review reference models at other academic libraries
    - Review point-of-need reference interactions
    - Discuss model options with Reference group and Library leadership
- **Success looks like:**
    - By the end of the year, develop a list of reference model options, with pros and cons for each option, and a recommendation for AY 2025 – 2026

Unit/Team Metrics:

- Objective 1: Facilitate physical and electronic Course Reserves
    - # of courses using course reserves
    - # of faculty/instructors using Course Reserves
    - # of students enrolled in courses using Course Reserves
    - # of times course reserves items circulated or were viewed (Controlled Digital Lending items)
    - # of additional ebook licenses for Course Reserves items requested and purchased during the semester (based on turnaway notifications)
    - Estimated cost-savings of items on Course Reserves, by course discipline and semester
    - Feedback from campus community
- Objective 2: Review and maintain physical collection stacks
    - Call number ranges reviewed
    - # of physical items pulled for mending
    - # of duplicates and older editions pulled for review by subject librarians
    - # of physical items not in Alma, with call number issues, mis-shelved, labelled missing/lost
    - # of new and returned items
    - # of shelving assignments completed
    - # of un-loaned items labelled as missing
    - Data from other projects involving physical items
- Objective 3: Provide relevant and timely point-of-need Reference and Circulation services
    - # of service point interactions by location, READ level, mode, etc.
    - # of IDOC requests received and completed, by timeframe
    - # of hold requests for physical items held by the U of I Library
    - Time between request submission and placement on hold shelf
    - Feedback from campus community
- Objective 4: Provide timely access to the Main Library and Gary Strong Curriculum Center (GSCC)
    - Gate counts
    - Space usage gathered by other Units/Teams
    - Feedback from campus community
- Objective 5: Timebound: Investigate new reference model options
    - List of reference model options, with pros and cons for each option, and a recommendation for AY 2025 – 2026

Membership:

- Jylisa Kenyon (lead)
- Suzie Davis
- Aarika Dobbins
- Hanwen Dong
- Haley Hunter
- Victoria Kerr
- Pam Martin
- Alisa Melior
- Kelly Omodt
- Diane Prorak
- Tyler Rodrigues
- Rochelle Smith

Reporting to:

- Associate Dean, Operations & Access

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[1] Warren, B., Armstrong, D., Boucher, A., Harper, J., Pierard, C., Thoulag, J., & Ketchum, D. (2020). *A framework for access services librarianship: An initiative sponsored by the association of college and research libraries' access services interest group* [Report]. Association of College and Research Libraries. https://alair.ala.org/handle/11213/17206

[2] Huling, N., Dallas, L. J., Kinder, R., Whitlatch, J. B., & Woodard, B. (2017, September 17). *Professional competencies for reference and user services librarians*. Reference & User Services Association (RUSA). https://www.ala.org/rusa/resources/guidelines/professional

3.2.1.2 Digital Scholarship & Open Strategies

Overview:

The Digital Scholarship and Open Strategies unit enriches learning opportunities and advances research, scholarly and creative activity related to digital scholarship, open education, open publishing, copyright, web development, and asynchronous and online learning. Serving as the home for programs such as the Center for Digital Inquiry and Learning, the Open Access Publishing Fund, and the Think Open fellowship program, the unit fosters the infrastructure and expertise necessary to support and sustain the library's efforts in digital projects, services, and project management.

Library KPIs:

- Primary Responsibility
  - Fellowships
- Relevant
  - Digital Collections
  - Research Information Management

- Student Savings
- Web Properties

Objectives (includes timebound goals and projects):

Facilitate access to and preservation of unique collections and scholarly outputs (CDIL, digitization).

- **Why:**
  - The library has an important responsibility to steward and promote University of Idaho's unique collections and scholarship. Since these resources may not be formally published and are unavailable anywhere else, the Library serves as a hub to preserve and provide lasting access to users.
- **How:**
  - Improve digital archive storage to meet NDSA standards for Level 3 digital preservation.
  - Ensure the public and campus are made aware of new scholarly productions and digital collections when released.
  - Ensure scholarly outputs and digital collections are easily discoverable, useable, and accessible.
- **Success looks like:**
  - Key faculty and staff are conversant with digital preservation standards and have documented practices to use digital preservation storage.
  - Regular updates promoting new digital collections and scholarly outputs are sent out via a variety of communication channels, leading to increased traffic to new content.
  - Web navigation and discovery of digital collection and digital scholarship is user friendly and meets accessibility guidelines.

Provide collaborative opportunities for learning and project development (fellowships programs) that impact campus research and teaching.

- **Why:**
  - The Library's unique resources and expertise can directly impact scholarship on campus by opening new research and learning opportunities. This includes developing OER to impact costs and empower instructors, and developing digital methods that enable unique research and communication.
- **How:**
  - Facilitate Think Open Fellowships.
  - Facilitate CDIL Digital Scholarship student and faculty fellowships.
  - Maintain, develop, and improve digital scholarship on campus through CDIL
  - Organize campus events for fellows to publicly share projects and outcomes.
- **What success looks like:**
  - Fellowship programs receive competitive applications.
  - Fellows publish their projects, present to audiences at the library, and are promoted online.
  - Publication of 2-3 significant digital scholarship projects.

Facilitate social and technical infrastructure for open publishing both on campus and worldwide (Copyright, OAPF, web development, Pressbooks).

- **Why:**
  - The Library invests in the future of publishing beyond traditional subscription models, supporting and developing alternative open publishing opportunities to increase access to knowledge.

- **How:**
  - Pressbooks platform and service is promoted, documented, and maintained for campus users.
  - Open Access Publishing Fund is managed to directly support open publishing for U of I researchers.
  - CollectionBuilder and related approaches are developed and promoted for sustainable web projects.
  - Meetings and events are hosted that promote Digital Scholarship and Open scholarship collaboration on campus.
- **What success looks like:**
  - Use of Pressbooks to create OER and other projects increases.
  - Metrics for OAPF continue to show impact supporting open publishing.
  - CollectionBuilder continues to get engagement beyond campus.

Unit/Team Metrics:
- # of staff/faculty conversant with NDSA standards
- Levels of digital preservation report
- # of scholarly outputs and digital collections produced, # of Pressbooks projects
- Web traffic to publications
- # of communications announcing new digital collections, projects, scholarly outputs, and fellowship opportunities
- # of templates and scholarly outputs reviewed using Lighthouse or other accessibility auditing tools
- # of fellowships and applications
- # of public events

Membership:
- Evan Peter Williamson (head)
- Kevin Dobbins
- Maryelizabeth Koepele
- Leesa Love
- Marco Seiferle-Valencia
- Andrew Weymouth

Reporting to:
- Associate Dean, Research & Instruction

3.2.1.3 Discovery & Acquisitions

Overview:
The Discovery & Acquisitions unit acquires, maintains, and makes discoverable and accessible a wide variety of resources for library patrons. It does so by curating the library's general collection, including print, media, e-resources, and government publications, and by facilitating borrowing and lending requests from other libraries. To enhance the general collection, unit members review information about new products, renewals, usage, requests, and costs to make recommendations to library decision makers. The unit also fulfills patron requests via interlibrary loan, Summit, and digitization for resources not held by the library itself.

Library KPIs:

- Primary Responsibility
  - Electronic Resources
  - Physical Circulation
- Relevant
  - Course Reserves
  - Online Catalog

Objectives:

Acquire, activate/process, and maintain accessible general collection resources in a timely manner.

- **Why:**
  - To provide the university community with accessible, interdisciplinary resources needed for coursework, research, and lifelong learning.
- **How:**
  - Investigating and communicating resource options to stakeholders.
  - Accurate and timely orders, invoices, processing, and activations.
  - Maintenance of discovery systems.
  - Accepting and processing general collection donations.
- **Success looks like:**
  - Quick acquisition and availability of accessible resources that meet the needs of the university community.
  - Easy discoverability of available resources.

Continually monitor and assess use of electronic collections and, in conjunction with Library leadership, strategically manage subscriptions and acquisitions to maximize return on investment and utility to the university community.

- **Why:**
  - To provide the widest possible range of useful resources in a financially responsible manner.
- **How:**
  - Gather and analyze cost-per-usage statistics for ongoing electronic resources
  - Provide projections early in the fiscal year as to what subscriptions are the best candidates for cancelation at renewal time.
  - Develop and enact strategy for long-term planning by taking into consideration multi-year subscriptions.
  - Gather and analyze request data and purchase requests to identify collection deficiencies
- **Success looks like:**
  - Accurate and timely review of subscriptions for decision-making purposes.

        - Low CPU subscriptions.
        - Staying within budget.

Continually monitor and assess use of print resources and, in conjunction with Library leadership, strategically manage approval plan and firm order acquisitions to maximize return on investment and utility to the university community.

- **Why:**
    - To provide the widest possible range of useful resources in a financially responsible manner.
- **How:**
    - Gather and analyze circulation and cost statistics for firm and approval acquisitions
    - Gather and analyze request data and purchase requests to identify collection deficiencies
    - Share CPU and subject trends with selectors.
- **Success looks like:**
    - Accurate and timely review of circulation and cost statistics for decision-making purposes.
    - Steady or increasing use of firm and approval plan acquisitions.
    - Staying within budget.

Ensure quick and accurate fulfilment of patron requests for items not currently held by the library.

- **Why:**
    - To provide patrons with the resources they need for coursework, research, and lifelong education.
- **How:**
    - Fulfill borrowing and lending ILL, Summit, and digitization requests.
- **Success looks like:**
    - Steady or increasing fill rates.
    - Steady or decreasing cancellation rates.
    - Timely communication with patrons when challenges arise.

Unit/Team Metrics:

- # of electronic collections spot checked for linking issues per year.
- # of POLs and invoices created each year
- # of new resources (print and electronic) acquired each year
- Beginning of the fiscal year inflation projections.
- Overview of previous year’s CPUs for year-long planning.
- Overall cost per use for each renewal
- Aquisition costs and circulation numbers for approval plan by LC range and for firm orders by liaison fund.

- # of patron ILL, Summit, digitization requests, including fill and cancellation rates

Membership:

- Rami Attebury, Associate Dean (Acting Unit Head)
- Samantha Thompson-Franklin, Collections & Government Information Librarian
- Clinton Johnson, E-Resources Manager
- Rachel Kerr, Library Technician/ERM Assistant
- Matthew Strupp, Copy Cataloging Assistant
- Abby Kirkham, Technical Services Assistant
- Victoria Kerr
- Dakota Willett
- Dakota Woodward

Reporting to:

- Associate Dean, Operations & Access

3.2.1.4 Research and Experiential Learning

Overview:

The Research & Experiential Learning (REL) offers dedicated spaces and services to U of I students, staff, and faculty to engage in curricular, research, or personal learning experiences. The REL Unit delivers services through four programs: the MILL, the Studio, the Data Hub, and VERSO. Unit personnel emphasizes excellence in service delivery, creative and innovative learning opportunities, and efficient management of its resources in support of the Library's strategic priorities.

Library KPIs:

- Primary Responsibility
  - Geographic Information Systems
- Relevant
  - Building Usage
  - Research and Reference Assistance
  - Research Information Management
  - Workshops and Presentations

Objectives (includes timebound goals and projects):

Maximize user engagement with program equipment and services

- **Why:**
  - To facilitate student and patron use of Library resources effectively
- **How:**
  - Providing spaces that allow students to engage in experiential learning activities, including using MILL equipment, Studio equipment, and Data Hub equipment.

    - Providing state of the art tools that enable research and academic work in making, rapid prototyping, audio/visual production, and GIS/data-intensive computing.
    - Providing trained, educated personnel to answer queries and provide support for using the tools and equipment.
    - Promoting the spaces, tools, and personnel offered across campus
- **Success looks like:**
    - Usage metrics that meet or exceed previous performance
    - Qualitative data that indicates patron satisfaction with resources

Create effective learning and research experiences

- **Why:**
    - To advance information and digital literacy while improving student and patron capacity to utilize a range of tools
- **How:**
    - Producing instructional resources that allow asynchronous learning
    - Developing workshops and learning events led by experts
    - Providing services that support the curriculum directly
    - Promoting the resources, workshops, events, and services offered across campus
- **Success looks like:**
    - Consistent, well-attended workshops and events
    - Course/class engagement with REL programs
    - Research lab/group engagement with REL programs

Manage research information and data collections efficiently and effectively

- **Why:**
    - To support university and library goals of tracking and promoting university-generated research outputs
    - To provide long-term, persistent, public archival support for university research information, including data and document deposits
- **How:**
    - Provide support for research data management through data management plan assistance
    - Provide support for geospatial resources and services through the management of ArcGIS resources and platforms
    - Manage information streams through Esploro/VERSO
    - Work with the DSOS Unit and relevant teams to ensure the repository functions of Esploro/VERSO function well
- **Success looks like:**
    - Continued high use of ArcGIS platforms
    - Consistent updating of VERSO
    - Engagement by at least one unit from each UI College with VERSO
    - Use of data management support meeting or exceeding previous performance

Revamp the “License to MILL” program (2024-2025 project)

- **Why:**
    - To create a system of validation/credentialing for students that have learned how to use various MILL equipment
- **How:**
    - Refresh the tracking document for the current MILL equipment and services

- Establish a tracking tool internally for the MILL manager

- **Success Looks Like:**
  - A small number of students starting the program each semester
  - 100% completion by a subset of those students
  - Promotion of achievement through the MILL's communication channels

Unit/Team Metrics:

All Programs
- Qualitative information provided through follow-up surveys or anecdotal/testimonial information
- Total # of appointments booked to use a given space
- Total # of visits to each program web site
- # of consultations provided at each location
- # of instructional materials added online (e.g. pages or discrete tutorials) for each program
- # of appts specifically defined for class or research projects
- # of workshops provided in each program (if relevant)
- # of campus partners involved in each program

Studio-specific
- % of Studio bookings that are new (vs. previous years)
- # of hours per week The Studio is in use, according to the bookings data.
- # of circulations of equipment associated with The Studio

DataHub-specific
- Usage of ArcGIS Online and/or other GIS platforms
- Ratio of questions as GIS to non-GIS
- # of classes using the space
- # of people using the space, according to usage data

MILL-specific
- # of partnerships with programs outside of the library
- # of visitors at Mobile MILL events or other tabling events
- # of events attended to by the Mobile MILL or other programs in the unit

Membership:
- Jeremy Kenyon (lead)
- Bruce Godfrey
- Hanwen Dong
- Jessica Fleener
- Norm Lee
- Seth Thompson

Reporting to:
- Associate Dean, Research & Instruction

3.2.1.5 *Special Collections & Archives*

Overview:
The Special Collections and Archives (Spec) department supports stakeholder access to unique and rare materials that are crucial to studying the history of the university, the state, and the region. A significant portion of Spec's holdings are not duplicated anywhere else in the world, and the archives are curated to serve the needs of students, faculty, and the community. Users of Spec holdings apply their findings to scholarly research projects, industry-driven inquiries, university story telling efforts, personal or family studies, and more.

Library KPIs:

- Primary Responsibility
  - Special Collections & Archives
- Relevant
  - Digital Collections
  - Exhibits
  - Fellowships
  - Instruction
  - Research and Reference Assistance
  - Workshops and Presentations

Objectives (includes timebound goals and projects):

Curate collections that are unique and useful to patrons

- **Why:**
  - Patrons to Spec are best served by collections that are thoughtfully arranged, are related to the department's collecting priorities, and are comprised of materials that are not redundant to other repositories
- **How:**
  - Bring intentionality to each step of the curatorial process – from donation acceptance to weeding to arrangement; cultivate donations of materials that are unique and complement other holdings in the archives; use patron feedback and collection usage data to make informed choices about what to collect in the future
- **Success looks like:**
  - Developing a more detailed scope of collections that empowers members of Spec to make decisions during processing that support departmental, Library, and university priorities; the ability to connect patron inquiries to relevant collection resources in Spec

Make collections easy to find and use

- **Why:**
  - Our work is only meaningful when patrons can engage with it. Barriers to accessing archival information should be dismantled where possible.
- **How:**
  - Invest time and energy into processing collections with robust finding aids, then sharing those via ArchivesWest; commitment to good customer service and helping patrons to the best of our abilities; collaborate with colleagues across the Library to think creatively about expanding digital access to archival materials

- **Success looks like:**
    - Processing all new accessions measuring less than 3 cubic feet before shelving; devote student staff and regular staff time to processing backlog accessions; publishing new finding aids and making updates to existing finding aids; working closely with the Digital Collections Team to make Spec materials available online

Demonstrate the importance of archiving and the relevance of our collections

- **Why:**
    - Potential users of the archive are more likely to engage with materials if they understand their importance and the basic principles of archiving (a.k.a. *archival intelligence*)
- **How:**
    - Offer instruction for students and community members; participate in workshops both on and off campus; create displays using archival materials; publish writing in public-facing mediums about archiving or archival materials in our collection
- **Success looks like:**
    - Build and maintain relationships with faculty who integrate archival instruction into their course; pursue outreach opportunities to connect with the campus community and beyond; develop topical displays and write articles that highlight parts of our collections

Unit/Team Metrics:

- # of extant finding aids
- # of finding aids added or updated
- # of patron interactions (see Reference and Research Assistance)
- # of visits to digital assets (see Web Properties)
- # of displays created and exhibited within building (see Physical Spaces)
- # of displays created and exhibited outside building (see Physical Spaces)
- # of exhibits hosted (see Physical Spaces)
- # of workshops offered (see Workshops and Presentations)
- # of classroom instruction sessions offered (see Instruction)

Membership:

- Dulce Kersting-Lark, Department Head
- Kelley Moulton
- Rebecca Hastings
- Ariana Burns
- Erin Geslani

Reporting to:

- Head, Special Collections & Archives

3.2.2 Teams

3.2.2.1 Access & Technical Services Team

Overview:
The ATS Team coordinates work between the access and technical services units of the library to ensure resources are available to patrons in a timely fashion and that the library's catalog accurately reflects what is on the shelves.

Library KPIs:

- Relevant
  - Course Reserves
  - Electronic Resources
  - Online Catalog
  - Physical Circulation

Objectives (includes timebound goals and projects):

Ensure optimal workflows between access and technical services activities

- **Why:**
  - To ensure patrons have timely access to needed materials
  - To ensure accuracy between the library's catalog and the library's shelves.
- **How:**
  - Coordinate steps between processing and shelving new materials.
  - Coordinate training and supervision of student employees performing ATS and mailroom tasks.
  - Coordinate the withdrawal/catalog deletion of withdrawn physical materials.
  - Coordinate activities for the relocation/re-cataloging of any physical material collections.
  - Coordinates searches for lost and missing items and ensure catalog reflects most current status.
  - Regularly review "in transit" items.
- **Success looks like:**
  - Quick turnaround between material arrival and shelving.
  - Limited errors in cataloging and availability of materials on shelves.
  - Limited "in transit" for longer than 30 days.

Unit/Team Metrics:

- # of new physical materials received/shelved
- # of physical materials withdrawn
- # of lost and missing items

Membership:

- Alisa Melior (co-lead)
- Johnson, Clinton (co-lead)
- Aarika Dobbins
- Haley Hunter
- Suzie Davis
- Victoria Kerr
- Abby Kirkham
- Matthew Strupp
- Rachel Kerr
- Samantha Thompson-Franklin
- Dakota Willett

Reporting to:

- Associate Dean, Operations & Access

3.2.2.2 Collections Team

Overview:
The Collections Team is responsible for leading the development of the Library's general collections, which includes working in conjunction with subject liaisons and ensuring existing collections budgets are being spent efficiently. They ensure the campus community is able to provide feedback on the Library's collections and investigate new opportunities for resource acquisitions.

Library KPIs:

- Relevant
- Course Reserves
- Electronic Resources
- Online Catalog
- Physical Circulation

Objectives (includes timebound goals and projects):

Review the library's existing general collection resources and analyze usage

- Why:
  - To maximize university investments through the library and responsibly steward university resources
- How:
  - Identify and analyze overlapping subscriptions in our existing collections.
  - Identify potential new subscriptions aligned with the library's collection development goals.
  - Create, maintain, and analyze circulation reports for both approval plan and firm order acquisitions.
- Success Looks Like:
  - Recommendations given based on analyzing a selection of our existing collection
  - Recommendations given on new subscriptions throughout the year
  - Reports shared with selectors and recommendations given on those reports

Ensure two-way communication with campus community about collections

- Why:
  - To ensure the campus is aware of existing resources and to provide an opportunity for feedback in case of changes to the collections
- How:
  - Identify underperforming electronic subscriptions.
  - Develop promotional plan to publicize and increase use of selected collections.
  - In conjunction with liaisons, develop process to gather patron feedback
  - Analyze community feedback 2-3 months in advance of renewal deadline.
- Success Looks Like:
  - Cancellation or changes to underperforming subscriptions
  - Collections promoted through Marketing and Communications Team channels
  - Feedback collected on underperforming subscriptions

Make recommendations on collection renewals, new subscriptions, approval plan purchasing, and firm order areas of emphasis.

- Why:
  - To maintain a rich, diverse, and valued set of collections
- How:
  - Recommendation at least one month prior to renewal deadline for continuation or cancellation of each subscription resource.
  - Report to selectors and admin at least once per year on trends in firm order circulation
  - Report to selectors and admin at least once per year on trends in approval plan circulation, with recommendation for changes as needed.
  - Determine CPU standards (e.g., minimum acceptable usage) for non-journal content like A&I databases
- Success Looks Like:
  - Meeting renewal deadlines
  - Receiving feedback from selectors regarding trends in approval/firm order circulation

Unit/Team Metrics:

Objective #1

- CPU reports for most electronic vendors based on Counter stats - SUSHI harvested or manually created if necessary
- Circulation statistics for approval plan collection
- Circulation statistics for firm orders by LC range
- % of subscription aggregator collections are compared for overlapping content.
- % of print journals compared with electronic collection access
- % of titles from wish list that are added to collection

Objective #2

- # of collections promoted
- # of feedback responses received
- % of renewals where feedback was used to make a decision
- # of collections with CPU increase after promotion
- # of collections with no CPU increase after promotion

Objective #3

- Circulation statistics for approval and firm orders
- # of collections cancelled and $ saved
- # of new collections and $ cost
- % of deadlines met with a recommendation

Membership:
Jeremy Kenyon, Team Lead
Rami Attebury
Samantha Thompson-Franklin
Clinton Johnson
Rochelle Smith
Jylisa Kenyon

Reporting to:
Rami Attebury, Associate Dean

3.2.2.3 Digital Collections Team

Overview:
The Digital Collections Team works to determine policy and workflows for the production and publishing of digital collections to produce a consistent, engaging user experience for patrons across the Library's web platforms and discovery services. The team encourages ownership of digital collections and investment in their excellence across the Library.

Library KPIs:

- Primary Responsibility
  - Digital Collections
- Relevant
  - Fellowships
  - Web Properties

Objectives (includes timebound goals and projects):

Guidelines and procedures are created for the digital archive drive and Special Collection & Archives' born-digital collection development processes.

- **Why:**
  - Improve the documentation and effectiveness of our digital preservation practices
- **How:**
  - Review digital archive drives for documentation and organization
  - Procedures for born-digital collection development discussed, drafted, and revised using feedback from team
- **Success looks like:**
  - 80% of our digital archive drives will be reviewed and improved with documentation and organization by the end of the 2025 Spring Semester.
  - Procedures for born-digital collection development processes are communicated and supported by the team.

Review Digital Collections for accessibility of media files and improve with additional connective, interpretive material.

- **Why:**
    - Improve the quality and accessibility of our digital collections in light of the upcoming DOJ ADA rule change deadline
- **How:**
    - Review digital collections media files for accessibility, particularly alt text and transcript availability
    - Identify and address any accessibility issues that may be discovered, and discuss and institute accessibility improvements as necessary
- **Success looks like:**
    - 100% of our digital collections are Web Content Accessibility Guidelines (WCAG) 2.1 Level AA accessible, meeting the new DOJ ADA requirements for title 2

Improve user engagement with our digital collections through use of web statistics

- **Why:**
    - To measure and improve upon user experience and user acquisition for our digital collections
- **How:**
    - Use Google Analytics and other data sources to evaluate engagement throughout the collections and make improvements to areas where necessary/available
- **Success looks like:**
    - Using analysis of user behavior, revisions are made to our digital collections infrastructure that improve engagement and/or acquisition of users for our digital collections

Unit/Team Metrics:

- # of digital archive folders reviewed for documentation and organization
- % of archive drive documented
- # of published documentation for preservation workflows and guidelines
- # of digital collections meeting WCAG 2.1 AA
- % of media items with transcripts made available
- % increase in size of digital collections
- Web engagement statistics
- # of visits to digital collections' contextual/interpretive content

Membership:

- Andrew Weymouth (Lead)
- Ariana Burns
- Kevin Dobbins
- Erin Geslani
- Rebecca Hastings
- Dulce Kersting-Lark, Ex-Officio
- Maryelizabeth Koepele
- Kelley Moulton
- Evan Williamson

Reporting to:

- Associate Dean, Research & Instruction

3.2.2.4 Discovery Team

Overview:
The Discovery Team is responsible for optimizing discovery of the library's resources. Team members participate in systematic testing of specific features/options, keeping in mind diverse patron needs.

Library KPIs:
- Online catalog (Primary responsibility)
- Course reserves (Relevant)
- Electronic resources (Relevant)
- Physical Circulation (Relevant)
- Web properties (Relevant)

Objectives:

Maintain or enhance Primo as an accessible and inclusive discovery tool, by identifying features/options for implementation.

- **Why:**
  - Primo is one of the library's primary discovery tools and is used by patrons to identify information relevant to their educational needs.
- **How:**
  - Make recommendations/decisions on configurations, following each new Primo quarterly release.
  - Create/maintain/analyze relevant analytics reports related to Primo usage
  - Map configuration changes to relevant analytics reports for analysis
- **Success looks like:**
  - Implementation of new Primo features useful to patrons.
  - Decisions made on configuration based on patron usage.

Ensure cohesion among the library's various discovery tools.

- **Why:**
  - To ensure a consistent patron experience as they use various tools to find the information they need.
- **How:**
  - Review and test library discovery tools.
  - Identify inconsistencies in search mechanisms, design, and branding among discovery tools available on the library's website.
  - Identify changes that will contribute to a consistent patron experience.
- **Success looks like:**

- Similar or well-defined search mechanisms, design, and branding among discovery tools.

Metrics:

- # of usage reports created
- # of configuration options tested
- # of configuration options implemented
- # of Discovery tools reviewed
- U/A Testing?

Team/Unit Members:

- Hanwen Dong, Team Lead
- Diane Prorak, Reference
- Dakota Woodward, ILL
- Kelly Omodt, FYE
- Jean Mattimoe, Law Library
- Rami Attebury, Primo Admin
- Kelley Moulton, SPEC
- Evan Williamson, Website
- Pamela Martin, Instruction & User Services
- Rachel Kerr, E-Resources

Reporting to:

- Associate Dean, Operations & Access

3.2.2.5 First Year Experience (FYE) Team

Overview:
The First Year Experience Team is part of a university-wide commitment to connect and support students as they transition to collegiate studies and research. Through instruction, outreach, and engagement, this program aims to improve student retention, foster student success, and empower students to be information literate in the classroom and beyond.

Library KPIs:

- Relevant
  - Research and Reference Assistance
  - Workshops and Presentations
  - Instruction

Objectives (includes timebound goals and projects):

Provide orientation and instruction to Engl101 students

- **Why:**
  - New students will be more successful if they know about and use the resources and services located in the library or through our website

- **How:**
    - Refine and implement Engl101 orientation scavenger hunt activity
    - Develop and implement Engl101 activity for students to learn how to find books and articles and to use reference services, particularly online chat
- **Success looks like:**
    - The majority of groups participating in the ENGL101 activities and responding to the survey indicate that they are aware of library resources and services and will likely return to use them. They are also able to list resources and services that they think will be helpful.
    - The majority of groups participating in the book and article activity indicate that their confidence in finding books and articles in the library improved by the end of the activity.

Provide integrated information literacy instruction in Engl102

- **Why:**
    - Empower students to develop foundational and transferable information literacy skills
- **How:**
    - Collaboration with First-Year Writing Director and course instructors
    - Teach ENGL102 instruction sessions in-person and provide online equivalent content for online sections
    - Develop and revise ENGL102 instructional content and grade library assignments
    - Support students as they complete their ENGL 102 research assignment.
- **Success looks like**:
    - Continued partnership with the First-Year Writing Program and Director
    - Data collected indicates that the majority of students who attended ENGL 102 library sessions and submitted the assignment retained the foundational information literacy skills taught during Library week

Unit/Team Metrics:

- # of FY class sessions taught
- # of FY students taught
- # of ETIL workshops taught
- # of ETIL students taught
- Survey results from Engl101 class activities
- # of Engl102 students who completed the Library assignment
- % of Engl102 students who completed the assignment and answered at least 70% of the assignment questions

Membership:
Diane Prorak (lead)
Tyler Rodrigues
Kelly Omodt
Pam Martin

Reporting to:
Associate Dean, Operations & Access

3.2.2.6 IDEA Team

Overview:
The Library's Inclusion, Diversity, Equity, and Access (IDEA) Team provides oversight and advice to Teams and Units across the Library to ensure that IDEA principles are infused throughout our day-to-day work and ensures that Library efforts are coordinated with wider university efforts. The IDEA Team may choose to undertake one or more special projects to forward IDEA goals at the Library if opportunities arise.

Library KPIs:

- (None)

Objectives (includes timebound goals and projects):

- Work with Teams and Units to ensure IDEA efforts are infused into day-to-day work
- Provide a liaison to campus-wide DEI efforts to represent the Library

Unit/Team Metrics:

- Number of Teams and Units worked with

Membership:

- Kelly Omodt (Lead)
- Maryelizabeth Koepele
- Samm Green

Reporting to:
Dean

3.2.2.7 Instruction Team

Overview:
The Instruction team supports students' success by ensuring and improving the coherence, quality and impact of instructional practices through the formation of communities of practice, the assessment of instructional practices, and the enhancement of the discoverability and usability of the library's online educational resources.

Library KPIs:

- Primary Responsibility
  - Instruction
  - Workshops and Presentations
- Relevant
  - Web Properties

Objectives (includes timebound goals and projects):

Host a series of conversations around Instruction techniques and practices among all faculty

- **Why:**
    - Improve collaboration and understanding of instructional practices across diverse faculty
- **How:**
    - Modelling this after AI sessions from January 2024, set up a series of 3-4 sessions (1-2 hours long) that cover: individual pedagogical practices, general information literacy pedagogical ideals/theories, AI use in pedagogy going forward, and an initial discussion of scaffolding of content/objectives
- **Success looks like:**
    - Planning, execution, and delivery of series.

Scaffold learning objectives and instructional content across lower and upper division instruction

- **Why:**
    - Improve coherence of information literacy instruction for students
    - Improve quality and coherence of instruction practices for all faculty
- **How:**
    - Continue improving draft of charts and documents laying out levels and types of information literacy instruction across divisions
    - Build consensus among faculty about categories/divisions and approaches
- **Success looks like:**
    - Finalized and distributed curriculum map in use for instructors by the Spring Semester

All online Instructional content aggregated via one accessible portal

- **Why:**
    - Improve coherence and discovery of online resources for students,
    - Improve usability and access of resources for those new to using library resources
- **How:**
    - Create a central landing page that directs students towards relevant resources
    - Create navigational cues throughout the website to direct students in need to asynchronous resources
    - Create walkthroughs/tutorials for new users that offer varied options and mediums (video, textual, interactive) for learning basic library skills
- **Success looks like:**
    - Publish new landing page, visual cues, and resources/tutorials by the Spring Semester

Unit/Team Metrics:

- Engagement with Instructional Website
- # of resources gathered on aggregated page
- # of educational resources revised and/or deleted
- Curriculum Map created
- Instruction Discussion Series held

Membership:

- Diane Prorak (lead)
- Hanwen Dong
- Rochelle Smith
- Dulce Kersting-Lark
- Norman Lee
- Pam Martin

Reporting to:
- Associate Dean, Research & Instruction

3.2.2.8 Leadership Team

Overview:
The Library Leadership Team provides oversight for all Library operations and ensures transparent decision making; facilitates communication about relevant Library, university, and professional activities; and strategic decision making.

Library KPIs:

- Relevant
  - (All)

Membership:

- Ben Hunter, Dean of University Libraries (chair)
- Rami Attebury, Associate Dean of Operations & Access
- Devin Becker, Associate Dean of Research & Instruction
- Dulce Kersting-Lark, Head of Special Collections & Archives
- Jeremy Kenyon, Unit Head of Research & Experiential Learning
- Jylisa Kenyon, Unit Head of Access & Engagement
- Evan Williamson, Unit Head of Digital & Open Strategies

Reporting to:
- Dean

3.2.2.9 Liaison Team

Overview:
The Liaison team enriches formal and informal learning opportunities and advances the research, scholarly, and creative activity of faculty and students by broadly communicating library offerings, services, and capacities, building individual and institutional relationships with faculty in the various colleges, and providing discipline specific instruction and assistance for students and faculty.

Library KPIs:

- Relevant
  - Course Reserves
  - Digital Collections
  - Electronic Resources
  - Fellowships
  - Geographic Information Systems
  - Instruction
  - Physical Circulation
  - Research and Reference Assistance
  - Research Information Management
  - Workshops and Presentations

Objectives (includes timebound goals and projects):
Library liaisons will engage in significant interactions and collaborations (as recorded on the interactions form) with faculty and students from across the University.

- **Why:**
  - To build connections across campus and advance the educational and research missions of the university
- **How:**
  - Support university faculty and students in Liaison areas through research assistance, instruction support, and project collaboration
- **Success looks like:**
  - Liaisons and faculty will, by year's end, have had at least one significant interaction with students and/or faculty from every department on campus.

Individual Library liaisons will share information about their liaison areas and practices with the rest of the team.

- **Why:**
  - Improve library faculty knowledge of university colleges and initiatives
  - Share practices and experiences to help other liaisons improve their work
- **How:**
  - Each Liaison will present to the team an overview of their college, colleges, or area (GIS/SPEC) and their liaison activities therein.
- **Success looks like:**
  - Each liaison will present at least once during the year to the rest of the team

The Liaison Team will serve as a feedback mechanism for other library teams and for those working on library initiatives

- **Why:**
  - Liaisons possess unique knowledge and experience of the university that can be leveraged for advice and insight into possible library actions and projects.
- **How:**
  - The team will be available as a feedback mechanism for any other team or faculty initiative via regular meetings and will advertise this function to the larger library.

- **Success looks like:**
    - The team will provide feedback for several library programs/teams/initiatives throughout the year

Unit/Team Metrics:
- # of faculty meetings
- # of presentations
- # of colleges presented
- # of times feedback is requested

Membership:
- Devin Becker (Lead)
- Bruce Godfrey
- Jeremy Kenyon - CNR
- Jylisa Kenyon - CLASS - Social Science
- Dulce Kersting-Lark - SPEC
- Norman Lee - CoS + Engineering
- Marco Seiferle-Valencia - COEHHS
- Rochelle Smith - CLASS - Humanities/Music + CAA
- Samantha Thompson-Franklin – CBE
- Andrew Weymouth - CALS

Reporting to:
- Dean

3.2.2.10 Library Website Team

Overview:
The Library Website Team works to create, maintain, and improve the Library's main website and related digital platforms. It supports developing expertise, assessment, and vision across the Library to ensure the Library's web properties are focused on user needs and accessible to all.

Library KPIs:

- Primary Responsibility
    - Web Properties
- Relevant
    - Course Reserves
    - Digital Collections
    - Electronic Resources
    - Geographic Information Systems
    - Online Catalog
    - Physical Circulation
    - Research Information Management

Improve discoverability of library content

- **Why:**
  - The Library website content needs streamlining
- **How:**
  - Assess which pages are needed and which can be removed
  - Simplify menus and navigation
  - Incorporate newly designed instruction resources pages into site
  - Measure and assess website usage through analytics

- **Success looks like:**
  - The website is significantly revised and analytics demonstrates improved user navigation and discoverability of content.

Redesign website to match university web branding revisions

- **Why:**
  - The Library website needs to maintain design connections with the main university website
- **How:**
  - Once new design is released for main university site, use the team to re-design and deploy a new look for the library website.

- **Success looks like:**
  - A re-designed website aligned with university revisions.

Provide up to date communication and information on the website.

- **Why:**
  - The Library website users should feel confident they are receiving accurate and up-to-date information.
- **How:**
  - Improve communication options, including developing new front page features, on the website for regular updates to provide a feed of fresh information and highlights of the library's work.
  - Establish unit web coordinator contacts to ensure each area's information is kept up to date.

- **Success looks like:**
  - The library website is up to date in all areas and useful to users looking for current information about library events and resources.

Unit/Team Metrics:

- % of pages reviewed by coordinators for accuracy
- Web engagement statistics (as determined by team lead after evaluation)
- # of commits to redesign project on GitHub
- Web traffic between properties and main university website
- % of web properties with updated library branding
- Timeliness assessment for each unit – survey of unit members asking if website up-to-date

Membership:

- Hanwen Dong
- Clinton Johnson
- Rebecca Hastings
- Victoria Kerr
- Maryelizabeth Koepele
- Norm Lee
- Andrew Weymouth
- Evan Williamson (lead)

Reporting to:

- Associate Dean, Research & Instruction

3.2.2.11 Marketing & Communications (MarCom) Team

Overview:
The Marketing & Communications Team ensures consistent, coordinated, and professional messaging from the Library to the wider university and general public about Library collections, events, and services with the goal of increasing awareness and use of Library offerings.

Library KPIs:

- Relevant
  - Building Usage
  - Course Reserves
  - Digital Collections
  - Electronic Resources
  - Exhibits
  - Fellowships
  - Geographic Information Systems
  - Instruction
  - Physical Circulation
  - Research and Reference Assistance
  - Research Information Management
  - Special Collections & Archives
  - Student Savings
  - Web Properties

Objectives (includes timebound goals and projects):

- **Finish formalizing MarCom processes.**
  - **Why:**
    - Ensure that users know about Library offerings in a timely way.
    - Save staff and faculty time.
    - Reduce confusion and redundant work.
  - **How:**
    - Create, refine, and communicate to entire library
    - Document fully in Library Annual Manual.

    - **Success looks like:**
        - Consistent use of processes throughout Library.
- Hire a student employee to help with social media accounts and possibly other marketing and communication activities.
    - **Why:**
        - Have more of a student voice in our marketing and communication efforts.
        - Ensure consistent marketing and communication efforts.
        - Lessen the burden on fulltime Library employees.
    - **How:**
        - Hire a student in the fall
        - Determine an appropriate scope and amount of work
        - Document processes and expectations
    - **Success looks like:**
        - A successful hire and a clear position description and set of goals that can be used from year to year.
- Continue distributing and improving "Letters from the Library."
    - **Why:**
        - Ensure that users know about Library offerings in a timely way.
    - **How:**
        - Continue coordinating content and distribution using established processes.
    - **Success looks like:**
        - Increasing newsletter usage statistics.

Unit/Team Metrics:

- Engagement with Library social media
- Newsletter usage statistics

Membership:

- Ben Hunter (Team Lead)
- Ariana Burns
- Jessica Fleener
- Clinton Johnson
- Jylisa Kenyon
- Norman Lee

Reporting to:

- Dean

3.2.2.12 Mentorship/Scholarship Team

Overview:
The Mentorship/Scholarship Committee enhances faculty development through the creation of formal and informal mentorship opportunities and fostering a supportive academic community via co-working and professional development opportunities.

Library KPIs:

- Primary Responsibility
  - Library Faculty Scholarship

Objectives (includes timebound goals and projects):

Create cohort communication venues and mentorship possibilities for new librarians

- **Why:**
  - Create cohesion and inclusion for new librarians
- **How:**
  - Monthly/bi-Monthly meeting of new librarians, facilitated by team member
  - Conversations and inquiries to new librarians over the year regarding their need for collaboration or mentorship
- **Success looks like:**
  - Documented mentorship and collaboration occurring among new librarians and between new librarians and those further along in their career.

Facilitate formal and informal collaboration opportunities for faculty

- **Why:**
  - Support faculty librarian scholarship and improve library culture
- **How:**
  - Facilitate First Friday scholarship sessions and invite all faculty.
  - Facilitate one sprint-like activity over a span of time that allows faculty to devote specific time for advancing scholarship activities.
- **Success looks like:**
  - Activities and sessions have been offered.

Unit/Team Metrics:

- # First Friday Sessions
- # of sprints
- # of meetings for new librarians
- Mentorship/collaborations among/between librarians new and experienced

Membership:

- Devin Becker
- Dulce Kersting-Lark (Lead)
- Marco Seiferle-Valencia

Reporting to:

- Associate Dean, Research & Instruction

3.2.2.13 Open Strategies Team

Overview:
The Open Strategies Team supports student success and the transformation of scholarly communication by building understanding, engagement, and capacity for open access, open education, and open scholarship practices both in the Library and throughout the university.

Library KPIs:

- Primary Responsibility
    - Student Savings
- Relevant
    - Course Reserves

Objectives (includes timebound goals and projects):

Make University of Idaho students' education more affordable

- **Why:**
    - To save students money and Increase access to materials for students and overall affordability of education at the university
- **How:**
    - Support and promote the use of open educational resources, open textbooks, open pedagogy practices, and other strategies
    - Create a workshop Mini-Series on Open on Campus, 3 to 4 short video workshops to get folks up to speed
    - Focus course marking communications to staff and faculty vs messaging to students
        - Increase low and zero-cost courses offered on campus
- **Success looks like:**
    - Save students at least $100,000 through open practices

Leverage Verso to measure and improve OA publication on campus, including CDIL projects, Pressbook publications, and open access publication by the faculty, particularly related to the Open Access Publishing Fund

- **Why:**
    - To create a better understanding of and support infrastructure for open access publishing on campus
- **How:**
    - Use OAPF to help faculty publish their articles as open access
    - Improve tools and options available for open publishing on campus
    - Work with Research Impact Team to use VERSO to measure and increase visibility for open access publications (including OAPF articles) and projects by university faculty
    - Measure engagement and create persistent open presences for Pressbooks and CDIL projects via VERSO and its DOI functionalities

- **Success looks like:**
  - OAPF funds expended
  - DOIs assigned to pressbooks, CDIL projects, and select digital collections (as decided by team)
  - Statistics tracked/communicated via VERSO for OAPF and OA articles generally in OA Campus Report

Assess contractual and other opportunities for advancing open activities on campus through contracts (i.e. Transformative Publishing Agreements, etc.)

- **Why:**
  - Better understand open publishing possibilities available via subscription
- **How:**
  - Track and assess the various options available to the library via subscription
  - Communicate opportunities to collections team, the dean, and library faculty regularly
- **Success looks like:**
  - Final report in Spring 2025 that outlines possible contractual opportunities for increasing open activities on campus

Unit/Team Metrics:
- # of think open inquiries and applications
- # of staff and faculty communications regarding affordability/open
- i/o Publish campus open survey report
- # of Open Access publications by U of I faculty
- % of faculty work in RIM system that is openly accessible

Membership:
- Marco Seiferle-Valencia (Lead)
- Leesa Love
- Bruce Godfrey
- Maryelizabeth Koepele
- Kelly Omodt
- Tyler Rodrigues
- Victoria Kerr (Leganto)

Reporting to:
- Associate Dean, Research & Instruction

3.2.2.14 Physical Spaces & Public Programming Team

Overview:
The Physical Spaces and Public Programming Team seeks to provide safe, usable, and accessible public spaces for U of I affiliates and community members who visit the Library in-person. They make space recommendations to library leadership based on local space assessments and national library trends. They also oversee the physical use of the building for programming and events.

Library KPIs:

Exhibits (Primary responsibility)
Building usage (Relevant)

Objectives:
Ensure accessible and usable spaces that meet the diverse needs of Library patrons by collecting and analyzing data on usage and by monitoring trends (local and national) over time.

- **Why:**
  - Ensure the campus community and public patrons have adequate space to meet their educational needs.
- **How:**
  - Provide reservable spaces that meet the diverse needs of U of I students.
  - Prioritized recommendations to remedy and/or improve areas where accessibility is problematic
  - Address building issues reported by employees and patrons
  - Maintain relationship with campus safety operations
  - Walk-through conducted at the end of each semester to document building and furniture issues (like broken chairs, damaged white boards, etc.) that need to be addressed
  - Ensure brand unity in library signage
  - Updates made to the Library Floor Maps on an as-needed basis
- **Success looks like:**
  - Steady or increasing usage of library public spaces

Metrics:

- # of patrons using spaces, including:
- Study rooms and graduate carrels
- Public spaces on the 1st – 4th floors
- Data Hub/Map Room
- GSCC
- # of building issues reported
- # of furniture issues identified
- Gate count Main and GSCC

Provide oversight for space use related to programming and events, such as the colloquium series, external workshops, public readings, therapy dogs, tabling, etc.

- **Why:**
  - Ensure the campus community and public patrons have adequate space to meet their educational needs.
- **How:**
  - Communicate with event organizers and access services staff to coordinate space reservations and any needed furniture arrangement.

- **Success looks like:**
  - Consistent programming throughout the year that enriches the educational environment of the campus and public community.
  - Utilizing attendance metrics to guide programming decisions.
- **Metrics**:
  - # of events
  - # of attendees

Team/Unit Members:

- Samm Green
- Haley Hunter
- Kelly Omodt (Lead)
- Aarika Dobbins
- Tyler Rodrigues
- Bruce Godfrey
- Kelley Moulton
- Rochelle Smith

Reporting to:

- Associate Dean, Operations & Access

3.2.2.15 Research Impact Team

Overview:
The Research Impact Team enhances the representation and impact of the university's research endeavors and scholarly communication through its management of VERSO, the university's research information management and Institutional Repository system, its promotion of university research, and its efforts to facilitate connections between university researchers.

Library KPIs:

- Primary Responsibility
  - Research Information Management

Objectives (includes timebound goals and projects):

Create clear policies and procedures for both public and internal users using VERSO and related research data workflows.

- **Why:**
  - To make it possible for all users to accomplish necessary tasks using up-to-date information at time of need
- **How:**
  - Develop and disseminate comprehensive, public-facing documentation to assist users in profile development and system utilization.

  - Develop and disseminate comprehensive, public-facing policies to educate users in proper system use and their rights/obligations.
  - Develop and communicate comprehensive, intra-library documentation to assist library users in profile development and system utilization.
  - Develop and communicate comprehensive, intra-library policies to educate staff in proper system use and user rights/obligations.
- **Success looks like:**
  - Published and up-to date documentation for internal and public users is available via a live website.

Develop and improve institutional repository capabilities for library and internal partners

- **Why:**
  - To take advantage of system capabilities and serve campus needs
- **How:**
  - Build relationships with campus entities that can use our IR capabilities.
  - Work with Extension to create means for using VERSO as possible publication venue.
- **Success looks like:**
  - Successfully integrating significant collections and ongoing collaborations with cross-campus entities, including Extension
  - Clear policies and documentation developed and published for internal and public users

Ensure Researcher Profiles and Asset presentation is up-to-date and accurate in VERSO

- **Why:**
  - To amplify the research and researchers at the University of Idaho
- **How:**
  - Develop and disseminate prototypes of a variety of possible research representing tools including:
    - Subject or department specific collections
    - Analytics reports
    - visualizations
- **Success looks like:**
  - 95% of profiles accurately portray research of individuals.
  - Ensure 100% profile coverage for all faculty members.
  - Attain 85% profile coverage for non-faculty researchers.
  - 1 prototype of each research representing tool disseminated to 1 or more departments within each College.

Unit/Team Metrics:

- % of profiles created for new faculty and non-faculty researchers.
- Number of communications received from faculty, including negative communications regarding data accuracy.
- Amount and character of suggestions received from liaison librarian about part of VERSO relevant to their subject areas.
- Website engagement stats for system overall
- Number of IR documents uploaded by department

Membership:

- Rami Attebury
- Devin Becker
- Aarika Dobbins
- Rebecca Hastings
- Jeremy Kenyon
- Abby Kirkham
- Norman Lee (Lead)
- Leesa Love
- Seth Thompson
- Andrew Weymouth

Reporting to:

- Associate Dean, Research & Instruction

3.2.2.16 Student Employee Development Team

Overview:

The Student Employee Development Group seeks to provide equitable opportunities for student employees to gain new knowledge and skills via training, on-the-job experiences, and performance evaluations. This group ensures standardized hiring and training practices for student employees in all areas of the library while also making recommendations for student employee pay scales.

Library Metrics:

Student Employment (Primary responsibility)
Fellowships (Relevant)

Objectives:

Ensure that student employee pay is justified within each Library unit

- **Why:**
    - Treat student workers fairly and as respected and valuable members of the Library.
- **How:**
    - Review library funding available for student employees
    - Review pay scales across Library units
    - Take into consideration local wages
- **Success looks like:**
    - Recruitment and retention of high-quality student workers.
    - Staffing needed student positions while staying within budget.

Ensure that student employees receive regular feedback on their performance and are given the opportunity to provide feedback on their supervisors

- **Why:**
    - To ensure student workers provide high quality services to patrons.
    - To ensure student workers have the chance to learn on the job and share their ideas.

- **How:**
  - Student employees will be evaluated by their supervisor
  - New student employees will be evaluated every 5 weeks for their first semester of their employment
  - Continuing employees will be evaluated by their supervisor every 6 months for the remainder the of their employment
  - Student employees will submit a self-evaluation every six months [asked to share what they learned and what they want to do better; commenting on this the next semester]
  - Student employees will have the opportunity to provide feedback on their supervisors at the end of each semester

- **Success looks like:**
  - 100% of student employees will be evaluated by their supervisor
  - 100% of student employees will submit a self-evaluation every six months
  - 100% of student employees will have the opportunity to provide feedback on their supervisors at the end of each semester

Provide student employees with relevant and timely training related to their job duties

- **Why:**
  - To ensure student workers provide high quality services to patrons.
- **How:**
  - U of I Library student employees will complete general/overview and unit-specific Library training modules within one month of starting their employment, and then on an annual basis
  - Develop mechanism for analysis of students' experiences with the general/overview Library training and unit-specific Library training
- **Success looks like:**
    - High-quality training modules developed and maintained
    - Library student employees have completed training

Metrics:

- Results of pay scale review across Library units (Minimum, maximum, average, median, mode, salary increases (per year/semester) for each unit)
- # of student employees on each pay scale
- % of library funding allocated to student employee wages and fringe each fiscal year
- Cost savings associated with cross training students across units
- % of student employees that are evaluated
- % of student employees who have the opportunity to provide feedback on their supervisors
- % of student employees who submitted self-evaluations
- # of training modules created

Membership:

- Alisa Melior, Lead
- Suzie Davis
- Kevin Dobbins
- Jessica Fleener
- Dulce Kersting-Lark
- Brittni McNeill, Ex-officio member
- Student employee(s), Ex-officio member(s) [not yet selected]

Reporting to:

- Associate Dean, Operations & Access

3.2.2.17 Student Engagement Team

Overview:
The Student Engagement Team provides opportunities for students to engage with and learn more about library staff, resources, campus services, and each other. The team strives to create a sense of community in which all levels of students feel seen, heard, and comfortable engaging with the library. They offer in-person events and asynchronous connections by creating non-curricular programming or by collaborating with others in the campus community who do the same.

Relevant Library Metrics:
Building Usage
Exhibits

Objectives:

Maximize student awareness of and comfort in library spaces, resources, services, and staff.

- **Why:**
  - To educate students about services and resources that may benefit their research, educational, and personal information needs.
  - To ease anxiety students may have about library resources, staff, or spaces.
  - Give students opportunities to interact with the library in a both synchronous and asynchronous way that builds community.
- **How:**
  - Design, market, offer, or participate in engaging non-curricular events that provide students with an opportunity to learn about library resources, services, and staff
  - Identify and collaborate with partners outside of the library to coordinate similar events.
  - Create and assessment plan rubric for events and growth
  - Sketch out key Library events we'd like to do annually and create reoccurring schedule

- **Success looks like:**
    - Student awareness of library resources, services, and staff members.
    - Student participation and engagement in events and programs.
    - Identification and prioritization of key events.

Maximize the awareness and use of key or unique library collections.

- **Why:**
    - To highlight library collections that are diverse and engaging and that may not otherwise be heavily used.
- **How:**
    - Create library displays or work with campus partners to do so.
    - Include materials from the library's collection for display.
    - Cultivate library cubbies genre collection.
    - Get Board game collection up to current processing standards

- **Success looks like:**
    - Rotating displays in both the Library and GSCC that highlight different print collections.
    - Increased circulation of materials via displays.
    - Rotating participatory displays that let students engage creatively and constructively with each other.
    - Utilization of collections from cubbies.
    - Utilization use of board games collections.

Ensure that engagement programing follows national trends and best practices as well as aligns with the library's mission and goals.

- **Why**:
    - To help identify specific opportunities that will maximize student engagement without overburdening library staff.
- **How:**
    - Conduct and compile a literature review on the areas of student engagement we are currently involved in to formalize our work.
    - Develop a mechanism for assessment of our programing and timeline for assessment to occur.

Metrics:

- Objective #1: Maximize student awareness of and comfort in library spaces, resources, services, and staff.
    - # of events held each semester
    - # of students who attended the event
    - # of interaction with marketing materials

- Objective #2: Maximize the awareness and use of key or unique library collections.
    - # of displays
    - # of ongoing display partnerships
    - # of materials checked out from displays
    - # of engagements with interactive displays
    - # of materials added to the board game collection
    - # of materials checked out from genre cubbies
    - # of materials added to genre cubbies
    - # of materials weeded from genre cubbies
- Objective #3: Ensure that engagement programing follows national trends and best practices as well as aligns with the library's mission and goals.
    - # of programs/events evaluated and assessed

Team/Unit Members:

- Tyler Rodrigues, Lead
- Suzie Davis
- Jessica Fleener
- Alisa Melior
- Kelly Omodt
- Matthew Strupp

Reporting to:

- Associate Dean, Operations & Access

3.2.3 Library Committees

3.2.3.1 Promotion & Tenure Committee

The Library's Promotion & Tenure (P&T) Committee consists of:

- Two tenured faculty members
- One tenured faculty member serving as an alternate
- Two tenure-track untenured faculty members
- One tenure-track untenured faculty member serving as an alternate

These positions are staggered three-year terms and are elected annually from the Library faculty by secret ballot. Details on this process can be found in the Promotion and Tenure Committee section of the Library Faculty Bylaws.

Additionally, one faculty member from a non-Library unit must be included in each Third Year Review, Tenure, and Promotion case. This person is selected by the dean after consultation with the chair of the P&T Committee.

Committee Membership for AY 2024-2025

- Tenured faculty members:
  - Rochelle Smith, Fall 2023 - Spring 2026
  - Jylisa Kenyon, Fall 2024 - Spring 2027 (Chair)
  - Diane Prorak, alternate: Fall 2024 - Spring 2027
  - outside member vacant, Fall 2024 - Spring 2025 (elected by Dean)
- Untenured faculty members:
  - Andrew Weymouth, Fall 2024 - Spring 2027
  - Dulce Kersting-Lark, Fall 2024 - Spring 2027
  - Tyler Rodrigues, alternate, Fall 2024 - Spring 2027

3.2.3.2 Search Advisory Committees

Search Advisory Committees (often referred to as Search Committees) are appointed by the dean or their delegate. Search Advisory Committees work with the Executive Assistant to the Dean to shepherd the hiring process and make hiring recommendations to the dean.

3.2.3.1 Library Bylaws Committee

The Library Bylaws Committee is appointed by the dean and ensures that Library Faculty Bylaws are current and appropriately comprehensive.

3.2.3.2 Library Safety Committee

The Library Safety Committee ensures best practices for safety in the Library building.

3.2.3.1 Library Social Organization

The Library Social Organization is entirely voluntary and made up of faculty and staff members with the purpose of building community amongst Library employees.

3.3 REPORTING

At the end of Fall and Spring semesters, Teams and Units will provide short narrative reports of approximately 150-300 words summarizing their work to date, including success, progress on goals, personnel changes, and any obstacle encountered. Teams and Units with Primary Responsibility for one or more KPIs must record all statistics in a central location accessible by all board appointed Library employees. This location is still TBD as of the time of writing this year's manual.

During the summer Teams and Units will use Spring and Fall reports to create a final report to the year that summarizes their work and provides guidance for the work of next year's group.

4 Meetings and People

4.1 Teleroster

Last Name	First Name	Title	Phone	Email	Dept/Unit	Office
Attebury	Rami	Assoc. Dean, AO	2503	rattebur@uidaho.edu Cell: 509-607-1196	AO	402C
Becker	Devin	Assoc. Dean, RI	7040	dbecker@uidaho.edu Cell: 260-312-9700	RI	402B
Burns	Ariana	Archives Coord.	0845/5955	arianab@uidaho.edu	Spec	008
Davis	Suzie	GSCC Supr.	0993	sldavis@uidaho.edu	GSCC	GSCC
Dobbins	Aarika	Pub. Svcs. Asst.	6559	adobbins@uidaho.edu	AE	123
Dobbins	Kevin	Dig. Labs Mgr.	9444	kdobbins@uidaho.edu	DSOS	211
Dong	Hanwen	Instr. Tech Libr.	Teams	hanwendong@uidaho.edu	REL	416W
Fleener	Jessica	MILL Mgr.	0992	jkfleener@uidaho.edu	REL	134
Godfrey	Bruce	GIS Libr.	7147	bgodfrey@uidaho.edu	REL	416T
Green	Samm	Exec. Asst. to the Dean	0708	samm@uidaho.edu Cell: 208-596-2274	Admin	402H
Hastings	Rebecca	Dig. Archivist	0845/1095	rhastings@uidaho.edu	Spec	008A
Hunter	Ben	Dean	5858	bhunter@uidaho.edu Cell: 208-310-6704	Admin	402A
Hunter	Haley	Stack Supr.	6559	hhunter@uidaho.edu	AE	123
Johnson	Clinton	E-Resources Mgr.	1635	clintonj@uidaho.edu	DA	416U
Kenyon	Jeremy	Unit Head, REL	2257	jkenyon@uidaho.edu	REL	416L

Kenyon	Jylisa	Unit Head, AE	0959	jylisadoney@uidaho.edu	AE	416I
Kerr	Rachel	Tech. Svcs. Asst.	2512/1619	rkerr@uidaho.edu	DA	416
Kerr	Victoria	Rsv. & Rsrc. Sharing Mgr.	6559/0991	victoriakerr@uidaho.edu	AE	123
Kersting-Lark	Dulce	Dept. Head, Spec	0845/1309	dulce@uidaho.edu Cell: 515-231-3020	Spec	008C
Kirkham	Abby	Tech. Services Asst.	2512	akirkham@uidaho.edu	DA	416
Koepele	Maryelizabeth	Dig. Projects Mgr.	9444/1165	mkoepele@uidaho.edu	DSOS	211
Lee	Norman	Rsrch., Outrch. & Eng. Libr.	2781	normanlee@uidaho.edu	REL	416Y
Love	Leesa	Open Publishing Libr.		llove@uidaho.edu	DSOS	416V
Martin	Pamela	Instr. & User Svcs Libr.		pnmartin@uidaho.edu	AE	416S
McDevitt	Mary Stuart	OIT Partner	1107	support@uidaho.edu	OIT	420
McNeill	Brittni	College Bus. Officer III	5732	brittnil@uidaho.edu	Admin	402I
Melior	Alisa	Access Svcs. Mgr.	2557/7299	amelior@uidaho.edu	AE	126
Moulton	Kelley	Spec. Libr. & Archivist	4079	kmoulton@uidaho.edu	Spec	008B
Omodt	Kelly	Ref./Instr./FYE Libr.	6495	kellyomodt@uidaho.edu	AE	416J
Poynter	Brandon	Bus. Specialist II	9292	rpoynter@uidaho.edu	Admin	402
Prorak	Diane	Ref./Instr./FYE Libr.	2508	prorak@uidaho.edu	AE	416R
Rodrigues	Tyler	Stud. Engagement Libr.	9807	trodrigues@uidaho.edu	AE	416P

Seiferle-Valencia	Marco	Educ. Libr./OER	Teams	marcosv@uidaho.edu	DSOS	416Q
Smith	Rochelle	Ref./Instr. Libr.	7850	rsmith@uidaho.edu	AE	416K
Strupp	Matthew	Copy Catalog Asst.	1648	mstrupp@uidaho.edu	DA	416
Thompson	Seth	Research Info Coord.	Teams	sthompson@uidaho.edu	REL	416
Thompson-Franklin	Samantha	Coll. & Gov. Info. Libr.	2531	sthompsonfranklin@uidaho.edu	DA	416M
Willett	Dakota	ILL Supr.	6843/1661	dwillett@uidaho.edu	ILL	109
Weymouth	Andrew	Digital Initiatives Librarian, DSOS	9086	aweymouth@uidaho.edu	DSOS	416N
Williamson	Evan	Unit Head, DSOS	Teams	ewilliamson@uidaho.edu	DSOS	416O
Woodward	Dakota	ILL Asst.	6843/1662	dwoodward@uidaho.edu	ILL	109

4.2 Listservs and Distribution Lists

Library Department	Email	Phone	Distribution Lists	Email
Acquisitions		1648	All Library Staff, faculty, retirees, RCDS, Writing Center and Law Library	lib-all@uidaho.edu
Administrative Office	librdean@uidaho.edu	1207	Library Building	lib-bldg@uidaho.edu
Admin/Library FAX		7070	Library Faculty	lib-faculty@uidaho.edu
Access Services/Circulation	libcirc@uidaho.edu	6559	Discovery & Acquisitions	lib-tech@uidaho.edu
DSOS/CDIL	cdil@uidaho.edu	9444	Library Instruction List	lib-instruct@uidaho.edu
Gary Strong Curriculum Center (College of Ed)	curriculumcenter@uidaho.edu	7257	E-Resources Management	lib-erm@uidaho.edu
Discovery & Acquisitions/Gov. Docs	lib-tech@uidaho.edu	2503	References Services List	lib-ref@uidaho.edu
Data Hub		7724	Library Leadership	lib-leadership@uidaho.edu
Interlibrary Loan	libill@uidaho.edu	6843		
ITS Region 7	support@uidaho.edu	1107		
Mail, Marking, Mending		1635		
MILL		0992		
Reference Services	libref@uidaho.edu	6584		
Reserves	libreserve@uidaho.edu			
Spec, Coll & Arch	libspec@uidaho.edu	0845		

4.3 Other Departments

Last Name/Other	First Name	Title	Phone	Email	Dept	Office
Perry	Emma	Director, Writing Center		emmaperry@uidaho.edu	ENGL	215
Sheneman	Luke	Director, RCDS		sheneman@uidaho.edu Cell 208-669-2248	RCDS	416A/B
Asian Studies			7110			
Campus Operator			6111			
Facilities			6246			
Herbarium (CNR)			2346			
ITS Region 7			1107			
Law Library			6521			
Women's Center			2777			

4.4 Updating U of I Library Directory Information

The U of I Library Directory update form is used to create or update your profile on the library website. Most of the fields are optional, so feel free to fill in as much or little as you would like to share. Whatever you fill in will populate your profile page and the directory.

https://forms.office.com/r/ZHarb67Uff

4.5 Regular Meetings

Regular Meetings

- Weekly Update (weekly; Wednesday at 10:30am)
- Library Core Leadership Meetings (2nd and 4th Wednesdays at 9am)
- Library Full Leadership Meetings (1st and 3rd Wednesdays at 9am)
- Library Faculty Meetings (at least 2 per semester)
- Library Faculty 1:1 with Dean Meetings (Fall/Spring)
- Library Advisory Board (Fall/Spring)
- Teams, Units, and Committees determine own meeting schedules

5 BUILDING AND HOURS

5.1 LIBRARY BUILDING HOURS

5.1.1 Main Building

Semester Hours

- Monday – Thursday: 6:00am - 2:00am
- Friday: 6:00am - 8:00pm
- Saturday: 12:00pm - 6:00pm
- Sunday: 12:00pm - 2:00am

Summer Hours

- Monday – Friday: 8:00am - 8:00pm
- Saturday: Closed
- Sunday: 12:00pm - 8:00pm

Fall Reduced Hours

- September 1: 12:00pm - 12:00am
- September 2 - Labor Day: Closed

Fall Recess

- November 24: 12:00pm - 6:00pm
- November 25 - 27: 8:00am - 6:00pm
- November 28 - Thanksgiving: Closed
- November 29 - 26: 12:00pm - 6:00pm

Winter Intersession

- December 14 -15: 12:00pm - 6:00pm
- December 16 - 20: 8:00am - 6:00pm
- December 21 - 22: 12:00pm - 6:00pm
- December 23: 8:00am - 6:00pm
- December 24 - January 1: Closed
- January 2 - 3: 8:00am - 6:00pm
- January 4 - 5: 12:00pm - 6:00pm

Spring Reduced Hours

- January 19: 12:00pm - 12:00am
- January 20 - Martin Luther King Jr. Day: 12:00pm - 12:00am
- February 16: 12:00pm - 12:00am
- February 17: President's Day: 12:00pm - 12:00am

Spring Recess

- March 9: 12:00pm - 6:00pm
- March 10 - 14: 8:00am - 6:00pm

Summer Closures

- May 26, Memorial Day: Closed
- June 19, Juneteenth: Closed
- July 4, Independence Day: Closed

5.1.2 Gary Strong Curriculum Center

Semester Hours

- Monday – Friday: 10:00am – 3:00pm (or by appointment)
- Saturday – Sunday: Closed

Summer Hours

- Monday – Thursday: 9:00am – 12:00pm (or by appointment)
- Friday – Sunday: Closed

Holidays and Intersession

- Fall Recess - Closed (11/25-29)
- Winter Break - Closed 12/23-1/3/25
- Spring Recess – Closed
- UI holidays (President's Day, MLK Jr. Day, Memorial Day, etc.) - Closed

5.1.3 Special Collections & Archives Reading Room

Appointments strongly encouraged!

Semester Hours

- Monday, Thursday, Friday: 9:00am - 1:00pm
- Tuesday, Wednesday: 12:00pm - 4:00pm
- Saturday – Sunday: Closed

Summer Hours

- Monday, Friday: by appointment
- Tuesday – Thursday: 9:00am – 12:00pm
- Saturday – Sunday: Closed

5.1.4 DataHub

Semester Hours

- Monday – Friday: 11:00am – 3:00pm
- Saturday – Sunday: closed

Summer Hours

- By appointment; contact Jeremy Kenyon

5.1.5 MILL

Semester Hours

- Monday – Friday: 8:00am – 6:00pm
- Saturday – Sunday: closed

Summer Hours

- By appointment; contact Jessica Fleener

5.1.6 Studio

Semester Hours

- Monday – Thursday: 9:00am – 9:00pm
- Friday: 9:00am – 7:00pm
- Saturday – Sunday: 12:00pm – 5:00pm

Summer Hours

- Monday – Friday: 9:00am – 6:00pm
- Saturday – Sunday: Closed

5.1.7 Reference Desk

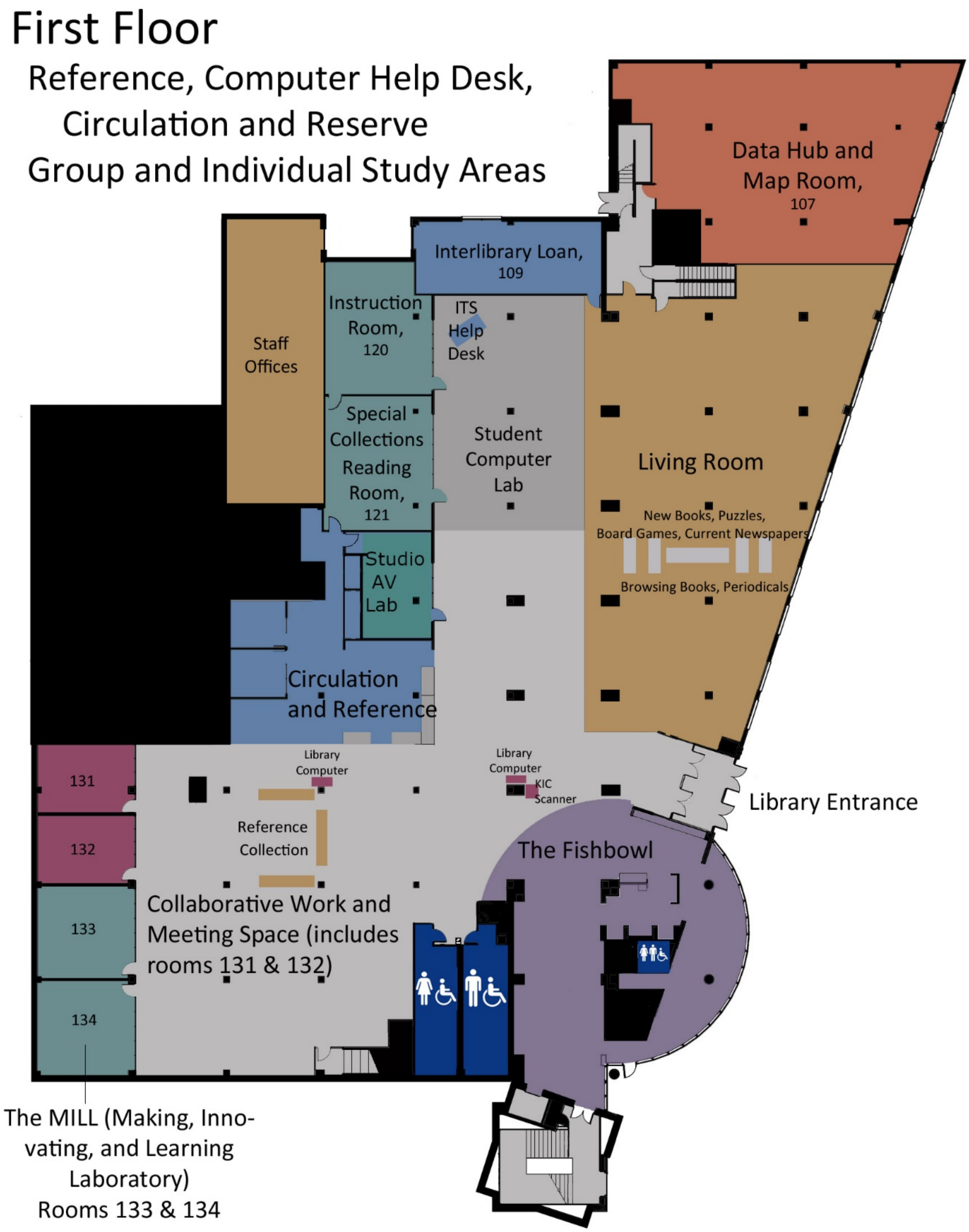
Semester Hours

- Monday – Friday: 10:00am – 4:00pm
- Saturday – Sunday: Closed, 24/7 chat help available

Summer Hours

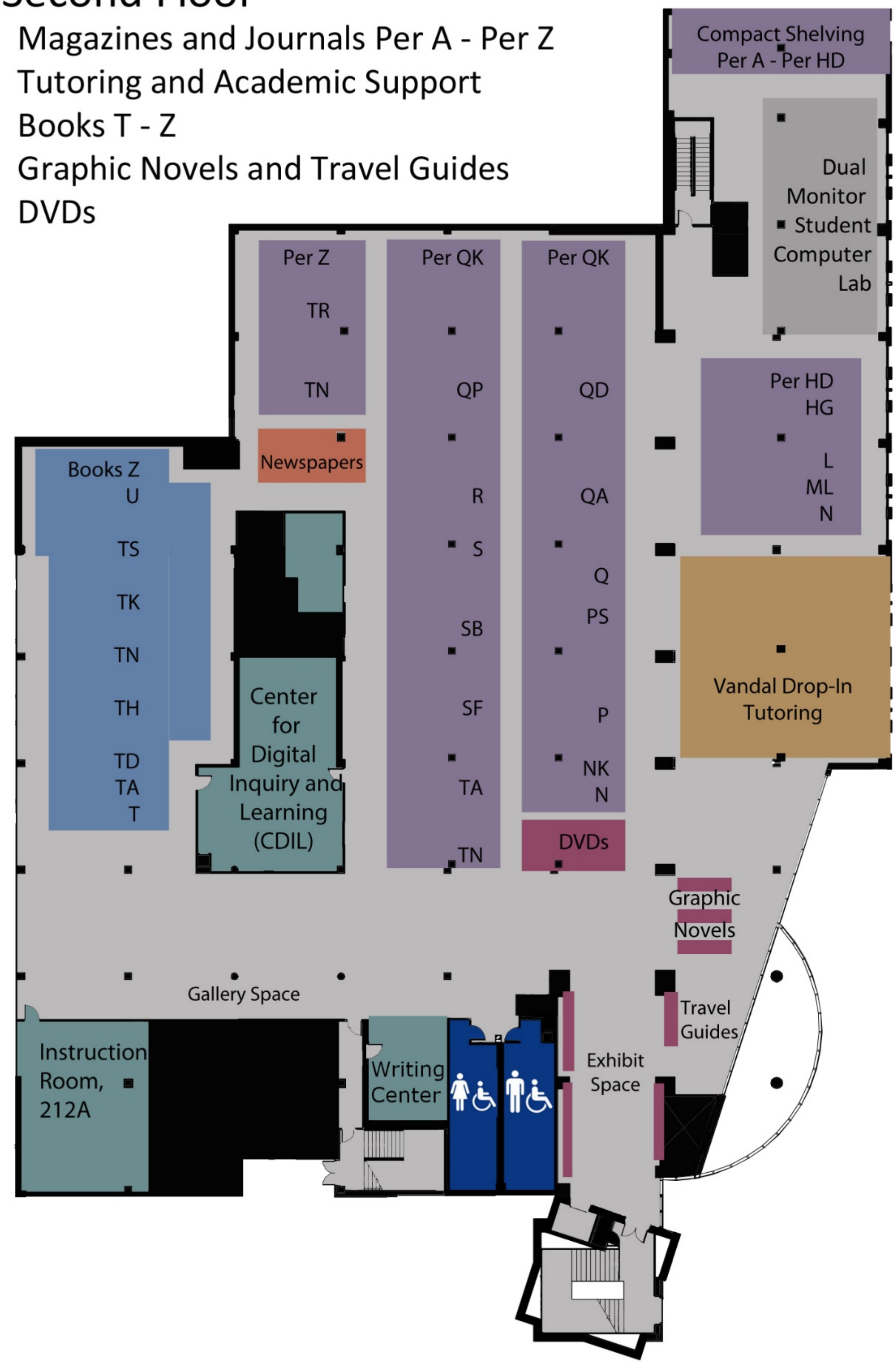
- 24/7 chat help or contact libref@uidaho.edu

5.2 Floor Maps



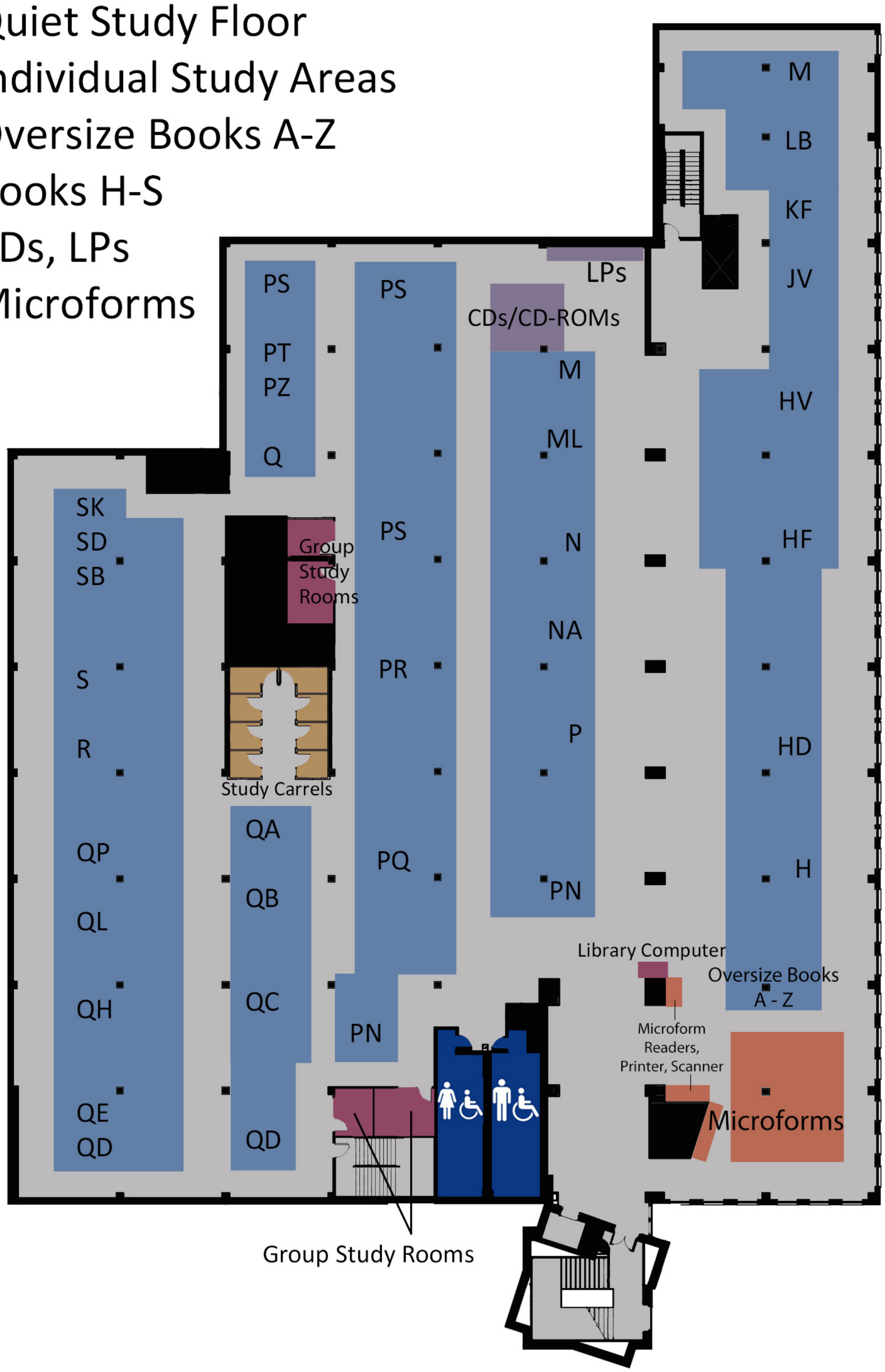
Second Floor

Magazines and Journals Per A - Per Z
Tutoring and Academic Support
Books T - Z
Graphic Novels and Travel Guides
DVDs



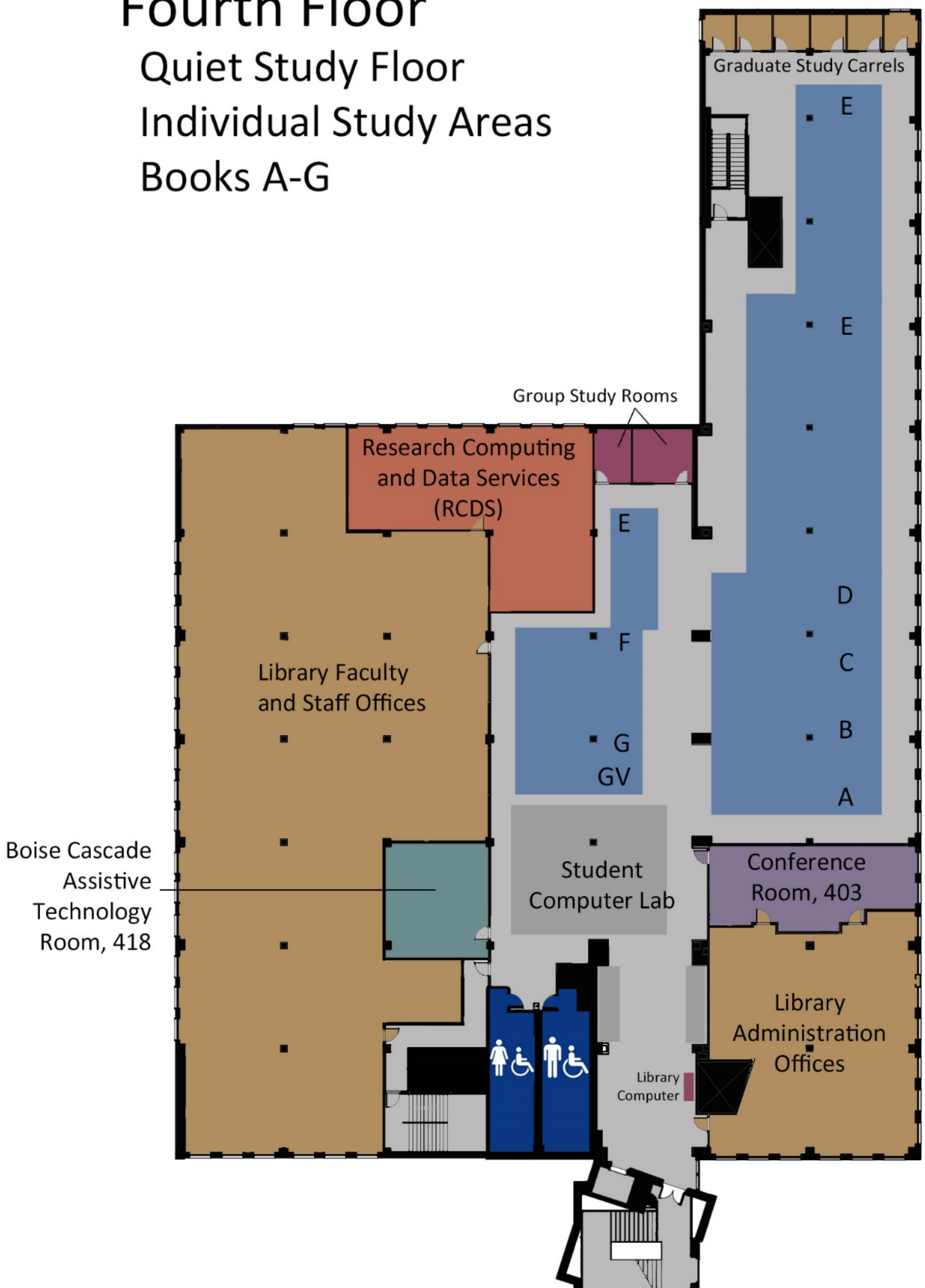
Third Floor

Quiet Study Floor
Individual Study Areas
Oversize Books A-Z
Books H-S
CDs, LPs
Microforms



Fourth Floor

Quiet Study Floor
Individual Study Areas
Books A-G



5.3 Study Rooms

The Library has various study rooms available for individual and group use throughout the Library. Patrons can visit https://www.lib.uidaho.edu/services/rooms.html to book group and individual study rooms.

- First floor
  - Two reservable group study rooms (first come, first served basis if not reserved)
  - First floor classroom (first come, first served basis during business hours if not in use; reservable in the evening)
- Third floor
  - Two reservable individual study rooms (first come, first served basis if not reserved)
  - Four open group study rooms (first come, first served basis)
- Fourth floor
  - Two open group study rooms (first come, first served basis)

Study lockers are available to all U of I students on a first come, first served basis. The lockers are assigned for one semester only. The assignment may be renewed if there is no waiting list.

Study carrels are available to U of I graduate students who have an approved thesis or dissertation topic and who do not have an assigned office, desk or carrel elsewhere on campus. Carrels are assigned on a first come, first served basis. Applications for lockers and carrels are available at the Circulation Desk and online: https://www.lib.uidaho.edu/about/policies.html#lockerscarrels .

5.4 Scheduling

5.4.1 General Library Spaces

LibCal is an online platform for scheduling events and meetings, sharing building and service point hours, and managing reservable spaces.

The Unit Head for Access & Engagement will maintain building and service point hours and work with representatives from each service point to ensure that posted hours are correct.

Library employees are responsible for scheduling all other events and meetings within LibCal.

Prior to scheduling a meeting, please confirm the availability of the Library space:

1. Log-in to LibCal: https://libcal.uidaho.edu/admin
2. Click Spaces > Booking Grid & Availability
3. Select the room category and click ‘Go’
4. Click ‘Go To Date’ to navigate to the event/meeting date
5. Scroll to the correct time and ensure that it appears as Available (green)

To schedule an event or meeting in a Library space:

1. Log-in to LibCal: https://libcal.uidaho.edu/admin
2. Click Events

3. Click the calendar you want to use (Exhibits, Instruction, Library Student Worker Training, Library Workshops, or Miscellaneous)
4. If necessary, click 'Go To Date' or use the arrows to navigate to the event/meeting date
5. Click the date for the event/meeting
6. Choose 'Create from Scratch' or select a pre-created template, then click 'Continue'
7. Fill-out the event form with required information
    - Details include: the start and end times, setup and teardown padding, event title and description, campus, presenter, event location, event registration, etc.
8. Select a category and color, if you'd like to use something other than the default options
9. Choose the event/meeting status (Publish or Unpublished Draft) and click 'Continue'
    - Events/meetings published to the Instruction and Library Workshops calendars will appear on the Library website
    - Events/meetings published to the Exhibits, Library Student Worker Training, and Miscellaneous calendars will not be posted publicly

5.4.2 Large Conference Room

To schedule the large conference room, add rs-library-403@uidaho.edu to a meeting invitation. Samm will accept or deny the reservation. The calendar name in Outlook is "Resource, Library - Large Conf Room (rs-library-403@uidaho.edu)".

5.4.3 College of Education, Health, and Human Services Study Rooms

Rooms are first come, first serve. If someone wants to reserve a room, it must be booked at least 24 hours prior to use and they can email Suzie the information needed (name, date, time, preferred room, number using room, etc.). More information can be found on the Library website (https://www.lib.uidaho.edu/services/rooms.html).

5.5 Reporting Building Issues

To report general building/safety issues email: lib-bldg@uidaho.edu.

Issues may include (but are not limited to):

- Custodial or cleaning
- General maintenance
- Sign updates
- Water leaks
- Lights out

Hazardous or time sensitive issues, such as water leaks can be reported directly to facilities:

- **During normal operations hours:** Facilities main desk at 208-885-6246 (5-6246) or email facillities@uidaho.edu.
- **After hours:** call at campus security 208-885-7054 (5-7054) and email lib-bldg@uidaho.edu.

NOTE: Always email lib-bldg@uidaho.edu with an update so that Library Administration is aware of issues and can take appropriate follow-up action as needed.

5.6 Alarms

5.6.1 Fire alarms

See Section 2.6

5.6.2 Special Collections & Archives

When alarms are activated in Special Collections, police are automatically notified and should arrive on site. Both the Dean (Ben Hunter, 208-310-6704) and Head of Special Collections (Dulce Kersting-Lark, 515-231-3020) should be immediately notified by whoever first hears the alarm.

5.6.3 All other door alarms

1. (Optional) Turn switch to “off” at control panel in Information Desk area (this will mute the alarm in that area)
2. Locate the emergency door that set off the alarm
3. Open and close door
4. Use standard Library master key (the one everyone has) to reset alarm
5. Re-insert key on door(s) until red lights are blinking (this reactivates the alarm)
6. If you turned the control panel switch to “off” in step 1, turn it back to “on” (if you didn’t do step 1, you don’t need to do anything)

5.7 Safety

All University library employees must be signed up for U of I Emergency Alerts in Vandal Web as this is how the University contacts students and employees about critical information including University closures and safety issues.

Additionally, the dean needs to be notified immediately if any emergency or safety issues occur in the the Library. This can done emailing lib-bldg@uidaho.edu for nonconfidential issues or by calling his cell phone (208-310-6704) or emailing him directly at bhunter@uidaho.edu for confidential issues.

5.7.1 Fire Safety Plan

In the event of a fire (Recommended order, change as the situation requires):

1. **Call for Help**. Get to a safe place and immediately call 911. Identify yourself and the location of the fire (by building, floor, and room number, if possible)
2. **Sound the Alarm**. If the alarm system is not engaged, pull the closest manual pull alarm located near an exit door.
3. **Prepare to exit**. Take only necessary items, and verbally notify those around you of the fire as you move towards the exit, closing doors as you leave the building. Stay low if smoke is present.

4. **Evacuate**. Leave the area immediately using the evacuation routes. Use stairs! Never use elevators. Report to the assembly point outside of the building in front of Renfrew Hall directly across from the Library's main entrance.

In the event of a Fire Alarm:

1. **Prepare to exit**. Turn off equipment, close doors, and take only necessary items as you leave the building. Remind others to exit swiftly.
2. **Evacuate the building**. As you leave, check doors, hallways, and stairwells for heat and smoke. Do not open doors that are hot. If you cannot evacuate safely, remain where you are and attempt to block smoke from entering. Call 911 and report your location.
3. **Use Stairs**. Never use elevators when exiting due to a fire alarm. If you are unable to use the stairs, locate a safe area (or area of refuge) and call 911.

Accountability:

1. **Remain at the assembly area**. Do not leave the evacuation assembly point until you have been accounted for.
2. **Ensure colleague well-being**. Check for the safety and well-being of others. If someone is injured or absent, notify authorities immediately.
3. **Re-enter when all-clear**. If the fire alarm cause is determined and the fire department has deemed it safe to return inside, you may do so only when given the all-clear.

All Fire Alarms Require Immediate Evacuation of All Personnel

5.7.2 Emergency Evacuation Procedures

All employees should meet in front of Renfrew Hall directly across from the Library's main entrance.

5.7.2.1 Emergency Occurrence- After Hours

There is a significant chance an emergency may occur outside regular University of Idaho office hours.

While the structure of this plan remains precisely the same, the implementation may vary depending upon available resources and personnel until the proper officials can be notified. Until that time, the individuals assuming the most responsibility will be those officials/individuals of highest rank who are available. These individuals should seek to follow the guidelines of the plan as nearly as possible, while simultaneously making an effort to notify University of Idaho officials of the situation to obtain verification or advice on their actions.

<u>A building evacuation is mandatory whenever a fire alarm sounds</u> and building occupants should exit immediately, putting the University of Idaho Library evacuation plan into effect. After the building has been evacuated, occupants must wait for a safety inspection and recall before re-entry.

If a complete campus evacuation and closure is necessary during an emergency, it will be announced and coordinated by the University of Idaho's leadership and Emergency Management Team.

5.7.2.2 To Implement an Evacuation

- Remain calm.
- Communicate clearly and succinctly.
  - **Example**: "We have a ______ type of emergency. Evacuate to ______. Take only the belongings you may need for personal well-being during emergency."
- DO NOT use the elevators.
- Assist persons with disabilities or assign assistance.
- Check offices, classrooms, and restrooms; close doors, but do not lock them.
- Keep exiting groups together.
- Faculty/Instructors assist students. Take rosters.
- Gather at the designated evacuation site and await instructions.
- Account for faculty, staff and students.

5.7.2.3 Evacuation Procedures

<u>(Evacuation is required any time the fire alarm sounds, an evacuation announcement is made or a university official order you to evacuate.)</u>

- Turn off equipment, if possible.
- Quickly shutdown any hazardous operations or processes and render them safe. Critical emergency coordination **staff must follow** the University of Idaho Library approved emergency evacuation plan. **Staff members may not remain in a building once an evacuation signal or order has been given.**
- Notify others in the area of the alarm if they did not hear it.
- Department heads should take staff rosters.
- Exit the building via the nearest safe exit route. Walk; do not run. Do not use elevators to exit.
- Check offices, classrooms, and restrooms; close doors, but do not lock them.
- Take jackets or other items needed for protection from the weather.
- Leave room lights on.
- If you are away from your normal working area when the alarm sounds, you should exit the building immediately and not return to your area.
- Move away from the building, report to the unit's designated evacuation point and meet with other people from the unit or building. Report any missing or trapped people to the emergency responders.
- Keep existing groups together.
- Account for faculty, staff and students and sign in at evacuation point.
- Wait at the evacuation point for directions.

- Do not reenter the building until emergency staff give the "all clear" signal.

5.7.2.4 Evacuation of Persons with Disabilities

Be aware that faculty, staff and students with "hidden" disabilities (arthritis, cardiac conditions, back problems, learning disabilities, etc.) may also need individual assistance. Use the following list to inform both helpers and disabled persons. Use a "buddy system" naming who is responsible for whom.

To Assist Visually Impaired Persons

- Announce the type of emergency.
- Offer your arm for guidance.
- Tell the person where you are going and obstacles you encounter.
- When you reach safety, ask if further help is needed.

To Alert People with Hearing Limitations

- Turn lights on/off to gain the person’s attention.
- Indicate directions with gestures.
- Write a note with evacuation directions.

To Evacuate People Using Crutches, Canes, or Walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site if possible.
- Use a sturdy chair (or one with wheels) to move the person.

To Evacuate Wheelchair Users

- Individuals at ground floor locations may exit without help.
- Individuals with movement limitations or respiratory complications must always be assisted with emergency exiting.
- Remove from area with smoke and vapors immediately.
- If the wheelchair is too heavy, offer lifting assistance; or try a sturdy chair. In some cases, the fire department will have to assist.
- Consult with the person to determine best carry options.
- Reunite the person with the chair as soon as it is safe to do so.

Remember that evacuated persons with disabilities must be accounted for before allowing re-entry or relocation. Persons assigned to help these individuals must provide personnel accounting following the incident.

5.7.3 Procedures for Lockdown (Shelter in Place)

- Report the emergency requiring lockdown (armed intruder, hazardous materials release, abduction, etc.) by calling 911, campus security 208-885-7054 (5-7054) and give the location including building name, address, and your location inside.

- Notification of the emergency **will not** use the fire alarm systems. VandalAlert, phone systems, email and press will provide notification.
- Account for all area, classroom, or building occupants. Notify authorities of any discrepancies immediately.
- Recall or re-entry notifications will be given through the VandalAlert system, phone systems, email, and press releases.
- Occupants in lockdown (sheltering in place) will use the area phone systems and/or cell phones to remain in communication with authorities and campus administration during the entire event.

5.7.4 Emergency Action Plan

5.7.4.1 Medical Emergency Procedure

- Remain calm. Quick, decisive action will provide the best outcome for the patient.
- Protect person from further injury by removing them from the hazard. Only move injured persons when it is absolutely necessary. Alert bystanders for assistance in obtaining help.
- Immediately notify authorities of the location, nature and extent of the injury by calling 911. Always call from a safe location.
- Provide first aid until help arrives if you have appropriate training and equipment.
- Send someone outside to escort emergency responders to the appropriate location, when possible.

5.7.4.2 Fire or Explosion Emergency Procedure

When building alarm sounds, immediately begin following the evacuation procedures.

If you witness a fire or explosion:

- Alert people in the immediate area of the fire and evacuate the room.
- Confine the fire by closing doors as you leave.
- Activate the building fire alarm system by pulling the handle on a local fire alarm box.
- Notify 911 of the location and size of the fire. Always call from a safe location.
- Evacuate the building using the established Emergency Evacuation Procedure. Once outside, notify emergency responders of the location, nature and size of the fire.
- If you have been trained and it is safe, you may attempt to extinguish the fire with a portable fire extinguisher. If you have not been trained, you must evacuate the area.

5.7.5 Power Outage

If power outage lasts more than a few minutes:

- Check with co-workers and Library users to ensure that everyone is safe and able to navigate.
- Convene on the first floor of the Library near the Information Desk. Ensure that someone from the Library is in contact with Facilities (during business hours) or Security (after business hours).
- If the outage has lasted for 15 minutes, then available Library employees should coordinate with each other to sweep the Library and check-in with users to ensure safety and comfort. Library users may stay in the building if they wish.

- If the outage has lasted for 60 minutes and there does not seem to be an imminent resolution, the Library will be closed for the remainder of the day, unless other plans are communicated by Library Leadership. All available Library employees should assist in notifying Library users of the closure.

Remember that these plans are a guide and are unable to outline or determine every event encountered in an emergency. U of I is intent on maintaining your safety while on campus. If you feel endangered or threatened, please take adequate measures to protect yourself and notify authorities of the situation.

5.8 University Academic Calendar and Holidays

SUMMER 2024

- Monday, May 13 --- Summer Session I classes begin
- Monday, May 20 --- Summer Session I alternative 6-week classes begin
- **Monday, May 27 --- Memorial Day – UI CLOSED**
- Monday, June 10 --- Summer Session II classes begin
- **Wednesday, June 19 --- Juneteenth – UI CLOSED**
- Monday, June 24 --- Summer Session III 6-week classes begin
- **Thursday, July 4 --- Independence Day – UI CLOSED**
- Monday, July 8--- Summer Session III 4-week classes begin
- Thursday, July 11--- WWAMI Clinical Immersion & Orientation
- Thursday, July 18 --- WWAMI Classes Begin for First Year Students
- Friday, August 2 --- End of Summer Session
- Tuesday, August 6 --- Summer final grades due by noon

FALL SEMESTER 2024

- Monday, August 19 --- Fall classes begin
- Monday, August 19 --- WSU Coop classes begin
- Monday, August 19 --- Deadline to pay tuition without late fees
- Monday, August 26 --- Deadline to submit drop for non-attendance requests
- Monday, August 26 --- Deadline to add or change semester classes without permission
- Monday, August 26 --- Deadline to add or drop early 8-week classes
- Friday, August 30 --- Deadline to drop or audit semester classes without W
- Friday, August 30 --- Deadline to register or add semester classes with permission
- Friday, August 30 --- Deadline to adjust variable credits on semester classes
- Friday, August 30 --- Deadline to change to pass/fail grading option
- Friday, August 30 --- Deadline to submit Idaho Residency Worksheets for Fall
- Friday, August 30 --- Deadline to apply for Fall graduation without late fees
- Friday, August 30 --- Last day to receive refund of tuition and fees
- Friday, August 30 --- Fall financial aid census
- **Monday, September 2 --- Labor Day – UI CLOSED**
- Tuesday, September 3 --- WWAMI classes begin
- Tuesday, September 17 --- Fall early warning grades due
- Friday, September 20 --- Deadline to withdraw from early 8-week classes
- Mon-Fri, October 7-11 --- Fall midterm exams
- Monday, October 14 --- Fall midterm grades due
- Monday, October 14 --- Late 8-week classes begin
- Friday, October 18 --- Deadline to add or drop late 8-week classes
- Friday, October 25 --- Deadline to withdraw or change semester classes to audit
- Monday, October 28 --- Winter Intersession registration opens
- Mon-Fri, November 4-15 --- Spring registration opens
- Friday, November 15 --- Deadline to withdraw from late 8-week classes
- Mon-Fri, November 25-29 --- Fall Recess
- Mon-Fri, December 2-6 --- No exam week

- Mon-Fri, December 2-13 --- Law final exams
- Saturday, December 7 --- Fall Commencement
- Mon-Fri, December 9-13 --- Fall final exams
- Friday, December 13 --- Deadline to submit grades for incompletes given 2023
- Friday, December 13 --- End of Fall Semester
- Tuesday, December 17 --- Fall final grades due by noon

WINTER INTERSESSION 2024-2025

- Saturday, December 14 --- Winter classes begin
- Monday, December 16 --- Deadline to add or drop Winter classes
- Friday, December 20 --- Deadline to withdraw from Winter classes
- **December 23-January 1 --- Holiday Break – UI CLOSED**
- Tuesday, January 7 --- End of Winter Intersession
- Friday, January 10 --- Winter final grades due by noon

SPRING SEMESTER 2025

- Thursday, January 2 --- WWAMI classes begin
- Monday, January 6 --- Law classes begin
- Monday, January 6 --- WSU Coop classes begin
- Wednesday, January 8 --- Spring classes begin
- Wednesday, January 8 --- Deadline to pay tuition without late fees
- Thursday, January 16 --- Deadline to add or change semester classes without permission
- Thursday, January 16 --- Deadline to add or drop early 8-week classes
- Thursday, January 16 --- Deadline to submit drop for non-attendance requests
- **Monday, January 20 --- Martin Luther King/Human Rights Day – UI CLOSED**
- Wednesday, January 22 --- Deadline to drop or audit semester classes without W
- Wednesday, January 22 --- Deadline to register or add semester classes with permission
- Wednesday, January 22 --- Deadline to adjust variable credits on semester classes
- Wednesday, January 22 --- Deadline to change to pass/fail grading option
- Wednesday, January 22 --- Deadline to submit Idaho Residency Worksheets for Spring
- Wednesday, January 22 --- Deadline to apply for Spring graduation without late fee
- Wednesday, January 22 --- Last day to receive refund of tuition and fees
- Wednesday, January 22 --- Spring financial aid census
- Tuesday, February 11 --- Spring early warning grades due
- Friday, February 14 --- Deadline to withdraw from early 8-week classes
- **Monday, February 17 --- Presidents' Day – UI CLOSED**
- Mon-Fri, March 3-7 --- Spring midterm exams
- Monday, March 10 --- Spring midterm grades due
- Mon-Fri, March 10-14 --- Spring recess
- Monday, March 17 --- Late 8-week classes begin
- Friday, March 21 --- Deadline to add or drop late 8-week classes
- Friday, March 28 --- Deadline to withdraw or change semester classes to audit
- Monday, March 31 --- Summer registration opens
- Mon-Fri, April 7-18 --- Fall registration opens
- Friday, April 18 --- Deadline to withdraw from late 8-week classes
- Mon-Fri, April 28-May 2 --- Spring no-exam week

- Mon-Fri, April 28-May 9 --- Law final exams
- Mon-Fri, May 5-9 --- Spring final exams
- Friday, May 9 --- End of Spring Semester
- Friday, May 9 --- Deadline to apply for Summer graduation without late fee
- Saturday, May 10 --- Spring Commencement
- Tuesday, May 13 --- Spring final grades due by noon

6 COLLECTIONS

6.1 ELECTRONIC RESOURCES

Access

Off-campus: access to electronic resources is only available to current students, faculty, and staff with a uidaho.edu or vandals.uidaho.edu email address via single-sign on (SSO). Guest patrons, therefore, cannot access e-resources from off campus.

Guest patrons: access to some electronic resources from on-campus is allowed by using the links in the Resources for Community Patrons: Databases libguide (https://tinyurl.com/communitylibguides). These links bypass the proxy server and rely on IP range for access.

6.1.1 E-Monographs (Books)

General/Troubleshooting Questions: lib-erm@uidaho.edu or Primo Report a Problem button.

Ordering:

- Rialto in Alma is preferred (ask Matthew or Rami if you have questions)
- A Librarian Purchase Request form is available (if you are unable to use Rialto) here: https://forms.office.com/r/SKiT0nufgw and is also linked from the "for librarians" LibGuide. The form sends the request to Matthew and Rami.
- Contact Matthew with additional questions about ordering or access: mstrupp@uidaho.edu

6.1.2 Journals and Databases

- General/Troubleshooting Questions: lib-erm@uidaho.edu
- A-Z Database List: https://libguides.uidaho.edu/az.php
- Journal search by title: https://www.lib.uidaho.edu/find/journals.html

6.2 PRINT COLLECTIONS

If you find any cataloging, call number, or location information in Primo that needs corrected, please contact Rami.

Ordering:

- Rialto in Alma is preferred (ask Matthew or Rami if you have questions)
- A Librarian Purchase Request form is available here (if you are unable to use Rialto): https://forms.office.com/r/SKiT0nufgw and is also linked from the "Library Employee Resources" LibGuide (https://libguides.uidaho.edu/ForLibrarians). The form sends the request to Matthew and Rami.
- Contact Matthew with questions: mstrupp@uidaho.edu

6.2.1 Main Stacks (location, searching, circ policies)

Location: The Main Stacks are on the Second Floor (Call numbers T-Z), Third Floor (Call numbers H-S), Fourth Floor (Call numbers A-G).

Searching: All Main Stacks materials should be discoverable in Primo.

Circulation Policies: Policies can be found on the library's website under Borrow/Renew (https://www.lib.uidaho.edu/services/borrow/).

6.2.2 Periodicals

Location: General collections periodicals are located on the Second Floor. Government document periodicals are located in the basement documents stacks.

Searching: Physical periodical titles should be discoverable in Primo. However, complete item-level information may not be available for all titles.

Circulation Policies: Periodicals do not circulate although librarians and access services staff can grant exceptions to this policy.

6.2.3 Special Collections & Archives

Location: Spec manuscript collections, photo groups, and rare books are located in the basement in caged areas with restricted access. Spec staff and faculty have access to the cages with their key cards.

Searching: Most manuscript collections can be discovered in Archives West (https://archiveswest.orbiscascade.org/), as can most photo groups. Rare books and a small percentage of collections can be found in Primo and will be noted as residing in Special Collections.

Circulation Policy: Spec materials do not circulate and must be accessed by patrons in the Reading Room.

6.2.4 Government Documents

Location: Government documents are located in the basement and are in closed stacks. Patrons needing a document must request it at the circulation desk. The documents are shelved according to the SuDoc classification system (https://www.fdlp.gov/cataloging-and-classification/classification-guidelines/the-classification-system-brief-history).

Searching: Nearly all government documents published after 1976 are discoverable in Primo. Discovery and acquisitions staff continue to add pre-1976 documents to the catalog as time permits.

Reference Questions: Questions by patrons involving government documents that need more in-depth research should be directed to Samantha Thompson-Franklin.

Circulation Policies: Documents circulate according to their call number range. Documents in these ranges do not circulate and must be used in the building: A13, C3, C56, I19, I29, I49, L2, SI2, S1.1. Exceptions can be made by librarians or access services staff. Documents without barcodes can still circulate, and access services staff can create a temporary record for barcoding (for rush requests), or give the map to Matthew Strupp or Rami Attebury for full cataloging.

For more information, see the Government Information Research Guide: https://libguides.uidaho.edu/Documents

6.2.5 Microform

Location: General collections microforms are located on the Third Floor. Government document microforms are located along the east wall of the old section of the basement.

Searching: Microform titles should be discoverable in Primo. However, complete item-level information may not be available for all titles.

Circulation Policies: Microform items do not circulate outside of ILL and Summit requests. Patrons can use the readers located on the third floor.

6.2.6 Physical Maps and Aerial Photos

Location: The map room is located on the First Floor. Aerial photos are either in the map room or in the 4th floor staff area by the microwaves.

Searching: Cataloged maps can be discovered in Primo. There are also physical map indexes on the map shelves to give a general idea of map locations. All Idaho maps have been cataloged, but other areas have both cataloged and uncatalogued maps in the drawers. Topographic maps are arranged by state, and then alphabetically by place name within drawers. Each state drawer should have a name index. Aerial photographs have a print index (on cabinets in both the map room and 4th floor) arranged by county, with information about agency and dates. This index is scheduled for revision during the 2024-2025 year. Please ask Rami if you have questions about physical aerial photos.

Circulation Policies: Maps can be checked out for three days at a time. Patrons should contact the circulation desk to check out a map if it is not barcoded. Access services staff can create a temporary record for barcoding (for rush requests), or give the map to Matthew Strupp or Rami Attebury for full cataloging. Aerial photos do not circulate, but patrons can ask about digitization options.

6.3 Digital Collections

Digital collections are built in-house to share digitized archival content and born-digital materials collected by Special Collections & Archives. If you discover an issue with a specific item, look for the "contact" button on every page to report.

Contacts for digital collections:

- Evan Williamson (ewilliamson@uidaho.edu)
- Andrew Weymouth (aweymouth@uidaho.edu)

6.4 BORROWING FROM OTHER LIBRARIES

6.4.1 Summit

Summit lending takes place among libraries in the Orbis Cascade Alliance. Summit Policies (https://www.orbiscascade.org/programs/rsf/documentation/summit-policies/) are set at the Alliance level. Summit lending primarily includes books and physical media. Articles are not lent via Summit.

Contacts for Summit:

General questions and individual requests: Dakota Willett (dwillett@uidaho.edu) or Victoria Kerr (victoriakerr@uidaho.edu)

Primo Summit Request Form problems: Rami Attebury (rattebur@uidaho.edu)

6.4.2 ILL

Interlibrary Loan (https://www.lib.uidaho.edu/services/ill/) requests are used for books and physical media not held by or available from any Orbis Cascade Alliance libraries. ILL is also used for article and book chapter requests.

Document delivery is a service offered by ILL in which staff will digitize articles, book chapters, government documents, or dissertations physically held in the library.

Contacts:

- libill@uidaho.edu
- Dakota Willett (dwillett@uidaho.edu)
- Dakota Woodward (dakotaw@uidaho.edu)

7 Consortia and Professional Organizations

7.1 Orbis Cascade Alliance

The Orbis Cascade Alliance is a library consortium serving academic libraries in the Pacific Northwest of the United States. The Alliance runs a shared library management system and discovery interface, works on collective purchasing, facilitates access to unique and local collections, and coordinates resource sharing for our members. The Alliance is governed by a Council made up of the dean/director from each member institution, and general questions about the Alliance can be directed to the dean.

University of Idaho Library Program Area Representatives:

- DUX (Discovery and User Experience): Diane Prorak
- RSF (Resource Sharing and Fulfillment): Victoria Kerr
- SCTS (Shared Content and Technical Services): Rami Attebury
- Systems: Rami Attebury
- OSDC (Open Strategies & Digital Content): Dulce Kersting-Lark

7.2 Professional Development and Advocacy

7.2.1 Membership in Professional Organizations

Membership in appropriate professional organizations is encouraged for all Library employees, particularly faculty members. However, due to state law and university policy, membership dues cannot be paid using university funds. Membership dues must be paid using personal funds.

7.2.2 Conferences and Professional Development

Tenure-track Library faculty have approximately $1500/year of professional development funds that may be used for continuing education, conference registration and related travel expenses. Section 8.2 has additional information on pre-approval and other processes for paying for travel.

Full-time Library staff may be approved by the dean for similar funding in specific instances where attendance would result in a clear benefit to university operations.

7.2.3 Political Advocacy

Employment at the University of Idaho does not limit any employee’s political rights. However, any political speech or action must be performed separately from the university. University email addresses, networks, computers, facilities, and resources may not be used for any political purpose. For example, if you were going to write your representative in congress about a bill affecting libraries, you are required to use a personal email address and technology personally owned by you to do so. If you are in doubt about whether a given situation could be viewed as political advocacy, please consult with the dean.

> **Faculty-Staff Handbook 6230 A1:** “EMPLOYEES' POLITICAL RIGHTS. A person's political rights of citizenship are not impaired by his or her status as a UI employee. Nevertheless, employees may not exercise those political rights in UI's name, or through the use of UI facilities, stationery, forms, supplies, or services of any kind whatsoever, or in any way that might involve UI in partisan political activity or controversy. Under its charter, the state constitution, and Idaho laws, UI is strictly nonpartisan and nonsectarian and must remain so.”

Additional information can be found in Faculty-Staff Handbook 6320:
https://www.uidaho.edu/governance/policy/policies/fsh/6/6230

8 TECHNOLOGY AND SYSTEMS

8.1 TECHNOLOGY TROUBLESHOOTING AND SUPPORT

Questions about systems specifically supported by the Library (e.g., Library databases and journals, Alma/Primo, Springshare products; also see below) should be directed to the appropriate person within the Library. For all other technology issues (e.g., Microsoft Office issues, desktop and laptop support, installing applications), please submit a ticket at https://support.uidaho.edu/

8.2 ALMA/PRIMO/RIALTO

Alma (https://exlibrisgroup.com/products/alma-library-services-platform/), from Ex Libris, is the Library's ILS (integrated library system). It contains all library records (print and electronic), acquisitions data from 2014 to the present, and patron records and fulfillment transactions. Its systems module integrates with Banner, Leganto, and the Office of Information Technology's identity provider (to allow authentication and access for off-campus resources).

Alma and Primo Analytics transforms library data into reports and data visualizations. All UI Library staff can use Alma or Primo Analytics when needed, and training materials are freely available online. Alma Analytics is accessed via Alma in the left side black bar: Analytics>Access Analytics or Access Analytics (Primo).

Alma Contacts:

- General Alma Configuration and account issues: Rami Attebury (rattebur@uidaho.edu)
- Cataloging or E-Resource Management: Rami Attebury (rattebur@uidaho.edu)
- Circulation/Fulfillment issues: Alisa Melior or Victoria Kerr

Rialto (https://knowledge.exlibrisgroup.com/Rialto) is a vendor-neutral marketplace for academic books and ebooks that is embedded in Alma. Library staff can create title or subject lists and profiles. They can also place requests for purchases within Rialto.

Rialto Contacts:

- Purchasing Questions: Matthew Strupp
- Training Questions: Matthew Strupp or Rami Attebury

Primo (https://exlibrisgroup.com/products/primo-discovery-service/), from Ex Libris, is the library's discovery layer or catalog. It is the patron-facing counterpart to Alma. Some Primo design features are configured locally at the library while others are configured at the Orbis Cascade Alliance level. Still others are under the purview of Ex Libris.

Primo Contacts:

- General and Configuration contact: Rami Attebury
- Discovery Team Lead: Hanwen Dong

8.3 LEGANTO

Leganto (https://exlibrisgroup.com/products/leganto-reading-list-management-system/), from Ex Libris, is the library's course reserves system. Course Reserves are electronic and physical library resources selected by instructors to support student learning. These items can be compiled into a single reading list accessible directly in students' Canvas courses.

Leganto Contacts:

- Course reserves: libreserve@uidaho.edu (forwards to Victoria Kerr and Rami Attebury)
- Configuration: Rami Attebury

8.4 VERSO/ESPLORO

VERSO (https://verso.uidaho.edu) is the library's Institutional Repository and Research Information Management software. It runs on Ex Libris's Esploro software.

Contacts:

- VERSO: lib-verso@uidaho.edu (goes to the VERSO team)
- Jeremy Kenyon: jkenyon@uidaho.edu
- Seth Thompson (sthompson@uidaho.edu)

8.5 PRESSBOOKS

Pressbooks (https://uidaho.pressbooks.pub/) is a "versatile, user-friendly publishing platform educators rely on to create, adapt, and share accessible, interactive, web-first books." We maintain an instance of the system and provide access to users interested in publishing ebooks, print books, manuals, and other materials. We also use it to publish a catalog of Open Educational Resources.

Catalog: https://uidaho.pressbooks.pub/catalog/

Contact:

- Evan Williamson: ewilliamson@uidaho.edu

8.6 COLLECTIONBUILDER

CollectionBuilder is a digital exhibit framework that is developed by librarians at the University of Idaho. We use it to build and host our digital collections (https://www.lib.uidaho.edu/digital/) and our Special Collections Blog, the Idaho Harvester (https://harvester.lib.uidaho.edu/). The platform is used across the world by a variety of individuals to build mostly one-off digital exhibits and digital collections. We use it both as a development tool and a teaching tool.

Main page: https://collectionbuilder.github.io/

Documentation: https://collectionbuilder.github.io/cb-docs/

GitHub Repositories/Code: https://github.com/CollectionBuilder/

For help, please contact:

- Devin Becker: dbecker@uidaho.edu
- Evan Williamson: ewilliamson@uidaho.edu

8.7 ArchivesSpace + Archives West

Archives **West (https://archiveswest.orbiscascade.org/search.php?r=idu)** is a united database of Encoded Archival Description (EAD) finding aids for thousands of archival and manuscript collections in Idaho, Montana, Oregon, Utah, and Washington. It is made possible by the Orbis Cascade Alliance's Archives and Manuscripts Collections Service. The Archives West database provides a cross-search capability for member institutions and places members' collections into context with related collections from other institutions.

ArchivesSpace is the archival collection management program used by Spec and supported by Alliance staff.

8.8 Springshare Products

8.8.1 University of Idaho LibApps Administrators

For help, please contact:

- Devin Becker: dbecker@uidaho.edu
- Ben Hunter: bhunter@uidaho.edu
- Evan Williamson: ewilliamson@uidaho.edu

8.8.2 LibGuides

LibGuides is an online platform for creating and sharing subject and topic guides. The University of Idaho Library's A-Z Database List is a key feature within the LibGuides platform.

- **Main page**: https://libguides.uidaho.edu/
- **Admin page:** https://uidaho.libapps.com/libguides/admin
- **Documentation**: https://ask.springshare.com/libguides

8.8.3 LibAnswers

LibAnswers is an online platform for tracking questions asked and answered. University of Idaho LibAnswers currently includes four named departments: DataHub, SPEC, IMTC (GSCC), and LibRef. LibChat, the built-in instant messaging tool within LibAnswers, is utilized and monitored by the Data Hub, Special Collections & Archives, and Reference.

- **Main page**: https://libanswers.uidaho.edu/
- **Admin page:** https://libanswers.uidaho.edu/admin
- **Documentation**: https://ask.springshare.com/libanswers

8.8.4 LibCal

LibCal is an online platform for scheduling events and meetings, sharing building and service point hours, and managing reservable spaces.

- **Main page**: https://libcal.uidaho.edu/
- **Admin page:** https://libcal.uidaho.edu/admin
- **Documentation**: https://ask.springshare.com/libcal

8.8.5 LibInsight

LibIsight is a data analytics platform built especially for libraries. It harvests electronic resource usage statistics from vendor websites and allows staff to upload data from a variety of sources. It is used for data analysis and visualization.

- **Main page**: https://uidaho.libinsight.com/
- **Admin page**: https://uidaho.libinsight.com/admin
- **Documentation**: https://ask.springshare.com/libinsight
- **Contact**: Rami Attebury: rattebur@uidaho.edu

8.9 Campus-Wide Software Licenses

Support for all campus-wide software licenses can be obtained by submitting a help ticket to OIT (see 6.1).

8.9.1 Microsoft Suite

The full Microsoft Suite is licensed for campuswide use and is the primary vehicle for campus file sharing and storage (SharePoint), email (Outlook), and communications (Teams). Word, PowerPoint, Excel, and other common applications are available through this license and are considered the standard for campus.

8.9.1.1 File Management

The Library uses a shared SharePoint folder for Library file management. All fulltime Library employees should have “Documents – Storage-Library > shared” (commonly referred to as “the shared drive”) mapped to their computer.

8.9.2 Zoom

Both Zoom and Teams are commonly used for video conferencing and are both supported by U of I.

8.9.3 Adobe Creative Suite

All U of I employees have access to the full Adobe Create Suite, which can be downloaded by logging in with your uidaho.edu email at [http://adobe.com.](http://adobe.com)

Benefited staff must self-enroll in a group which will assign them a license. Information on this process is available via the Staff Adobe Licensing Knowledge Base: https://support.uidaho.edu/TDClient/40/Portal/KB/ArticleDet?ID=2999

8.10 SURVEY SOFTWARE

All employees of the University of Idaho have access to two survey platforms: Qualtrics and Microsoft Forms (both platforms are offered and supported through OIT). Qualtrics is more customizable but more complex, whereas Microsoft Forms is simpler to use and offers better integration with SSO for verifying survey respondents within the university. Both can be used for anonymous surveys.

- Qualtrics can be accessed at http://surveys.uidaho.edu
- Microsoft Forms can be accessed at http://onedrive.uidaho.edu
    - Use the menu at the top left of the screen to access Forms

9 EMPLOYMENT PROCEDURES

These procedures are a general overview of Library-specific workflows and expectations as a search moves through a hiring process. The information listed below is for library internal use only and does not supersede University, HR, Provost, or EO/AA policy and procedures. Please contact the Dean, University Libraries with any concerns, questions, or suggestions.

9.1 STAFF

9.1.1 Hiring

Step 1: Request to hire and update job description.

1. The dean, in consultation with Library leadership, decides if a vacancy needs to be filled with no or minor changes to the job description, major changes to the job description, repurposed to fill a completely different role, or not filled at all (Responsibility: Dean).
2. Depending on the dean's decision, Samm will submit a Request to Hire form to the Academic Affairs/Provost Office (Responsibility: Samm).

Step 2: Update job description and establish Search Advisory Committee

1. Library Leadership/Department Head/Supervisor will update the job description (Responsibility: Samm).
2. Library Leadership establishes the Search Advisory Committee. The committee should consist of between three and five people, and should be comprised of a chair, at least one person from another Library unit, at least one faculty, at least one staff. Gender and other diversity considerations should be considered when forming the committee. (Responsibility: Library Leadership).

Step 3: PeopleAdmin

1. The initiator updates the job description and posting in PeopleAdmin and navigates the job description through salary determination and posting (Responsibility: Samm).

Step 4: Advertising

1. U of I centralized advertising venues and any other paid advertising requested by the Search Advisory Committee (Responsibility: Samm).
2. The Search Advisory Committee will identify other active recruitment venues and send announcements to list serves. This should include, at a minimum, Idaho library listservs (libidaho, idahoacademiclibraries), the Orbis Cascade Alliance Announce listserv, and the PNLA Jobs webpage. (Responsibility: Search Advisory Committee Chair).

Step 5: The Search

1. The Search Advisory Committee meets to review the job description and qualifications and discuss expectations (Responsibility: Search Advisory Committee Chair and Samm).
2. Establish a schedule for the Search Advisory Committee's work (Responsibility: Samm and Search Advisory Committee Chair).

3. The Search Advisory Committee completes EO/AA required training Search Committee Training. Training Completion is verified prior to serving on a search advisory committee (Responsibility: Samm).
4. Forms and Search documents made available to the Search Advisory Committee; grant access to PeopleAdmin Search (Responsibility: Samm).
5. Select or create and complete interview questions (Responsibility: Search Advisory Committee and Committee Chair).

Step 6: After closing or first consideration date

1. Screen applicants (Responsibility: Search Advisory Committee).
2. Create a list of Job-related applicant strengths and weaknesses to support the request for first interviews. Information should only be based on application materials (Responsibility: Search Advisory Committee, Samm)
3. Obtain dean's approval to interview (Responsibility: Search Advisory Committee Chair).
4. Transition applicants in People Admin to get EO/AA approval for interviews (Responsibility: Samm).
5. Schedule candidate interviews (Responsibility: Samm).
6. Conduct candidate interviews (Responsibility: Search Advisory Committee).
7. Create a list of job-related candidate strengths and weaknesses from the first interview; if there is one or more viable candidate, include justification to check references (Responsibility: Search Advisory Committee Chair).
8. Obtain dean's approval to proceed with reference checking (Responsibility: Search Advisory Committee Chair).
9. Check candidate references (Responsibility: Search Advisory Committee).
10. Finalize interview candidate strengths, weaknesses, and recommendations to the dean (Responsibility: Search Advisory Committee, Samm).
11. Collect search paperwork and submit to Samm (Responsibility: Search Advisory Committee Chair, Samm).

Note: If at any time during Step 6 the committee feels that the pool is not sufficient to warrant moving forward with next steps, the Chair will consult with Samm and the dean to determine whether to conduct additional interviews, extend the deadline, or fail the search.

Step 7: Hiring

1. Dean approves hire (Responsibility: Dean, Samm).
2. Submit request to hire in People Admin and navigate approval steps from AA/EEO, salary calculation, and background check (Responsibility: Samm)
3. Contingent verbal job offer, including negotiating salary and start date (Responsibility: Dean or dean's delegate).
4. Conduct background check (Responsibility: Samm)
5. Create and deliver offer letter; finalize letter with signatures (Responsibility: Samm).
6. Notify interviewed candidates that the position has been filled (Responsibility: Search Advisory Committee Chair).
7. Announce hire (Responsibility: Dean or dean's delegate).
8. Complete final applicant transition/disposition in PeopleAdmin (Responsibility: Samm)

9.1.2 Onboarding

COMPLETE BEFORE FIRST DAY OF EMPLOYMENT

- Employee completes I-9 at HR (Responsibility: New employee). Note: Until this step is completed, the new employee cannot be appointed and their account cannot be set-up, delays will hold up the onboarding process
- Create new employee ticket with ITS and ensure that computer is set up before first day (Responsibility: Samm and supervisor). Note: Samm submits initial ticket and asks Associate Dean or Department Head to work with faculty member to determine what type of equipment they will need for their position.
- Provide new employee with: (Responsibility: New employee's supervisor or delegate)
    - Arrival time for new employee's first day and meeting point
    - New Employee Onboarding (HR): https://www.uidaho.edu/human-resources/employees/new-employees

- Work with employee to create agenda for first day and week (Responsibility: New employee's supervisor or delegate).
    - First day:
        - Arrival: meet with supervisor and/or Samm to get keys and Annual Manual, locate office, login into computer, setup email
            - Create an email signature: https://www.uidaho.edu/brand/brand-toolkit/templates/email-signatures
        - tour of Library from supervisor or delegate
        - begin university required training and review Annual Manual
        - review new employee check list found on the HR website
        - get on appropriate email lists and recurring meetings (Samm)
    - First week:
        - Complete university required training
        - Review entire Annual Manual
        - Determine initial job tasks and job specific training with supervisor
        - tour of campus from supervisor or delegate
        - Complete new employee check list found on the HR website
    - Second week:
        - Continue job specific training and onboarding with supervisor or delegate looking to transition toward increasing independence

9.1.3 Job Descriptions:

All job descriptions are found in the Position Management section of PeopleAdmin.

- Job descriptions should be reviewed as part of the annual employee performance evaluation.
- Any updates to job descriptions should be approved by the department head and associate dean.
- After updates are approved, Samm will update People Admin and request Human Resources approval.

9.1.4 Evaluations

New (classified staff) employees complete 3-month and 6-month probationary evaluations. All staff are required to have an annual evaluation. All annual staff performance evaluations are due to Human Resources by March 1, 2024.

The annual performance evaluation process begins in January. All forms can be found on the HR website.

1. Associate Dean for Operations & Access meets with all supervisors to discuss deadlines and guidelines for the evaluations process.
2. Supervisors request a self-evaluation from employee.
3. Supervisors write evaluations and submit them to appropriate department chair and associate dean for review.
4. After obtaining permission to move forward, supervisors meet one on one with employees to discuss evaluations and review position descriptions. During this time the supervisee and the supervisor also discuss any potential conflicts of interest. Employees may compose a statement to be included with their evaluation if they wish.
5. Employees should receive a copy of their evaluation at least 24 hours in advance of their meeting.
6. Signed final evaluations are given to Samm. Samm scans the final evaluation and sends copies to the supervisor and supervisee. Samm then submits final evaluations to Human Resources by the March deadline.

9.1.5 Resignations

Staff must notify their supervisor and/or the dean in writing (email is fine) of their decision to leave their position and their final day on the job. The dean or supervisor then must accept that resignation in writing for it to be official. The Assistant to the Dean or designee will then submit an EPAF. Staff are asked to give at least two weeks' notice.

9.2 FACULTY

9.2.1 Degree Equivalency Matrix

Library faculty positions require a master's degree in library science from an ALA accredited program or equivalent. Equivalency consists of a combination of academic credentials and relevant library experience. For any situations where it's unclear, the dean should be consulted. The chart below provides a guide to evaluating candidates' credentials and experience as it relates to this requirement.

Degree	ALA Accredited University	Academic Library Experience	Meets Degree Requirement	Talk to Dean
MLIS, MLS	Yes	Y or equivalent experience as it relates to the position	Yes	No
MLIS, MLS	Unsure or international	Y or equivalent experience as it relates to the position	Maybe	Yes
Master's or Ph.D. related to the position	n/a	Y and equivalent experience as it relates to the position	Maybe	Yes
Master's or Ph.D. not related to the position	n/a	Y and extensive equivalent experience as it relates to the position	Maybe	Yes
Master's or Ph.D. not related to the position	n/a	N and no equivalent experience	No	No
Undergraduate degree or no degree	n/a	n/a	No	No

9.2.2 Hiring

Step 1: Request to hire and update position description.

1. The dean, in consultation with Library leadership, decides if a vacancy needs to be filled with no or minor changes to the position description, major changes to the position description, repurposed to fill a completely different role, or not filled at all (Responsibility: Dean).

Step 2: Update position description and establish Search Advisory Committee

1. Library Leadership/Department Head will update the job description write justification to fill position (Responsibility: Samm)
2. Library Leadership establishes the Search Advisory Committee. The committee should consist of between four and six people, and should be comprised of a chair, at least one person from another Library unit, at least one faculty, at least one staff. When appropriate, a committee member from outside the Library may be included. Gender and other diversity considerations should be considered when forming the committee. (Responsibility: Library Leadership).

Step 3: PeopleAdmin

1. Samm updates the position description and posting in PeopleAdmin and navigates the PD through Provost approval to fill position, salary determination, and posting (Responsibility: Samm).

Step 4: Advertising

1. U of I centralized advertising venues and any other paid advertising requested by the Search Advisory Committee (Responsibility: Samm).
2. The Search Advisory Committee will identify other active recruitment venues and send announcements to list serves. This should include, at a minimum, Idaho library listservs (libidaho, idahoacademiclibraries), the Orbis Cascade Alliance Announce listserv, and the PNLA Jobs webpage. National/international advertising opportunities should also be explored; note that this is an important step when trying to build a diverse pool (Responsibility: Search Advisory Committee Chair, Search Advisory Committee).

Step 5: The Search

1. The Search Advisory Committee meets with the dean who delivers expectation and responsibilities. The committee reviews the position description and qualifications and establishes a schedule for the committee's work (Responsibility: Samm, dean, and Search Advisory Committee Chair).
2. The Search Advisory Committee completes EO/AA required search committee training. Training completion is verified prior to serving on a search advisory committee. (Responsibility: Samm).
3. Search forms and documents available to committee; grant access to People Admin Search (Responsibility: Samm).
4. Select or create interview questions for both first and second interviews (Responsibility: Search Advisory Committee and Committee Chair).

Step 6: After closing or first consideration date

1. Screen applicants (Responsibility: Search Advisory Committee). **See above for degree equivalency**

2. Create a list of job-related applicant strengths and weaknesses to support the request for first interview, information should only be based on application materials (Responsibility: Search Advisory Committee, Samm).
    a. First interviews in faculty searches are always conducted over Zoom or similar videoconferencing platform
3. Obtain dean's approval interview (Responsibility: Search Advisory Committee Chair).
4. Transition applicants in PeopleAdmin to get EO/AA approval for interviews (Responsibility: Samm).
5. Contact candidates selected for interview (Responsibility: Search Committee Chair).
6. Schedule candidate interviews (Responsibility: Samm).
7. Conduct candidate interviews (Responsibility: Search Advisory Committee).
8. Create a list of job-related candidate strengths and weaknesses from the first interview; if there are viable candidates and include justification to check references and invite for second interview (Responsibility: Search Advisory Committee Chair).
9. Obtain dean's approval to check candidate references (Responsibility: Search Advisory Committee Chair).
10. Check references (Responsibility: Search Advisory Committee).
11. Finalize strengths, weaknesses, and recommendations to the dean to invite candidates to campus for a second Interview (Responsibility: Search Advisory Committee, Samm).
12. Obtain dean's approval to invite finalists to campus (Responsibility: Search Advisory Chair)
13. Transition candidates in PeopleAdmin (Responsibility: Samm)
14. Create interview schedule, interview questions, and presentation prompt (Responsibility: Search Advisory Committee and Committee Chair)
15. Invite Candidates to second Interview (Responsibility: Search Advisory Chair).
16. Notify candidates not moving forward/reserved (Responsibility: Search Advisory Chair).
    a. For reserve candidates, the Search Advisory Chair may tell candidates that they are in reserve, that the process is ongoing, or may elect to not immediately communicate. Different situations will warrant different approaches, and it is the responsibility of the Chair to make this determination.
17. Schedule 2nd interview, coordinate travel and lodging and make meal reservations (Responsibility: Samm).
18. Coordinate interview logistics and responsible parties for meetings and pick-up/drop-off of candidates (Responsibility: Advisory Search Chair).
19. Library-wide candidate visit announcements and meeting invites for interview (Responsible Party: Samm and Search Advisory Committee Chair).
20. Request feedback on the candidate (Responsibility: Search Advisory Chair).
21. Create a list of job-related candidate strengths and weaknesses based off second interviews (Responsibility: Search Advisory Chair, Samm).
22. Finalize job-related candidate strengths, weaknesses, and recommendations to the dean (Responsibility: Search Advisory Committee, Samm).
23. Collect search documents and submit to Samm (Responsibility: Search Advisory Committee Chair, Samm).

Note: If at any time during Step 6 the committee feels that the pool is not sufficient to warrant moving forward with next steps, the Chair will consult with Samm and the dean to determine whether to conduct additional interviews, extend the deadline, or fail the search.

Step 7: Hiring

1. Dean approves finalist hire (Responsibility: Dean, Samm).
2. Submit request to hire finalist in PeopleAdmin and navigates approval steps from AA/EEO, Provost/salary calculation, and background check (Responsibility: Samm).
3. Contingent verbal job offer, including negotiating salary and start date (Responsibility: Dean or dean's delegate).
4. Submit background check (Responsibility: Samm).
5. Provost sends offer letter; finalize letter with signatures (Responsibility: Samm).
6. Notify interviewed candidates that the position has been filled (Responsibility: Dean or dean's delegate).
7. Announce hire (Responsibility: Dean).
8. Complete final applicant transition/disposition in PeopleAdmin (Responsibility: Samm).

9.2.3 Onboarding

COMPLETE BEFORE FIRST DAY OF EMPLOYMENT

- Employee completes I-9 at HR (Responsibility: New employee). Note: Until this step is completed, the new employee cannot be appointed and their account cannot be set-up, delays will hold up the onboarding process
- Create new employee ticket with ITS and ensure that computer is set up before first day (Responsibility: Samm and supervisor). Note: Samm submits initial ticket and asks Associate Dean or Department Head to work with faculty member to determine what type of equipment they will need for their position.
- Provide new employee with: (Responsibility: New employee's supervisor or delegate)
    - Arrival time for new employee's first day and meeting point
    - New Employee Onboarding (HR): https://www.uidaho.edu/human-resources/employees/new-employees
    - Provide faculty with a link to University P&T website: https://www.uidaho.edu/provost/faculty/promotiontenure

- Work with employees to create agenda for first day and week (Responsibility: New employee's supervisor or delegate).
    - First day:
        - Arrival: meet with supervisor and/or Samm to get keys and Annual Manual, locate office, login into computer, setup email
            - Create an email signature: https://www.uidaho.edu/brand/brand-toolkit/templates/email-signatures
        - tour of Library from supervisor or delegate
        - get list of Library leadership and immediate co-workers and begin scheduling 30-minute meetings with them to learn about various areas of the library
        - begin university required training and review Annual Manual
        - review new employee check list found on the HR website
        - get on appropriate email lists and recurring meetings (Samm)

    - First week:
        - Complete university required training
        - Review entire Annual Manual

        - Complete as many orientation meetings with Library leadership and co-workers as possible
        - Determine initial job tasks and job specific training with unit head
        - tour of campus from supervisor or delegate
        - Complete new employee check list found on the HR website

    - Second week:
        - Meet with dean and discuss faculty responsibilities (primarily establishing a scholarship program, if applicable)
        - Sign Position Description in People Admin
        - Establish weekly 30-minute check-in meetings with dean for first couple of months
        - Continue job specific training and onboarding with unit head looking to transition toward increasing independence
        - Update contact information in Vandal web
        - Meet with Samm to go over leave reporting and/or any other questions they may have

9.2.4 Position Descriptions

All position descriptions are found in the Position Management section of People Admin.

- Position descriptions should be reviewed as part of the annual employee performance evaluation.
- Any updates to position descriptions should be approved by the dean.
- After updates are approved, Samm will update PeopleAdmin and submit for Provost approval.
- The faculty, associate dean, and dean will need to sign the position description in PeopleAdmin.

9.2.5 Evaluations

The annual evaluation process begins in January. Evaluations are due to the Provost by March 1. All forms can be found on the HR/Provost website

1. In November or December, the dean sends an email to faculty requesting an annual report and updated CV.
2. The dean writes the annual review
3. Samm schedules one on one meetings with faculty and the dean for annual reviews
4. Samm sends out the draft review to faculty 24 hours before their meeting with the dean.
5. The dean meets with individual faculty members to discuss evaluations and obtain signatures. During this time the dean and the faculty member also discuss any potential conflicts of interest. Faculty may compose a statement to be included with their evaluation if they wish.
6. Signed final evaluations are given to Samm. Samm scans the final evaluation and sends copies to the dean and to the faculty member. Samm then submits final evaluations to Human Resources by the March deadline.

9.2.6 Promotion & Tenure

Promotion and Tenure in the Library processes follow university policy as set forth in the Faculty-Staff Handbook and general policy and guidelines in the Library Faculty Bylaws (see Section 10). At hire, faculty members are given an outline of their 3rd Year Review, Tenure, and Promotion dates in their offer letter. Candidates will coordinate with the dean and the Executive Assistant to the Dean on process and timeline.

- **November:** Promotion and Tenure Dossiers are due to the Provost's Office
- **February**: 3rd Year Review due to Provost's Office

9.2.7 Resignations

Faculty must notify the dean in writing (email is fine) of their decision to leave their position and their final day on the job. The dean then must accept that resignation in writing for it to be official. The Assistant to the Dean or designee will then submit an EPAF. Faculty are asked to give at least four weeks' notice.

9.3 STUDENTS

9.3.1 Hiring

Step One: Permission to hire

- The supervisor requests permission to hire by emailing the Unit Head, Associate Dean, Dean, or Executive Assistant to the Dean and they will route it to the appropriate individual.

Step Two: Fill out the Request to Hire form and Background Check Request

- After obtaining permission to hire, supervisor fills out the Library Service Request to hire form: Service - Request to Hire (uidaho.edu): https://tinyurl.com/UIL-RequestToHire
- Supervisor will need to have the following information to fill out the form:
    - First and last name
    - V#
    - Email
    - Position title
    - Anticipated start date (Has to be after I-9/work card completion date).
    - Hourly pay
    - Type of employee: student, undergrad, graduate, State or federal work-study, or non-student
    - Will need to know if the new hire works in any other department at the University/Library
    - Copy of the new hire's work card (Confirmation that I-9 has been completed at HR)
    - Confirmation that a CBC request has been filled out: (submit requests here: https://support.uidaho.edu/TDClient/40/Portal/Requests/TicketRequests/NewForm?ID=G1hJyZvAMlM_&RequestorType=Service)

9.3.2 Payscale

The payscale listed below will be in effect for Fall 2023 and will be submitted to the Student Employment and Development Team for review.

Tier 1 – Library Assistant I - starting wage $10.00/hr – with raises at .25 increments, determined by annual review. Cap of $10.50 per hour

- Entry-level
- Independent work with some self-direction
- Attention to detail
- Little interaction with public or patrons
- Experience not required

Tier 2 – Library Assistant II - Starting wage $10.50/hr – with raises at .25 increments, determined by annual review. Cap of $11.00 per hour.

- Entry-level with some required experience
- Independent work with self-direction
- Attention to detail
- Usually requires interaction with patrons and the public
- Has digital, data, scanning, comparable experience
- May be alone at the main desk for short periods of time
- Works when library staff are present

Tier 3 – Library Assistant III – Starting Wage $11.00/hr – with raises at .25 increments, determined by annual review. Cap of $11.50 per hour

- Required expertise with work experience
- Works independently with public and patrons
- May supervise desk for short periods of time when library staff are not scheduled or to cover lunch breaks
- May open and close units
- May assist with workshops

Tier 2/3 Nights – Library Assistant II & III Desk Worker Nights (10pm – 2am) - $.50 additional pay for late night work

- Same Requirements

Tier 4 – Library Assistant IV $12.00 - $15.00/hr (or more depending on education and experience requirements and scope of the project)

- Highly specialized project work
- Graduate student-level or above

9.3.3 Training

The Student Employment Team will be developing a formal training program for student workers during the 2024-2025 school year.

9.3.4 Evaluation

The Student Employment Team will be developing a formal evaluation process for student workers during the 2024-2025 school year.

10 OTHER PROCEDURES

10.1 LEAVE REQUESTS

10.1.1 Requesting Leave

All planned leave (annual/vacation, medical, etc.) needs to be pre-approved by your supervisor. Leave requests may be submitted via email (please CC Samm for tracking purposes) or through this Qualtrics form: https://tinyurl.com/LibraryLeaveRequest

Inform your supervisor of any unplanned leave, such as sick leave. Dean Hunter prefers to be notified with a short email (please CC Samm for tracking purposes) simply stating you will be taking sick leave.

Communication is the best practice. Be sure you have preapproval or that you have contacted your supervisor if you will not be available during your normal work hours.

10.1.2 Reporting

Listed below, you will find some helpful information about leave/time reporting. If you have any questions, please contact Samm.

10.1.2.1 All Employees

All hourly employees should be entering their time every day and submitting their timesheets before they leave on the last day of the pay period. Given that this is not always possible, timesheets should be submitted no later than 5:00 p.m. on the Monday following the last day of the pay period.

10.1.2.2 Faculty/Exempt Employees

You only need to report hours of leave taken. If you have no leave to report, do not submit a timesheet to your supervisor.

Leave choices are generally annual leave (fiscal year appointment), sick leave, or medical leave (only 2 hours per 1 month period (day 1 thru day 30/31). You do not need to report holiday hours taken.

In special circumstances, you may need to report other kinds of leave. If you need assistance, please contact Samm.

10.1.2.3 Classified/Hourly Employees

Need to report all hours worked, all leave types taken, and all holiday hours worked or taken.

Leave choices are generally annual leave (fiscal year appointment), sick leave, furlough leave, or medical leave (only 2 hours per a 1 month period (day 1 thru day 30/31). You do need to report holiday hours taken or if worked, the hours worked.

In special circumstances, you may be reporting other kinds of leave and if you need assistance please contact Samm.

10.1.2.4 Policy/Reference Information

Faculty/Staff Handbook 3710 (Leave Policy) - https://www.webpages.uidaho.edu/fsh/3710.html

Holiday Schedule: https://www.uidaho.edu/dfa/human-resources/holidays

Payroll Calendars: https://www.uidaho.edu/human-resources/payroll/payroll-calendars

https://www.uidaho.edu/human-resources/benefits/time-away-from-work

https://www.uidaho.edu/human-resources/benefits/time-away-from-work/covid-19

https://www.uidaho.edu/vandal-health-clinic/coronavirus

10.2 REQUESTING UNIVERSITY SERVICES AND PURCHASING SUPPLIES

10.2.1 Supplies

1. For any non-book equipment requests, start by filling out the Library Purchase Request Form: https://tinyurl.com/UIL-purchaseRequest
2. Purchase requests will be routed through the appropriate approvals.
3. Once approved, please work with Fiscal Officer on next step if you would like to make your own purchase. Otherwise, Fiscal Officer will purchase items requested.

10.2.2 Books

See section 6.1 and 6.2.

10.2.3 Copy and Print Center

Copying, printing, and binding projects that cannot be reasonably done on Library copiers can be sent to the Copy and Print Center using their online submission form: www.printonline.uidaho.edu

Business cards, letterhead, envelopes, and design work

Before submitting requests to the Copy and Print Center, please request permission using the purchase request form: https://tinyurl.com/UIL-purchaseRequest

After your request has been routed and approved, the Fiscal Officer will provide you with a budget index to submit to the Copy and Print Center.

10.2.4 Creative Services

Projects that would benefit from professional graphic design (e.g., public-facing brochures, prominent signage, business cards, letterhead, envelopes) can be submitted to Creative Services: https://www.uidaho.edu/brand/ucm/creative-services/secure/request-form

Before submitting requests to Creative Services, please request permission using the purchase request form: https://tinyurl.com/UIL-purchaseRequest

After your request has been routed and approved, the Fiscal Officer will provide you with a budget index to submit with your request to Creative Services.

10.2.5 Catering

If you have an event that you would like to use university catering services for, start by filling out the purchase request form: https://tinyurl.com/UIL-purchaseRequest

After approval of the request, coordinate with Samm to prepare the order.

10.3 TRAVEL AND P-CARDS

10.3.1 ChromeRiver pre-approvals for travel

- A Pre-Approval Report must be submitted and approved prior to the departure and expenses are incurred. Travel approvals are documented through the use of Pre-Approvals in Chrome River. Supervisors are required to approval all travel.
- A Pre-approval Report is still required to travel even if there will not be any expenses claimed and/or if a third party is funding the trip.
- For Lodging reservations be sure to request the government discount rate and provide a Lodging Sales Tax Exemption form at the time of check-in. (ST104 State Tax Form)
- When making travel arrangements, the University will only reimburse expense one day prior and following the scheduled dates for conferences, workshops, meetings, and/or seminars.
- Be sure to notate in the comments section on the Pre-Approval Report, anything out of the ordinary, unusual or an exception to University Travel. I.e. personal travel
- Pre-Approvals for International Travel should be submitted for approval no less than 30 days prior to departure.
- All employee travel that relates to their employment must be submitted in the Chrome River Travel system
- https://app.ca1.chromeriver.com/login/sso/saml?CompanyID=uidaho.edu

10.3.2 ChromeRiver travel reimbursements

- A travel expense report should be submitted within 15 days from the return date. Reimbursements filed 60 days after the date of the travel may be subject to Payroll withholding.
- Itemized receipts must be provided for travel reimbursement
- If a receipt cannot be provided or duplicate, an Affidavit of Lost Receipt will need to be completed and included on the Expense report to authorized the reimbursement.
- A copy of an itinerary or agenda for conferences, workshops, meetings, and/or seminars must be included to help determine what expense are appropriate for reimbursement.
- All Pre-trip expense must have occurred more than three weeks prior to the departure date, in order to be eligible for an early reimbursement. Pre-trip expense such as Airfare, lodging, registration may be placed on the purchasing card.

10.3.3 University of Idaho P-card approval and training

- Approval must be received by College Fiscal Officer and Dean before applying for University of Idaho Purchasing Card.
- Once approval has been received, you will need to take the purchasing card training. You will also need to fill out the US Bank Purchasing Card Cardholder Account Form and Agreement Form. Both forms must be filled out and returned to College Fiscal Officer.
- Once forms have been submitted to Accounts Payable, you can except to receive your purchasing card in 7-10 business days.

10.4 MARKETING & COMMUNICATIONS

10.4.1 Marcom list and procedures

Any Library resources, programs, workshops, initiatives, awards, etc. that may be worthy of being featured on social media, in external newsletters, and/or through a press release should be emailed to lib-marcom@uidaho.edu

10.4.2 Daily Register and MyUI

Notifications about Library resources, programs, workshops, initiatives, awards, etc. may be submitted for inclusion in *The Register* (daily email newsletter for U of I faculty and staff) and/or *MyUI* (weekly newsletter for all university students by visiting this page: https://www.uidaho.edu/news/login/submit. All submissions to these newsletters should also be copied into an email and sent to lib-marcom@uidaho.edu.

10.4.3 University brand toolkit

All digital and printed materials including handouts, signage, websites, brochures, etc. should adhere University of Idaho brand guidelines. Official university fonts, colors, logos, and graphics, and also templates, can be found in the Brand Toolkit: https://www.uidaho.edu/brand/brand-toolkit

10.4.4 Library graphics/logos

Official logos for the Library and Library units, as well as the Library Tower design element, can be found in the shared > Marketing and Communications > UI Library Logo. To find other branded templates for the Library, see shared > Marketing and Communications > Library_Toolkit. The official University of Idaho Library logo (stacked/horizontal) ***cannot*** be used beside the Tower design element.

10.4.5 Social Media and Blogs

The targeted audience of the Library via social media includes students, staff, faculty, as well as the wider campus, local, and national community. The purpose of the Library's social media effort is to tell our story as the largest library in the state of Idaho. This includes sharing information about resources and materials, physical and online spaces, events, and other opportunities made available by the Library. Posts and interaction made on social media should be authentic, accurate, and be an avenue for conversation.

Social Media posts should maintain the graphics and logos designed by UCM. Please see the above **Section 10.4.3 University brand toolkit** for more information on fonts and colors allowed by the university. Analytics can be downloaded from Meta Business Suite and Twitter Analytics. These should be gathered and downloaded to the MarCom Team folder each month to show any engagement increases or decreases. When publishing images or graphics generated by AI, note this in the text portion of the post and the alt-text. Images for social media can come from the University's Media Library (https://uidahophoto.photoshelter.com/galleries) for noncommercial use. Please see the UCM's Image and Video Use Policy (https://www.uidaho.edu/brand/ucm/media-library#policy). The Media Library is where the MarCom Team can access updated photos of the exterior and interior of the Library and its spaces.

Accounts managed by the Library Social Media Coordinator include Facebook (https://www.facebook.com/UofILibrary), Twitter (https://twitter.com/UofILibrary), Instagram (https://www.instagram.com/uofilibrary/), and YouTube (https://www.youtube.com/@UofILibrary). For more information, contact the Library's Social Media Coordinator (TBD). Other accounts that are not in use include Pinterest and Tumblr. The Idaho Harvester (https://harvester.lib.uidaho.edu/) blog is a platform run by U of I Library Special Collections and Archives. This is not an entity maintained by the MarCom Team, but there should be at least one Spec representative on the Team.

Social Media Accounts:

- Harvester: https://harvester.lib.uidaho.edu/ - blog and newsletter maintained by Special Collections & Archives
- Accounts managed by the Library Social Media Group include Facebook, Twitter, and Instagram. For more information, contact lib-marcom@uidaho.edu.
    - Facebook: https://www.facebook.com/UofILibrary
    - Twitter: https://twitter.com/UofILibrary
    - Instagram: https://www.instagram.com/uofilibrary/
- Accounts for The MILL are managed by Jessica Fleener.
    - Facebook: https://www.facebook.com/uidahomill/
    - Instagram: https://www.instagram.com/uidahomill
    - YouTube: https://tinyurl.com/YouTubeMILL

10.5 Grants

Library faculty are encouraged to apply for grants that will help advance the mission and projects of the library. All grants are run through the administrative resources of the university and the library. Particularly, the Office of Sponsored Projects (OSP) requires that grant applications, funds, and reporting be run through their office. For more information on OSP and the steps required to apply for and administer a grant, see the website for faculty and staff put together by the Office of Research and Economic Development (ORED): https://www.uidaho.edu/research/faculty

Grant applications to be submitted and managed through VERAS (https://veras.uidaho.edu). The university's Vandals Electronic Research Administration System, or VERAS, is where principal investigators (PIs), Co-PIs or editors can upload and submit proposals for review, electronic routing and Office of Sponsored Programs approval.

Grants require a significant output of staff and faculty time, so be aware of the extra administrative and bureaucratic requirements that applying for and executing any grant might entail.

Please contact the Dean of the Library or the Associate Dean for Research and Instruction BEFORE doing any significant work on an application for a new grant. The Dean WILL NOT APPROVE grants that have not received an initial okay to move forward.

10.6 MAILING AND FAXING

The mailroom is managed by Discovery and Acquisitions. The following bullet points are for your general information.

- Internal University of Idaho Mail must have a U of I campus mail stop (e.g., MS2350)
- All mail sent externally needs to have a barcode which can be obtained from Clinton Johnson or Rachel Kerr. Regular stamps cannot be used.
- For large or international mailings, work with Clinton Johnson or Abby Kirkham.
- For FedEx or UPS contact Clinton Johnson or Abby Kirkham.
- The Library Fax Number is: 208-885-7070 and is located in the Admin Office supply room connected to the copy machine. To dial out use 8-1- then the 7-digit number.

10.7 BEST PRACTICES FOR MEETINGS

- Don't call a meeting if you don't have to.
- A meeting requires an individual be responsible for running the meeting.
  - This does not mean this person gets to run the conversation!
- Meetings should have an agenda; ongoing meetings should have agenda templates.
  - Agendas should be created and shared prior to the meeting time.
  - Agendas should be created by the person calling/running the meeting.
- Meetings should be documented -- i.e. notes should be taken (this can be a group effort or the responsibility of an individual)
  - Ongoing meetings should be documented in one document with the most recent agenda being at the top of the document.
- Start on time. End on time.
- Meetings should be no longer than 1 hour and preferably shorter than 1 hour.

10.8 In-Person vs. Online Attendance Meeting Attendance

- Zoom links to meeting are primarily intended for those who are working remotely, either permanently or temporarily.
- Zoom can be used if you're worried about getting others sick.
- Zoom can be used if you're unable to leave your workstation due to public service responsibilities.
- Generally speaking, please keep your camera on.
- Please do not Zoom into in-person meetings because you want to multi-task from your office or just don't feel like showing up in person.

11 UNIVERSITY RESOURCES

11.1 CAMPUS SECURITY

https://www.uidaho.edu/infrastructure/pss/security-services

- **Email:** campus-security@uidaho.edu
- **Phone:** 208-885-7054 OR 208-874-7550 (Both numbers reach Campus Security directly. Second number can be used if first one is not working.)

The Mission of the University of Idaho Campus Security Team is to create and maintain a safe, secure campus and to provide a safe educational environment through a community approach to security as well as the promotion of personal safety and awareness and the deterrence of crime. The Campus Security Team is on patrol 24 hours a day, 7 days a week - including holidays and academic breaks.

Campus Security can be contacted by anyone at any time to address concerning or threatening behavior. Additionally, Campus Security provides:

- Campus SAFEWALKs
- Jumpstarts
- Loaner gas can
- Assistance with after-hour building and office lockouts

11.2 REPORTING CONCERNING BEHAVIOR

https://www.uidaho.edu/student-affairs/dean-of-students/vandalcare

This page provides forms to report sexual misconduct, incidences of bias, student conduct issues, and any other concerning behavior involving students, employees, or the public. These forms route directly to trained professionals who will address issues in a timely manner. However, Campus Security or 911 should be used for any emergency or immediately time sensitive situation.

11.3 EMPLOYEE ASSISTANCE PROGRAM

https://www.uidaho.edu/human-resources/benefits/core-benefits/eap

The Employee Assistance Program (EAP) is a free, confidential service that offers eligible employees and their families access to professional counseling, legal and financial consulting, referral information and a variety of online resources.

You do not have to enroll in a medical plan to participate in the EAP. However, if you are enrolled in a medical plan, you may be able to maximize your benefits by accessing free EAP services before using behavioral health benefits, which require you to pay a share of the cost.

11.4 Ombuds

https://www.uidaho.edu/governance/faculty-staff/ombuds

The mission of the Ombuds Office is to promote and support a positive and productive working, learning and living environment for the entire Vandal community by improving communication, addressing problems and preventing and resolving conflicts that emerge within the university.

The Ombuds is completely confidential and available free of charge to everyone at U of I.

11.5 Women's Center

https://www.uidaho.edu/diversity/edu/womens-center

The Women's Center promotes and advocates for gender equity on campus and in the community. We facilitate opportunities for learning and activism to support and empower all individuals in building an inclusive and compassionate society.

Located on the ground floor of the Memorial Gym Room 109, the Women's Center offers a safe environment for all. The center includes a kitchenette, lactation and baby-changing area, lounge area, library and more in a child-friendly setting.

11.6 Benefits

https://www.uidaho.edu/human-resources/benefits

Benefits Services provides information, resources, and assistance with insurance, mental health and wellness services, leave, and retirement.

11.7 OTHER SUPPORT SERVICES ACROSS CAMPUS

ACADEMIC RESOURCES

Academic Support & Access Programs	(208) 885-1021	Idaho Commons Room 306
American Language & Cultural Program	(208) 885-5508	901 Paradise Creek St LLC Building #3
Career Services	(208) 885-6121	Idaho Commons Room 334
Center for Disability Access & Resources	(208) 885-6307	Bruce M Pitman Center Room 127
University Honors Program	(208) 885-6147	Idaho Commons Room 315A
International Student Programs	(208) 885-8984	901 Paradise Creek St. LLC Building #3
Raven Scholars Program	(208) 885-9017	Idaho Commons Room 330
Student Success Programs	(208) 885-5795	Wallace Residence Center Basement
Student Support Services	(208) 885-1021	Idaho Commons Room 306
Tutoring & College Success	(208) 885-1021	Idaho Commons Room 306
Writing Center	(208) 885-6644	Idaho Commons Room 323

HEALTH AND WELLNESS

Counseling & Testing Center	(208) 885-6716	Mary Forney Hall Room 306
Green Dot Safety Program	(208) 885-6757	TLC 232 Room 232F
Student Health Clinic	(208) 885-6693	2500 West A Street
Student Health Insurance	(208) 885-2210	831 Ash St Room 129
Psychiatric Nurse Practitioner	(208) 885-6716	Mary Forney Hall Room 306
VandalCARE Team	(208) 885-6757	TLC 232
Violence Prevention Programs	(208) 885-6757	TLC 232 Room 232F
Women's Center	(208) 885-2777	Memorial Gym Room 109

EMERGENCY AND SECURITY

Moscow Police Sub-Station	(208) 882-2677	Memorial Gym Room 110
Safe Walk (24/7)	(208) 885-7054 OR (208) 874-7550	--
Security Services	(208) 885-7054	Memorial Gym Room 110

VANDAL FOOD PANTRIES

Vandal Food Pantries	(208) 885-9442	Idaho Commons Room 301
Vandal Food Pantries Locations on Campus		
Counseling & Testing Center	(208) 885-6716	Mary Forney Hall Room 306
Student Diversity Center	(208) 885-7716	TLC Room 229
Student Media	(208) 885-7825 OR (208) 885-2220	Bruce M Pitman Center 3rd Floor
Student Recreation Center	(208) 885-6381	1000 Paradise Creek St.
Student Support Services	(208) 885-1021	Idaho Commons Room 306
Women's Center	(208) 885-2777	Memorial Gym Room 109
Library	208-885-6559	Map Room 105
Native American Student Center	208-885-4237	865 W Seventh Street

OTHER CAMPUS SERVICES

Children's Center	(208) 885-6414	421 Sweet Ave
Office of the Dean of Students	(208) 885-6757	TLC 232
Fraternity & Sorority Life Office	(208) 885-6757	Department of Student Involvement Suite 302 B
Housing & Residence Life	(208) 885-6571	Wallace Residence Center 2nd Floor
LGBTQA Office	(208) 885-6583	TLC Room 227
Military and Veteran Services Office	(208) 885-7989	901 Paradise Creek St LLC Bldg #3
New Student Orientation	(208) 885-7058	Bruce M Pitman Center Room 135G
Office of Civil Rights & Investigations	(208) 885-4285	530 Asbury St Suite 5
Parking & Transportation Services	(208) 885-6424	1006 Railroad St. Room 135
Registrar's Office	(208) 885-6731	Bruce M Pitman Center Room 119
Student Conduct	(208) 885-6757	TLC 232
Student Financial Aid Services	(208) 885-6312	Bruce M Pitman Center Room 101

12 Library Faculty Bylaws

Note: These are the most current accepted Library Faculty Bylaws, and therefore are in effect. However, the Library Faculty Bylaws are currently under revision.

Article I. Authority, Name, Role and Mission

Section 1. Authority. As provided in the Constitution of the University Faculty, FSH 1520 Article I, Section 4, Clause A, the constituent faculty of each college or similar unit is authorized to establish and effect its own educational objectives, and to participate in the selection of its dean, other executive officers, and faculty members, subject only to the general rules and regulations of the university faculty and the authority of the library dean, university president and the University of Idaho Board of Regents.

Section 2. Name. The name of this constituent faculty of the University of Idaho is the Library Faculty.

Section 3. Role. The role of the library faculty is to provide a forum for democratic participation in the library's decision making process and to support the library's function. Faculty rights and responsibilities are specified in more detail in Article III of this document.

Section 4. Mission. To advance the university's strategic interests, the University of Idaho library faculty will:

- Facilitate access to library resources, experts, and collections in both traditional and innovative ways.
- Enrich formal and informal teaching and learning opportunities.
- Foster and support all stages of research and scholarly activity.
- Seek and build mutually beneficial partnerships.
- Achieve recognition and excellence in scholarship, practice, and professional leadership both locally and globally.

Article II. Membership

Section 1. Faculty. The faculty of the University of Idaho Library includes all persons employed by the University of Idaho Library and holding an academic rank of professor, associate professor, assistant professor, senior instructor, or instructor. All have voting privileges.

Section 2. Faculty Emeriti. Members of the library faculty who have retired from the university and have been granted emeritus rank continue to have the privilege of participation without vote in meetings of the library faculty. Library faculty members emeriti may serve on committees.

Section 3. Affiliate Faculty. An individual faculty member with affiliate status may fully participate in all faculty meetings. Voting privileges may be extended to an individual affiliate faculty member by a vote of the library faculty. They may serve as voting members of committees.

Section 4. Adjunct Faculty. An individual faculty member with adjunct status may participate in all faculty meetings in an advisory capacity only, and they may serve as voting members of committees.

Article III. Faculty Rights and Responsibilities

Section 1. Faculty Rights and Responsibilities. The Constitution of the University Faculty (FSH 1520) provides for governance by the university's faculty in Article IV. The library faculty recognizes its responsibility to participate in that governance. The University outlines faculty areas of responsibility in FSH 1565 C Responsibility Areas. The library faculty have specified the following rights and responsibilities:

1. To assume leadership in setting and achieving the library's policies to support its vision and function.
2. To develop and promote a library structure that supports the roles and responsibilities of library faculty.
3. To develop and maintain policies and procedures concerned with library faculty tenure and promotion.
4. To promote and participate in professional development.
5. To address issues the dean brings before the faculty.
6. To participate in the formal evaluation procedures of the library's faculty and administrators.
7. To promote and support the library's evolving roles and responsibilities in achieving the educational and research mission of the university.
8. To participate at all levels of university governance.
9. To participate in selecting a dean (library faculty members will comprise at least 50% of the search committee membership FSH 1420 D-1.b);.

Section 2. Promotable Ranks. The promotable ranks in the library faculty are: instructor, assistant professor, and associate professor.

Section 3. Annual Position Description (FSH 3050). For continuing faculty members an annual position description is created according to the calendar provided by the provost's office. For each new faculty member an annual position description is created within one month of service. The annual position description reflects both routine duties as well as larger professional goals in line with the promotion and tenure guidelines. Each job duty should have specific, measurable outcomes that define successful completion. The faculty member submits a written draft to the dean. The dean schedules an in-person meeting to provide verbal and written feedback. If necessary the faculty member submits a revised draft for approval by the dean. Once the faculty member and dean agree on an annual job description they each sign it. A copy is held by the faculty member and a copy is deposited in the employment file for reference at the annual performance evaluation.

Section 4. Annual Performance Evaluation (FSH 3320). Annual performance evaluations are performed according to the calendar provided by the provost's office. The evaluation is based on each individual's position description for that calendar year. The criteria for the annual performance evaluation mirror the applicable criteria for promotion and tenure. The dean provides a written evaluation of the faculty member's performance at least one week prior to a scheduled in-person evaluation. At the in-person evaluation the faculty member has the right to respond to the written evaluation, as well as ask for elaboration, clarification, and, if necessary, specific guidance to improve future performance evaluation scores. After the in-person meeting the dean may revise the written evaluation and the faculty member may append a written response to the evaluation. Both the dean and the faculty member must sign the final evaluation before it becomes part of the faculty member's employment record.

Section 5. Third Year Review. Third year reviews are scheduled per FSH 3520 Faculty Tenure. The faculty member submits a portfolio as outlined in the appendix. The portfolio is evaluated by the Library faculty, Library Promotion and Tenure Committee, and the dean as described in the appendix. A written report is provided to the faculty member that details both strong areas and areas which need improvement before the faculty member applies for tenure. Written recommendations for improvement or development are included. The faculty member has the right to consult with the dean for further feedback and guidance in order to be a strong candidate for tenure.

Article IV. Administration

Section 1. Officers. The administrative officers of the University of Idaho Library are the Dean of Library Services and such associates or assistants as are on appointment.

Section 2. Presiding Officer. The Dean of Library Services is the presiding officer at all library faculty meetings. Should the dean be unable to attend, a person designated by the dean serves as the presiding officer.

Section 3. Secretary. The secretary of the library faculty is appointed by the Dean of Library Services and is responsible for the preparation of the agenda and minutes of meetings, the maintenance of suitable records of the library faculty, and correspondence related to library faculty business. Minutes of each meeting are distributed to each library faculty member together with the agenda for the next meeting at least one week in advance of that meeting.

Article V. Meetings

Section 1. Regular Meetings. Regular meetings of the library faculty are held at least twice each semester, for a minimum of four meetings during the academic year. The first meeting of each academic year is held no later than six weeks after the start of the academic calendar. The dean provides notice of regular meetings at least two weeks in advance of the meeting.

Section 2. Special Meetings. Special meetings of the library faculty may be called by the dean, or by a notice signed by any three members of the library faculty. Except in case of emergency, announcement of such special meetings is given at least one week in advance. The subject of a special meeting is limited to the distributed agenda.

Section 3. Business of Meetings. Faculty meetings are concerned with the business of the library. As well, the dean will keep the faculty apprised of university-level issues that affect the business of the library.

Section 4. Quorum. The quorum for all meetings of the library faculty is one-half the total number of the library faculty members.

Section 5. Motions. Notice of motion may be given by a member of the library faculty, a library committee, or library task group in either of two ways: 1) by reading the motion at a regular or special meeting prior to the regular meeting at which action is desired (when such notice is given, a copy of the motion is to be provided for the secretary); or 2) by distributing to each member of the library faculty a copy of the motion at least one week prior to the meeting at which action is desired.

Article VI. Committees

Section 1. Authority. The library faculty has the authority to establish and elect such standing committees, ad hoc committees, search committees, and task groups as it considers desirable to carry on its business. The determination of the duties, function, composition, and all procedural rules of such committees, or any part of these matters, may be made by the library faculty as a whole or may be delegated to the named group upon its establishment by the library faculty.

Section 2. Promotion and Tenure Committee. A standing committee of two tenured and one untenured faculty and one tenured and one untenured alternates with staggered three-year terms makes recommendations to the dean on promotions and tenure. This committee is elected by secret ballot no later than one month before the end of spring semester. Senior instructors, adjunct and affiliate faculty members are excluded from this committee. The committee selects its own chair and formulates necessary procedures.

Section 3. Search Committees. An ad hoc committee follows guidelines set forth in Chapter 50 of the Administrative Procedure Manual and FSH 3060, FSH 3065, FSH 3070 and FSH 3080 to make a recommendation to the dean on faculty and staff hires. The chair and members of the committee are appointed by the dean with every effort being made to obtain a diverse representation of faculty and staff. The majority of members of search committees for faculty positions will be faculty members, and search committees for staff positions will consist of a mix of both faculty and staff.

Article VII. Rules of Order

The library faculty is governed by *Robert's Rules of Order*, current edition, provided they are not in conflict with these bylaws or the University Faculty Constitution (FSH 1520).

Article VIII. Amendments

The library faculty may enact, amend or repeal bylaws by a majority vote of the entire library faculty, provided that the proposed matter has been submitted in writing to all members of the library faculty at least one week prior to the date of the vote on the matter proposed.

As mandated by FSH 1590 Academic Unit By-Laws, the library faculty will review these by-laws at least every five years and submit them to the dean and the provost for re-approval.

Note: the Library Faculty Bylaws Appendix: Tenure, Promotion, and Review is available on the shared drive as part of the full Bylaws document.

13 Local and Professional Jargon

13.1.1 University of Idaho Library

CDIL: Center for Digital Inquiry and Learning

FYE: First Year Experience

OAPF: Open Access Publishing Fund

Spec: Special Collections and Archives Department

13.1.2 University of Idaho

CDAR: Center for Disability Access and Resources

CETL: Center for Excellence in Teaching and Learning

COGS: College of Graduate Studies

ISUB: Idaho Student Union Building

OIT: Office of Information Technology

RCDS: Research Computing and Data Services

STC: Student Technology Center

13.1.3 Professional

ACRL: Association of College & Research Libraries

ALA: American Library Association

Alliance: Orbis Cascade Alliance

CDL: Controlled Digital Lending

ILA: Idaho Library Association

OA: Open Access

OER: Open Educational Resources

PNLA: Pacific Northwest Library Association

RIMS: Research Information Management System