THE UNIVERSITY OF MINNESOTA LIBRARIES: CHANGING THE PARADIGM

In the last decade, new technologies have fueled fundamental shifts in the behavior and expectations of students and faculty. Digital content abounds and new forms of information access are evolving, giving rise to changes in the ways scholars communicate and disseminate their research. Libraries, traditionally focused on the *products* of scholarship, are now prompted to understand and support the *processes* of scholarship.

The University of Minnesota Libraries have been a player in this paradigm shift, and are deeply engaged in the teaching, learning, and research processes. As Associate Professor and Director of Graduate Studies in French Juliette Cherbuliez noted in a recent Senate Library Committee meeting, her department's library liaison had "made the faculty aware of the importance of information organization, architecture, and literacy to our research, which has changed the way we work." Dr. Cherbuliez was not commenting simply on a change in the way faculty interact with the Libraries, but in their *processes of conducting scholarship.*

This application for the 2009 ACRL Excellence in Academic Libraries Award outlines the broad influence that the University of Minnesota Libraries have had on campus, within the academy, and within the profession, achieved by ongoing strategic positioning.

Positioning a 21st Century Library

Positioning, the concept that underlies the University of Minnesota's strategic planning,[1] involves putting something in an "effective or advantageous position" and is focused on improving the stature and impact of the University, not simply its ranking. The University of Minnesota Libraries have been engaged in an extraordinary, multi-year process of positioning, of putting the Libraries in a more strategic position on campus, within the diverse communities it serves, and within the academy. The outcomes of this effort are diffuse, evidenced by increased support for the Libraries, better integration of the Libraries in strategic campus initiatives, and discrete improvements in the value delivered to students, faculty, and staff.

How does a library position its assets to be more strategic to its institution? How have technology and other forces shaped the markets, or communities, that the library supports? OCLC's Lorcan Dempsey captured the changing paradigm that moves libraries to a new position of engagement within their communities.

He writes:

> "Where attention is scarce, the library needs to provide services which save time, which are built around user workflow, and which are targeted and engaging . . . Aggregating resources may not be enough. They will be shaped and projected into user environments in ways that support learning and research objectives." (Dempsey, *Ariadne*, 2006)

Over the past several years, themes of engagement, of "getting in the flow of users," whether in virtual or physical contexts, have shaped the University of Minnesota Libraries' planning and activity. During this time, a shift in our vision and mission statements reflects the changing paradigm.

2002	Current
Vision	**Vision**
The University Libraries is the center of choice at the University of Minnesota-Twin Cities for immediate access to high quality information.	The University Libraries are a strategic asset of the University, providing intellectual leadership and extraordinary information experiences toward the advancement of knowledge.
Mission	**Mission**
The mission of the Libraries is to enhance access to and maintain the record of human thought, knowledge, and culture for current and future users.	The University Libraries inspire learning and discovery through information resources, collaboration, and expertise.

Our current mission affirms that the library is no longer the center of the information universe; rather, its strategic advantage comes from a broader portfolio of assets: our expertise and value-added services have become paramount. The University Libraries have two roles: as leader in areas such as information literacy, copyright, and authors' rights and as provider of extraordinary information experiences—that is, engaging fundamentally in the lives of students, scholars, and citizens to improve individual productivity and the achievement of their goals.

Moving from a collection-centered model to an engagement-centered one does not happen overnight. Over several years, we have transformed the University Libraries' roles and reconceived essential infrastructure to support those roles.

Institutional Context

The University of Minnesota is a comprehensive public university serving as both the state land-grant university, with a strong tradition of education and public service, and Minnesota's primary research university, with faculty

of national and international reputation. The University's mission is carried out through research and discovery, teaching and learning, and outreach and public service— a three-legged stool where the land-grant status carries significant weight. The Twin Cities campus comprises more than 50,000 students and 3,300 faculty, and provides a strong network of support to the four coordinate campuses.

The University of Minnesota Libraries include 14 library facilities on the Twin Cities campus, with collections of more than 6.8 million volumes and a staff of 385. Five major libraries provide anchors on a campus that spans both sides of the Mississippi River in Minneapolis and St. Paul: Wilson Library (humanities and social sciences), Walter Library (physical sciences and engineering), Bio-Medical Library, Magrath Library (natural, agricultural, environmental, and biological sciences), and Elmer L. Andersen Library (archives and special collections). The University of Minnesota Libraries have a history of strength in research collections and a longstanding record of contribution to resource sharing within the state and beyond, consistently ranking first by ARL in volume of interlibrary lending. Although the traditional ARL membership index does not fully capture a library's value, the University of Minnesota's recent increased investment in its Libraries has resulted in a six-step move upward in our ARL ranking over four year's time.

Metrics That Matter

Recent measures of user satisfaction demonstrate that our users value our services. A 2008 PULSE faculty survey (annual campus-wide satisfaction survey) ranked the Libraries highest among all services that support scholarship and teaching. Our Information Access and Delivery Services unit maintains an ongoing assessment program[2] based on the belief that good customer service is an integral piece of the Libraries' commitment to our users. Since the inception of these surveys in 2006, Libraries staff have consistently scored very high, with the current survey indicating that timeliness, approachability, and helpfulness rated 4.7 on a 5-point scale.

Although high user satisfaction numbers are important, we look beyond these measures to what ACRL's Task Force on Academic Library Outcomes Assessment Report calls "the ways in which library users are changed as a result of their contact with the library's resources and programs." Such changes in our users can be demonstrated by their new behaviors and innovations, by their adoption of new methods and technologies as well as the creation of new models for our community and other libraries.

To develop these meaningful metrics, we began by conducting several formal behavioral assessments of user communities to explore emergent trends, challenges, and needs. These behavioral studies employed a variety of methodologies, seeking to understand how different communities conducted their work. The resulting data revealed important gaps in the campus services provided. The assessments also proposed a workflow-based framework for exploring core behaviors, one that has been widely shared within the profession through online reports and conference presentations (e.g., at ACRL, ALA, ARL, the Charleston Conference, CLIR, CNI, DLF, and the Higher Education Learning Commission).

Each study has informed planning, and many new programs have emerged as a result. For example, a 2003 Undergraduate Initiative interviewed and surveyed students, faculty, and administrators about undergraduates' needs. We found that undergraduates were overwhelmed with information sources, they did not have skills to discern quality, and they felt "bounced around" from one academic service to another. As a result, we developed the Undergraduate Virtual Library (described on page 6), overhauled our "Unravel the Library" curriculum (see page 7), and led a campus partnership to create a new model for the first of three SMART Learning Commons (see page 7).

> **The University has a keen grasp of the challenges facing academic libraries, and in the face of those challenges, the University Libraries system has developed an optimistic vision that has, at its heart, services that support student learning. The plan is designed to focus on undergraduates and better integrate the Libraries and academic programs by developing a "culture of collaboration."**
>
> —**North Central Association of Colleges and Schools accreditation report, 2005.**

Other studies, including two funded by the Andrew W. Mellon Foundation, examined research behaviors within various communities.[3] As the explosion in computational power has enabled new modes of scholarship—everything from data-driven science to media-rich scholarship in the arts and humanities—we have developed new models for scholars that support their research processes (see descriptions of EthicShare and HarvestChoice on page 6).

In order to prepare our librarians for these new roles, we conducted an extensive knowledge, skills, and abilities inventory, which allowed us to identify areas for professional development. We're using these results to guide a strong staff education and development program and have created working groups for scholarly communication, information literacy, e-science, and Web services (focused on information discovery and personal information management).

Transforming Classic Roles of Libraries

These cross-departmental, cross-divisional working groups, or "collaboratives," represent new organizational models and have enabled working across library functions to reconceptualize our classic library roles—a transformation where library expertise is a critical force, adding value to broader arenas of teaching, learning, and research.

Our role as a developer of collections has evolved to support access to distributed resources and guidance to content creators. Our role in providing access has been stretched to explore creating virtual online communities that integrate content, tools, and services. Our role in information services—mediating information needs—has extended beyond our facilities to partnerships in support of teaching, learning, and research. Finally, our role in outreach has moved from a resource-sharing focus to a broader portfolio of services that support the state and beyond. These shifts in focus and support have enabled innovation, a culture of collaboration on campus and within the profession, and models that other institutions have emulated. Evidence and outcomes of our contributions as innovator, collaborator, and model are provided below.

Role—Collections

Minnesota has a tradition of significant strength in collections as evidenced in ARL rankings and more recently in analyses of unique holdings using OCLC data. However, years of modest funding had eroded the Libraries' capacity to sustain historic depth of collecting. Beginning in 2005, increased University financial support has been allocated strategically, with investments directed toward building more comprehensive digital holdings through journal backfiles and primary source digital collections, streaming media, and digital preservation services. While increased investment in online resources has led to substantial growth in virtual library use, we have also experienced a 10% increase in facilities use this past year. While collections are no longer the primary coin of the realm, reshaping priorities for collections has led to a more productive environment for scholars.

Getting Materials to Users Faster

An exemplary team project resulting in 65% of new English language books reaching the stacks in 24 hours or less, our **Selection to Access**[4] project has employed process improvement methods to redesign workflow, leverage vendor data, and revise policies related to the chain of activity from librarian monograph selection decisions to shelving the volume. The process resulted in increased breadth in collecting through expanded use of approval plans and improved throughput in technical processing. A similar process for serials, e-resources, and government documents is in progress; the latter process is ambitiously exploring new service models as a federal regional depository library. As the first large research library to use this consulting firm to address large-scale library workflow issues, the process developed has now been used by many other academic libraries.

Raising Visibility of the Academy's Work

In 2007, we introduced the **University Digital Conservancy** (UDC),[5] unique in that it has the dual purpose of preserving institutional digital resources that would have traditionally gone to the University Archives and providing scholars a venue to deposit copies of their works for long-term preservation and open access. Faculty are finding dramatically increased Google rankings of their work after depositing in the UDC, leading to high adoption rates: since its launch in summer 2007 with approximately 25 collections containing over 3,000 works, the UDC has grown to over 94 collections with nearly 7,500 works.

> It's important for authors to be able to self-archive our works, both on our own Web sites and with the University Digital Conservancy. When our professional associations are also publishers, we can work with them to ensure that scholars retain the rights they need.
>
> —Gary Balas, Distinguished McKnight Professor of Aerospace Engineering and Mechanics

Expanding Our Award-Winning Repository

In 2007, **AgEcon Search**,[6] our premier repository for scholarship in agriculture and applied economics, was recognized as a SPARC Scientific Communities partner and received the ACRL Science and Technology Section Oberly Award for Bibliography in the Agricultural or Natural Sciences. In its 11-year history (an unusual track record for such repositories), AgEcon has developed global collections of over 31,000 full-text papers contributed from 140 institutions in 27 countries. Society publisher partnerships have resulted in 17 journals archived with AgEcon.

> AgEcon Search is an outstanding example of a successful and highly used subject bibliography in electronic format…AgEcon Search is a wonderful example of an effort to manage the grey literature of a discipline in an accessible and easily used format.
>
> —Oberly Award committee co-chairs Martin Kesselman and Paul Kelsey

Leading the Way in Digitization

The University of Minnesota will contribute one million volumes to the Committee on Institutional Cooperation's (CIC) Google partnership to digitize 10 million books from the Big Ten universities and the University of Chicago. Items from our "collections of distinction"—for example, Scandinavian studies, bees and beekeeping, and forestry, among others—will ultimately also be available through our partnership in the HathiTrust, a ground-breaking, non-profit collaboration to archive and preserve the massive body of institutional digital copies resulting from Google and other digital projects.

Developing and Celebrating Our Archives and Special Collections

Through a program of focused gift solicitation and acquisition for archives and special collections, we have made significant acquisitions in the archives of regional performing arts organizations (e.g., Guthrie Theater and the Minnesota Orchestra archives), Midwest literary figures and presses (e.g., papers of Robert Bly, Milkweed Press), GLBT history (e.g., Log Cabin Republican archives), and children's literature (e.g., Barry Moser materials and Wanda Gag archives). New acquisitions are celebrated through an expanded exhibit program and high-profile community events. This increased outreach and community cultivation have contributed to a 120% increase in giving from 2006 to 2008.

Role—Access

The Internet has transformed library access from a focus on cataloging discrete titles to a focus on making sense of the information universe for particular communities. As we have learned more about our various communities' needs and behaviors, we have invested in online environments that promote tailored discovery and also play a social role, actively fostering exchange within communities of interest. Our component-based approach to digital library development has created a flexible architecture that allows us to re-purpose and re-configure systems and tools, including the following widely adopted and emulated services.

Providing a Content Management Tool across Campus and for Libraries Worldwide

Created by the University of Minnesota Libraries in 2003, **LibData** is an open source, library-centric content management system, wrapping easy-to-use Web authoring tools around a database of over 15,000 e-resources and services. Enabling the easy creation of customized Web sites and other services, LibData has been used by our librarians to create 1,200 specialized Web pages related to discipline resources and services and, working with faculty, to create over 800 course-specific Web sites.[7] The LibData software has been downloaded by more than 1,600 libraries worldwide, including nearly 100 institutions who have adopted it permanently (Michigan State University, Southern Illinois University, and New School University, among others).

Gathering Resources for Undergraduate Students

Created as a result of an extensive undergraduate assessment, the **Undergraduate Virtual Library** (UGVL)[8] provides a unique integrated suite of collections, services, and tools for the millennial generation of undergrads. The first service of its kind in the nation, the UGVL features a metasearch tool, full-text finder, subject guides to core resources, blog feeds, and more. The UGVL has seen wide emulation as a conceptual, interface, and service model.

Helping Students Plan Their Research and Writing

Assignment Calculator[9]—developed in collaboration with the University's Student Writing Center, the Center for Teaching and Learning Services, and the Center for Interdisciplinary Studies of Writing—is a highly popular tool that structures a student's research process and provides "friendly" e-mail reminders of deadlines. The Calculator, released as open source, has been adopted by over a dozen universities[10] and modified for middle and high school use across the state. A new version in development will be an even more flexible planning tool with exciting collaborative possibilities.

Customizing the Library for Our Users

As a major section on myU, the University's enterprise portal, **myLibrary** delivers a customized aggregation of content, tools, and services based on institutional data about an individual's status and program affiliation. Additional features introduced in 2007 enable users to further personalize their portal view by selecting e-journals, databases, citations, and other resources directly from the Libraries' Web site for one-click placement into their own myLibrary page. Since January 2008, over 35,000 individuals have used myLibrary. Of those, 4,500 have used the bookmarking feature of myU to save over 21,000 databases, e-journals, and citations. Given the critical mass of users, the Libraries will soon be introducing social bookmarking functionality that will capture the behaviors of user groups and use these data (in a privacy-protected way) to further shape the resources that are presented to disciplinary communities at the University.

Partnering on a New Search Environment

Minnesota was selected by Ex Libris as one of three international development partners for **Primo**, its new information and discovery delivery platform. This partnership leveraged the Libraries' significant experience in working with the University's state-of-the-art Usability Lab on interface testing and design, a deep knowledge of cataloging metadata and the ability to re-conceptualize its use, and a commitment to reducing total cost of ownership of software. This partnership allowed staff to inform and shape this vendor product, bringing relevance ranking, faceted browsing, and social tools to the library search environment.

Creating New Models of Community for Scholars

As a leader in library software development using Drupal, a free and open source content management system, the Libraries are working with multi-institutional research communities to bring scholars together around targeted, aggregated information resources and collaboration tools. **EthicShare**,[11] funded by the Andrew W. Mellon Foundation, incorporates a database of source materials and tools to enable interaction and engagement for practical ethics scholars. **HarvestChoice**,[12] funded by the Bill & Melinda Gates Foundation, is designed to inform policy and investments and raise the productivity of the agricultural systems most beneficial to the poor. Building on our AgEcon repository, Harvest Choice charts new territory in coalescing publications and scientific data, along with critical mapping and visualization tools to support decision making.

Making Archives Globally Accessible

Minnesota's rich archival holdings are accessible through an encoded archival description (EAD) service, among the largest single-institution sites in the country, with nearly 4,200 finding aids[13] from 13 archival repository units available. Since its 2006 debut, over 25,000 unique visitors have accessed more than one million pages.

Supporting Bibliography Management

Minnesota's provision of **RefWorks**, a Web-based citation management software program, has critical campus adoption with over 24,000 accounts, making it among the largest installations in North America. With cooperation and consent from users, data in RefWorks are being mined for research in recommendation systems through **TechLens**, a project partnership with the University Computer Science department, sponsored by the National Science Foundation.

Role–Information Services

Libraries have had a long-standing tradition of services that mediate between a user's information need and available resources. Over time, this role has expanded to incorporate a teaching function, helping users develop more effective inquiries. Minnesota's reference, research, and instructional services have expanded beyond the reference desk to embrace a broad range of "out of building experiences." The following examples highlight our integration of expertise in the curriculum, alignment of programs in support of the University's newly required student learning outcomes, and development of innovative approaches to both in-person and virtual services.

Unraveling the Library

With an increase in participation of nearly 700% over five years, our successful **Unravel the Library**[14] instructional program is well integrated into required first-year writing classes. With the University's adoption of a "writing across the curriculum" focus, the Libraries have partnered with the Writing Studies department in assessing and rebuilding the Unravel curriculum and in developing an e-learning platform that is used to deliver core programs in information literacy via online modules. Both efforts have enabled the Libraries to meet demand generated by a 20% enrollment increase in freshmen composition courses.

Coordinating Undergraduate Academic Support Services

An innovative model to offer "one-stop study/research/learning spots," **SMART Learning Commons**[15] were developed through a collaboration with collegiate units, multicultural services, and the office of the Vice Provost for Undergraduate Education. SMART Learning Commons are now located in three major libraries, offering coordinated advising and tutoring services, as well as technical, writing, information literacy, and media support.

Blogging the Academy

In 2004, we launched **UThink**,[16] one of the first and now the largest academic blog service in North America. Over 7,100 blogs (with over 18,000 authors and approaching 120,000 entries) are supported and archived for the campus, with faculty strongly supporting its use and integrating the service into their courses (a recent survey of active blogs indicated that 42% are course related). In support of a recent (successful) grant proposal, Walt Jacobs, Chair of the Department of African American and African Studies, remarked, "I constantly encourage my students and colleagues to explore UThink for multiple purposes." Teresa Gowan, Associate Professor of Sociology, wrote "As far as I'm concerned, the UThink service is absolutely the best teaching resource that I have." Many institutions have emulated UThink since its launch (North Carolina State's WolfBlogs and the University of Michigan's mBlog are two examples).

Integrating the Library in the Curriculum

The Health Sciences Libraries (Bio-Medical Library and Veterinary Medical Library) have made significant strides in integrating library resources and evidence-based search techniques in the curriculum for the six colleges they serve (Dentistry, Medicine, Nursing, Pharmacy, Public Health, and Veterinary Medicine). The deans of those schools have documented their support, noting that "the success of our students depends on mastery of evidence-based practice and knowledge management. Our librarians have integrated these skills into our curricula, ensuring that the future health professionals prepared by the University of Minnesota are exceptional practitioners and life-long learners."

For example, the **Morning Report**[17] brings expert librarians (who share and model search techniques) to the residents' weekly review of case studies in the departments of Medicine and Pediatrics and reaches over 400 residents, medical clerkships, and attending physicians in these two departments. Brian Betts, Chief Resident, says he chose Minnesota's Medicine residency over others because of the Morning Report sessions, echoing the sentiments of other Medicine residents.

Transforming Space to Advance Health Sciences

Former stack space in the Health Sciences Libraries is being repurposed and transformed into a state-of-the-art collaboratory for the **Institute for Health Informatics**. More than a home in the Bio-Medical Library for the Institute's faculty and students, this initiative represents a true partnership with the Academic Health Center to facilitate scholarship and new data-driven discoveries that advance the application of information to enhancing health.

Promoting Stewardship of Intellectual Resources

We have initiated a robust program to educate the campus about scholarly communication and copyright issues, including a comprehensive internal education program for staff. Two campus Web sites provide ongoing issues analysis and information: **Transforming Scholarly Communication**[18] and **Copyright Education**.[19] The latter includes resources widely referenced by other universities, including the Copyright Decision Map and Fair Use Analysis Tool. This outreach resulted in a University Senate resolution in support of more open approaches to authors' rights. The Libraries also played a critical role in the recent development of a new University copyright policy that encourages copyright management in a manner to facilitate broad access.[20]

Role—Outreach

The University of Minnesota Libraries have a record of exceptional outreach to the state and the region and collaboration within the broader library community. The cornerstone of outreach services is provided by **MINITEX**,[21] a division of the Libraries funded by the state to share resources from the University of Minnesota and also among libraries.

> **MINITEX has evolved from an office that routinely coordinated interlibrary loan and delivery of materials among libraries into a vital regional service center that promotes numerous opportunities for professional development of librarians . . . and enables libraries throughout Minnesota and two neighboring states to provide valuable collections of electronic resources—affordably—to our patrons.**
>
> —Joan Roca, Dean of Library Services, Minnesota State University, Mankato

Raising the Bar for Resource Sharing

MINITEX has evolved over its 38-year history from a regional resource sharing network to a robust organization that:

- fills nearly 175,000 annual requests from the region and around the globe from the University Libraries' collection and transports over 800,000 items between libraries in the region;
- licenses e-content for more than 2,200 libraries in Minnesota, North Dakota, and South Dakota;
- supports shared storage services for low-use materials; and
- provides cutting-edge educational programming for library staff within the state (in 2007, more than 3,700 professionals attended training sessions on site or via online webinars).

Serving the State's Citizens

My Health Minnesota → Go Local[22] is a joint project of the National Library of Medicine (NLM), the University Health Sciences Libraries, the Mayo Clinic Libraries, and MINITEX, providing an online directory of health care services and providers throughout the state, with linkages to NLM's MedinePlus. Since its 2007 inception, 5,500 resources have been indexed and use has grown steadily. Frank Cerra, Senior Vice President for the University's Academic Health Center acknowledges that "the AHC's public service mission is enhanced by the Health Sciences Libraries' provision of quality information to the citizens of the state through My Health Minnesota → Go Local. Informed health care consumers are critical to the health of the state, and the libraries have an important role to play."

MINITEX also licenses content for the **Electronic Library for Minnesota** (ELM),[23] providing access to more than 17,000 periodicals, 340 newspapers, and core electronic reference services to Minnesotans. In fiscal year 2008, ELM users conducted over 12.9 million searches at a cost savings to Minnesota libraries of more than $35 million.

Curating Cultural Heritage

The **Minnesota Digital Library**,[24] funded by several Library Services and Technology Act grants, provides infrastructure and support for digitization of library, museum, and historical society collections. Through MDL, the rich and distributed historic resources of the state's cultural heritage organizations are harnessed from organizations big and small. Administered by MINITEX, the Minnesota Digital Library (MDL) has digitized and delivered over 32,000 images, documents, and maps contributed by 100 cultural heritage institutions across Minnesota. The MDL has taken this a step further by partnering with K–12 teachers to develop multimedia educational modules and programming. The MDL is now a participant within the Steve project as part of its IMLS-funded effort to explore social tagging of museum resources.

Positioning the Libraries' Organization for the Future

To be a more substantial contributor within the University requires investment in organizational culture and infrastructure, both foundational elements that enable change. Our investments have focused in four areas: budget and planning, staff development, fostering diversity, and communications.

Budget and Planning

Especially valuable as academic institutions face tight financial times, the Libraries adopted an internal budget model that generates both one-time project opportunities and recurring funds that enable reallocation in support of emerging priorities. A Libraries-wide planning process[25] engages staff broadly in setting priorities.

Staff Development

The transformation of the Libraries' staff training programs to an office for Staff Education and Development has allowed us to look at novel ways of developing staff, including implementation of programs to address education, group processes, and organizational culture. Exemplary programs include:

- A Libraries-wide technology skills assessment led to the development of a curriculum for ongoing technology skills training.

- A goals-based framework for librarian performance evaluation and a performance management system for civil service employees (cited as a model for the campus) were developed and implemented by relevant governance groups.
- Our customer service training program for staff and student employees received recognition at the University's Quality Fair. A transformation of the in-person training into online modules is now underway.
- A new annual celebration of staff achievements including a staff-created and coordinated award program to recognize exceptional accomplishments has garnered high participation, with 80 percent of staff members attending this year.

Fostering Diversity

Since 1990, the Libraries have supported minority librarian residents, a two-year, post-MLS development program. In partnership with the Vice President for Equity and Diversity, the program supports exposure to research library operations and the development of specialized skills. In addition, a shared Multicultural Librarian position (jointly supported with the Multicultural Center for Academic Excellence) has resulted from this campus collaboration and is now held by a former resident.

Our **Institute for Early Career Librarians from Traditionally Underrepresented Groups** is widely recognized within the profession. Every other year since 1998, a cohort of 24 academic librarians in the first three years of their professional careers has been convened for a week's curriculum focusing on leadership, organizational behavior, and key skill development. More than 120 librarians have participated from institutions such as Auburn, Columbia, Michigan, North Carolina State, Notre Dame, Ohio State, Princeton, University of California–San Diego, and Yale. Several alumni of this program have gone on to participate in ARL's Research Library Leadership Fellows.

Communications

Our exemplary infrastructure for both internal and external communications has been critical to advancing the Libraries' goals. Harnessing the vast knowledge of our staff, the University Libraries' internal wiki[26] is a highly trafficked and rich store of information that keeps all staff involved in and aware of their colleagues' work. An organization-wide external communications program has successfully implemented a new Libraries identity system and has been recognized with four University-wide communications awards for outstanding achievement in design and marketing. In addition to launching the magazine *continuum*[27] and a regular events newsletter, the communications office produces marketing campaigns for more than 80 public events and exhibits each year—resulting in significantly increased attendance—and has developed strong relationships with campus, local, and national news media, ensuring the Libraries are regularly featured on local TV and radio news and in the Twin Cities daily and weekly print newspapers and magazines.

Conclusion

Since 2002, the University of Minnesota Libraries have undergone an organization-wide repositioning process. Through careful planning, creative energy, and hard work, we now occupy a highly visible and highly valued position on campus. Transformation of our traditional roles in collections, access, information services, and outreach has allowed us to develop programs that add value to the library experience for both individuals and communities of users, improve the Libraries position and impact on campus, and contribute new models to the profession.

Notes

[1] University of Minnesota Strategic Positioning: http://www1.umn.edu/systemwide/strategic_positioning

[2] Customer Service Training: https://wiki.lib.umn.edu/IADS/CustomerServiceTraining

[3] Libraries' behavioral research:
> http://www.lib.umn.edu/about/mellon/
> http://www.lib.umn.edu/about/scieval/

[4] Selection to Access Process Improvement: https://wiki.lib.umn.edu/Staff/SelectionToAccessImplementation
Phase 2: https://wiki.lib.umn.edu/SelectionToAccessTheSequel/HomePage

[5] University Digital Conservancy: http://conservancy.umn.edu/

[6] AgEcon Search: http://ageconsearch.umn.edu/

[7] CourseLib: http://courses.lib.umn.edu/courses.phtml
Research QuickStart: http://www.lib.umn.edu/site/subjects.phtml

[8] Undergraduate Virtual Library: http://www.lib.umn.edu/undergrad/

[9] Assignment Calculator: http://www.lib.umn.edu/help/calculator/

[10] List of selected Assignment Calculator installations, compiled by Judy Siebert Maseles at the University of Missouri-Columbia: http://mulibraries.missouri.edu/guides/assigncalc.htm

[11] EthicShare: http://www.ethicshare.org/

[12] HarvestChoice: http://harvestchoice.org/

[13] Archives Finding Aids: http://discover.lib.umn.edu/findaid/

[14] Unravel the Library Instruction series: http://www.lib.umn.edu/site/aboutunravel.phtml

[15] SMART Learning Commons: http://smart.umn.edu/

[16] UThink Blog Service: http://blog.lib.umn.edu/

[17] Morning Report:
http://www1.umn.edu/umnnews/Feature_Stories/Residents2C_research2C_and_rhabdomyolysis.html

[18] Transforming Scholarly Communication: http://www.lib.umn.edu/scholcom/

[19] Copyright Education: http://www.lib.umn.edu/copyright/

[20] University of Minnesota copyright policy: http://www.academic.umn.edu/provost/reports/copyright2007.html

[21] MINITEX: http://www.minitex.umn.edu/

[22] My Health Minnesota → Go Local: http://www.medlineplus.gov/minnesota

[23] Electronic Library for Minnesota: http://www.minitex.umn.edu/elm/

[24] Minnesota Digital Library: http://mndigital.org/

[25] Budget and Planning: https://wiki.lib.umn.edu/Staff/Planning

[26] Libraries Staff Wiki: https://wiki.lib.umn.edu/

[27] *continuum* magazine online: http://www.lib.umn.edu/publications/continuum.html