Health Sciences Library

UNIVERSITY OF COLORADO
ANSCHUTZ MEDICAL CAMPUS

A 21st Century Library for 21st Century Healthcare

Self-Study, January 2013

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Welcome From the Director:

On behalf of the University of Colorado Health Sciences Library's truly world class faculty members and Classified Staff, I am delighted to welcome readers to our first comprehensive Self Study and formal academic Program Review. We believe we are rightfully proud of our signature facility on the best-of-class Anschutz Medical Campus, and of our outstanding resources and services in fulfillment of our mission of service to the University's health enterprise here in Aurora, CO.

In the grand tradition of American renewal and transformation, our Library team has leveraged the 2007 relocation of our facility to the Anschutz Medical Campus as a once-in-a-lifetime opportunity to reinvent the academic health sciences library for 21st century healthcare.

We have done so by:

- Reimagining the Library's role in connecting the campus to the broader community and the
- community to our campus through inventive and progressive outreach programming;
- Fully embracing our academic role in support of the teaching/learning, research, clinical and community service missions through our nationally ranked instructional and reference services;
- Robustly engaging in partnerships that enhance and extend our resource capacity, whether through collaborations with peer units on the Anschutz Medical Campus, with sister units on the Denver Campus of our consolidated university, or with our peer academic libraries throughout the state of Colorado and beyond;
- Vigorously enhancing access to information resources through collaborative licensing with peer libraries and library consortia, taking a collective shared service approach and thereby significantly contributing to the competitive capacity of the Anschutz Medical Campus; and,
- Creating a warm and welcoming facility where through exemplary service and attention to the user experience our patrons are cared for as eminently valued customers, validated by a 2012 campus master planning survey that identified the Health Sciences Library as the campus' favorite place.

Our story of renewal and reinvention has not been without its challenges, which are detailed in this Self Study.

Ultimately, however, we believe ours is a success story imbued with optimism for the future and confidence in our ability to startle, surprise and delight our users through innovation, ingenuity and the joy taken in service to our mission.

In chronicling our achievements and challenges, I and the team I am honored to lead are indebted to Ms. Beth Otis, Executive Assistant to the Associate Vice Chancellor for Academic Resources and Services – Ms. Melissa De Santis, the Library's Deputy Director and member of the University of

Colorado Denver Program Review Panel – Ms. Debra Silva, Assistant to the Library Director – Ms. Dana Abbey, Health Information Literacy Coordinator, National Network of Libraries of Medicine – Ms. Jennifer Hicks, Student Intern – and Dr. Regina Kilkenny, Associate Vice Chancellor for Academic Resources and Services, who has provided a model of authentic, caring leadership to which we aspire.

Comments about this Self Study are encouraged and welcome; please let me know what you think!   I can be reached via e-mail at jerry.perry@ucdenver.edu, or by phone at 303-724-2133.

Gerald (Jerry) Perry
Director
January 2013

Introduction, Overview and Unit Description

"I have come to see the Library as the hub of the campus and community. It's the foundation of what we do as healthcare providers as we apply knowledge gained to benefit the sick."

J. Ely Walker, former School of Medicine student

The Signature of Excellence

The Health Sciences Library (HSL) on the Anschutz Medical Campus is the premier academic health sciences library in the state and region.   The Library offers integrated and exceptional quality information services on our rapidly-expanding metropolitan Denver and Aurora campus, and is a resource for the state of Colorado. Occupying a beautiful and warm "signature" building, it is the physical and digital hub of knowledge on campus, coordinating access to information in support of learning, research, clinical care, and service to the community.

The HSL serves the University of Colorado Anschutz Medical Campus' Schools of Medicine, Dental Medicine, the Skaggs School of Pharmacy and Pharmaceutical Sciences, the College of Nursing, the University of Colorado Denver | Anschutz Medical Campus consolidated Graduate School, the Colorado School of Public Health, and works in partnership with the University of Colorado Hospital and Children's Hospital Colorado.

The staff of the HSL strives to deliver the highest quality services through:
- enhancing access to the knowledge base of the health sciences,
- instructing users in information retrieval and management techniques, and
- acquiring and organizing a specialized collection of electronic and print resources.

Teaching health information research skills and meeting the information needs of our students, staff and faculty are our paramount concerns. The Library supports the competency-based curricula of our schools and college, evidence-based patient care as the national standard for clinical practice, and rigorous and accessible research. The Library seeks to deliver data, information, and knowledge to local and remote users through state-of-the-art technologies and at "point of need".

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The HSL also supports community service by enhancing information access throughout the Rocky Mountain region through such efforts as:

- resource sharing and cooperatively purchasing and licensing information resources with peer academic and health sciences libraries in the state and region, including databases and online journal packages;
- operating the Preservation and Access Service Center for Colorado Academic Libraries (PASCAL), a storage facility for managing important and often rare library materials such as volumes of older medical journals, and sharing them via the state-wide Colorado Alliance of Research Libraries-sponsored Prospector lending service;
- working with partners in the National Network of Libraries of Medicine program of the US National Library of Medicine to improve public access to quality health information, including hosting a Health Information Literacy Coordinator who travels the state and provides training in the use of information resources for rural and urban health practitioners and consumer groups; and,
- collaborating closely with our peer academic health sciences libraries in the Midcontinental region, Arizona, and New Mexico to implement programs to better serve our constituencies through program coordination, resources sharing and innovation.

Colorado's 21st Century Health Sciences Library: Building Highlights

Images by James Beardall, Molly Rett and Evan Bronstein

The new Health Sciences Library building opened in October 2007, and is twice the size of the former Denison Memorial Library at over 113,000 gross square feet.   It is strategically located on campus, adjacent to the educational quad and at the crossroads of the Anschutz Medical Campus, the city of Aurora Biotech Park, and the Town Center.

- The HSL is the optimal venue for welcoming campus members and the public to the dynamic new Anschutz Medical Campus and its thriving health sciences community. The Library is:
- Accessible by the public, who may visit and use library resources such as databases and online journals, consult with librarians, and borrow materials through the Prospector lending service;

- A state-of-the-art facility reflecting Colorado's natural environment in its furnishing and features;
- user-friendly with ample natural light, café, gallery, patios, reading and meeting rooms;
- replete with collaborative workspaces and comfortable quiet study areas, with thirty group study rooms to support small group learning;
- outfitted with wireless access points that permit network and Internet connectivity everywhere in the building;
- a focal point for informatics education with high-tech, hands-on teaching laboratories;
- a technology hub with two "Information Commons" areas consisting of over 50 computer workstations connected to the campus network and the Internet;
- the Anschutz Medical Campus host to University of Colorado Denver's Writing Center, which serves health sciences students as they consider their professional aspirations and hone their communications skills; and,
- the home of the Center for Drug Information and Evaluation (CDIEE), a collaborative entity of the University of Colorado School of Pharmacy and Hospital, providing education on drug information resources for patient care and student training. In 2004, the University of Colorado Denver, being the urban Denver campus of the University of Colorado System, was consolidated with the then University of Colorado Health Sciences Center to form the University of Colorado Denver and Health Sciences Center. Academic programing was consolidated under the leadership of the Office of the Provost, the chief academic officer for the university.

Organization

Prior to consolidation, the HSL, then known as the Denison Memorial Library, reported to the Associate Vice Chancellor (AVC) for Academic Affairs, who reported to the Chancellor for the Health Sciences Center.   With the merger of the two campuses, the AVC for Academic Affairs began reporting to the Provost.   The HSL was thusly aligned then and henceforth with academic programing under the auspices and budget authority of the Provost.

In 2006, with the relocation of the Health Sciences Center to the former Fitzsimons Army Medical Center base in Aurora, CO, the enterprise was renamed the Anschutz Medical Campus in recognition of the many significant contributions of donor Mr. Phil Anschutz.   Thereafter, the consolidated university came to be recognized officially as the University of Colorado Denver | Anschutz Medical Campus.

In 2007, the library service which supported the Health Sciences Center and which occupied the Denison Memorial Library facility was relocated to the Anschutz Medical Campus.   The Denison name did not travel with the library service, and the new facility and service came to be officially recognized as the Health Sciences Library (HSL).

In early 2008, as consolidation of the campus' fiscal, administrative and academic operations progressed, the AVC for Academic Affairs who had a longstanding connection to the Health Sciences Center was reaffirmed in her ongoing responsibility for oversight of the HSL along with several

additional academic support service units, and the new overarching unit was renamed the Office of Academic Resources and Services (OARS).

The HSL is one of four units operating under the direction of OARS, currently led by Associate Vice Chancellor for Academic Resources and Services Dr. Regina Kilkenny.   Peer units within OARS include:

- the Auraria Library, being the HSL's "sister" Library within the consolidated University of Colorado Denver, which serves the three institutions of higher education that occupy the Auraria Campus including the University of Colorado Denver and its schools and programs, the Community College of Denver, and Metropolitan State University of Denver;
- Educational Support Services (ESS), which is responsible for classroom-based technologies, classroom scheduling, lecture capture, and campus videoconferencing support; and,
- Academic Technology and Extended Learning (ATEL), responsible for the university's learning management system implementation, and extensible online learning programs.

Please see Appendix A for an Organizational Chart of the Office of Academic Resources and Services.

For additional information about the organization of the University of Colorado System and of the University of Colorado Denver | Anschutz Medical Campus, please see the "About CU" website located at https:..www.cu.edu.content.explore-cu-system and the "Who We Are" website located at http:..www.ucdenver.edu.about.WhoWeAre.Pages.default.aspx, respectively.

The HSL has a somewhat traditional internal organizational alignment, with a Director who is responsible for overall leadership, budget, fundraising and development, and external relations; a Deputy Director who is responsible for day-to-day operations and to whom internal departmental leaders report; and five operation units including Reference and Education, Access Services, Collection Management, Information Technology, and Administration. Following are key services and areas of deployment for each of the distinct departments.

Reference and Education Services:

- Provides comprehensive instructional services working with Anschutz Medical Campus school faculty, including sessions "embedded" in curricula as well as special classes as requested;
- Oversees orientations to the Library and its resources and services;
- Provides one-on-one and small group consultations on conducting research using Library and other information resources;
- Offers in-service training on clinical information resources;
- Manages the Library's curricula-integrated software applications and related teaching tools;
- Leads informatics training for Residents and Fellows;
- Answers patron questions about the Library, about information resources, and about their
- research interests in-person at the Library's service desk, by telephone, via e-mail, and using online chat applications;
- Provides in-depth research support including customized expert searches of the literature, systematic reviews, and consultations on literature searching strategies;

- Works with faculty on grant-related activities (funded research projects);
- Provides liaison (in-reach) services to Anschutz Medical Campus schools and college;
- Provides in-hospital clinical information support during patient visits by teaching teams of students, medical residents and attending physicians; and,
- Supports patrons in the use of mobile computing and telecommunications devices, especially in using information resources designed for these devices.

Access Services:

- Circulates collection materials in all formats;
- Answers patron questions about the Library, about information resources, and about their
- research interests primarily in-person at the Library's service desk, but also by telephone, via e-mail, and using online chat applications;
- Provides copies of documents from the Library's collection, and procures copies of journal articles, books and other materials that are not owned from other libraries;
- Manages course-related readings (reserves) in print and digital formats;
- Manages the Library's database of affiliated patrons in order to control access rights to licensed
- databases, online books and journals;
- Manages PASCAL, the collaborative high-density storage facility including circulation of and document copy services for stored materials;
- Offers sales of copy cards for making photocopies/printing from computer workstations in the Library;
- Manages access by the general public to the Library's publically-accessible workstations; and, Arranges for the loan of books and other materials from other libraries via the Prospector statewide library lending system.

Collection Management Services:

- Manages the Library's collections and online resources budget;
- Coordinates decision-making regarding renewal and/or the purchase/leasing of new resources (print and digital);
- Coordinates policies regarding the retention and review of lease agreements for databases, online journals and books;
- Catalogs and processes purchased materials in all formats;
- Manages, with Access Services and Information Technology, the inventory of collections (print and online);
- Responds to and works with affiliated constituencies who request Library resources;
- Works with donors (primary users and the public) who wish to contribute resources and/or funds for the collection;
- Provides copyright consultation services for Anschutz Medical Campus.UCH personnel; and,
- Provides assistance in using old and valuable books, journals and artifacts in the library's rare books collection.

Information Technology:

- Develops and supports the Library's web site;
- Manages the Library's network and computer servers;
- Manages computer workstations in the Library for patron use and staff;
- Oversees the Library's teaching labs;
- Supports Anschutz Medical Campus student e-mail and technology needs; and,
- Manages network access to online resources (databases, and online books and journals).

Administration:

- Provides leadership in advancing the Library's mission, vision, goals and objectives;
- Sets policies and articulates the Library's values to staff, patrons and campus, university and CU system constituencies and other interested parties including the general public;
- Oversees all Library operations;
- Manages the Library's budget;
- Leads the Library's fundraising and development activities;
- Manages and works with university Human Resources staff on personnel-related matters (hiring, staff departures, annual reviews, salaries and benefits);
- Communicates about the Library to all constituencies and other interested parties;
- Coordinates collaborations and partnerships with other libraries, networks of libraries, and resources of support (financial and other); and,
- Provides state wide training in consumer health through collaboration with the US National Library of Medicine.

The Heads of each Department with the Director, Deputy Director and Assistant to the Director form the HSL's Library Leadership Team.   This group meets weekly to address issues of operational and strategic importance.

The administrative frame of reference for leadership is an organic blend of appreciative inquiry with the idea of co-leadership.   Thusly, Library Leadership work with individual staff members to assess strengths and areas of professional interest. Work performance plans are crafted to leverage areas of interest and strength, and address skills enhancement.   Leadership opportunities are subsequently identified collaboratively with individual staff, to leverage strengths and provide opportunity for professional growth. Leadership is thusly vested in staff according to their commitment to and passion for a topic, service or resource, rather than necessarily in individuals with seniority or status.   This approach allows for co-leadership to occur throughout the organization and enhances the commitment of individuals to their performance plans, their unit, the Library and the Anschutz Medical Campus/University of Colorado parent institution.

The HSL employs nearly 18 faculty and nearly 24 paraprofessional, technical, and clerical staff members. In late 2011, the University of Colorado Regents approved a list of seven institutional peers for the Anschutz Medical Campus, and each peer has an academic health sciences library.   According to the Association of Academic Health Sciences Libraries *34*[th] *Annual Statistics 2010-2011*, when compared against its peer libraries, the HSL ranks sixth for total number of staff. Please see Appendix B for a listing of the Anschutz Medical Campus peer institutions.

Health sciences librarians hold non-tenure, promotion eligible faculty ranks and professional development is integrated with a negotiated percent of effort into annual performance plans.   Please see Appendix C for the Library's *Criteria and Procedures for Appointment and Promotion for Health Sciences Library Faculty* "primary unit" faculty governance document, revised and approved by the Library's Faculty Senate in January 2010 and reviewed and approved by the Provost and Legal Affairs in December 2011.

Paraprofessional staff are encouraged to engage in professional development activities and are encouraged to identify with their Department Head learning opportunities and activities to enhance their personal skill sets.

Please see Appendix D for the Library's organizational chart.

Purpose

The HSL links people, reliable health sciences knowledge, and technology in support of effective learning, quality health care, vital research, and engaging community service.   The Library thusly aligns its resources and services in support of the teaching. Learning, clinical, research and community outreach missions of the Anschutz Medical Campus' schools and college, and works in partnership with the University of Colorado Hospital and Children's Hospital Colorado.

The Library is open to the public and welcomes members of the broader community to use its resources and facilities on-site.   The HSL actively strives to connect the Anschutz Medical Campus to the Aurora community, and the community to campus, building bridges with the city of Aurora and its citizens through a diverse range of outreach and community-building programs including exhibits, symposia, lectures, presentations and events.

Faculty members at the Library hold academic appointments as non-tenure track, promotion eligible. Support for our constituencies includes the integration of Library faculty into the overall governance of the institution with Library faculty serving on the Anschutz Medical Campus Faculty Assembly and other campus and University-wide committees.
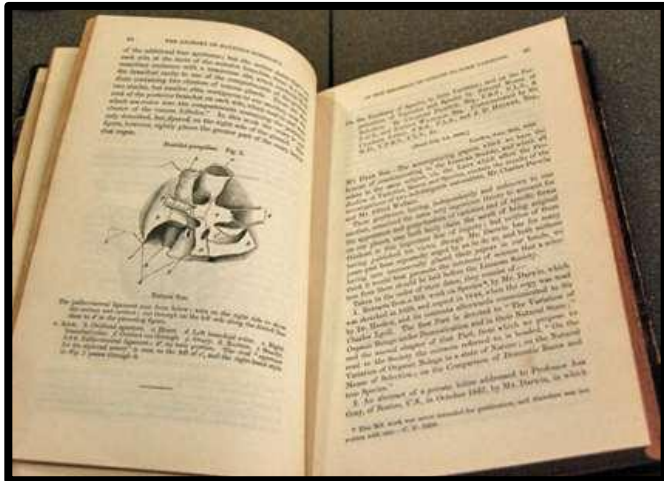
Little Known Fact:

The HSL's Rare Materials Collection is comprised of items that because of age, value, or rarity require special handling and security. It consists mainly of books and journals, a small collection of photographs related to the history of the University and the medical campus, and a small collection of medical artifacts dating from the 19th and 20th centuries. Rare materials are housed in a secure temperature and humidity-controlled area. They are available for use in the third-floor Rare Materials Office by appointment only.

Programs

Hours:
The Library is open 101 hours per week including:

- Monday through Thursday from 7 am to 12 am;
- Friday from 7 am to 6 pm;
- Saturday from 10 am to 6 pm; and
- Sunday from 10 am to 12 am

Staff routinely gather data on facilities use, and that evidence is used in hours decision-making. When the building is closed, Library users continue to have uninterrupted access to digital information resources and virtual services.   For students needing after-hours access to study spaces, Student Academic Community rooms and small group study areas are available in two separate education buildings on the Anschutz Medical Campus, bounding the Education Quad.

Holdings:
Primary faculty, students, and staff have on-campus and remote access to the HSL's digital resources, including licensed databases, online books, and online journals.   The HSL provides access to over:
- 144 databases,
- 307 digital texts,
- 34,000 online journals (all subject areas), and
- Over 186,000 print and non-print book and journal volumes and audio-visual items.
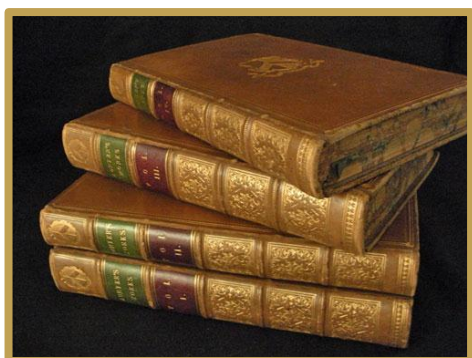
An additional 96,000 volumes are available at the Preservation for and Access Service Center for Colorado Academic Libraries (PASCAL) high-density storage facility, also located on the Anschutz Medical Campus in a two-bay facility managed by the HSL on behalf of the Auraria Library, University of Colorado Boulder Libraries, and the HSL.

When compared with the academic health sciences libraries at our seven national Regents-approved peer institutions, for FY '11 the HSL ranked third for total collection volumes.   For the same time period and the same comparative cohort, the HSL ranked second for the number of items circulated.

Faculty, staff and students may also borrow materials from any participating Prospector library. Prospector is a unified catalog of twenty three academic, public and special libraries in Colorado and Wyoming managed by the Colorado Alliance of Research Libraries.

Use of Services:
The HSL provides exceptional-quality customer services including: reference and literature search services; a full complement of instructional courses focusing on searching for and identifying the best

evidence; and interlibrary loan and document delivery services.   When compared against our seven national academic health sciences library peers, for FY '11, the HSL ranked:

- fifth for the total number of users served through the library's educational and outreach services; and
- second for the number of reference questions received.

Accessibility**:**

Faculty, staff and students are directed to begin their information searching from the library's web site [http:..hslibrary.ucdenver.edu.].   When off campus, if a faculty member or student wishes to interface with a licensed resource, she or he clicks on the appropriate web link and a pop-up window appears. The user is prompted to enter her/his ID number and access is provided.

CU HSL Website homepage:
http:..hslibrary.ucdenver.edu.

Library staff are available during all hours of operation to address any access problems that may arise. Remote users may also use the Library's "Ask a Librarian" service, which includes live chat, e-mail and web-forms for submitting inquiries. Answers to Ask a Librarian questions are provided from 8 am through 5 pm, Monday through Friday.

Information Technology Services**:**

The Library provides access to 50 computer workstations located in two "Information Commons" zones, with two networked printers plus one dedicated to student printing.   There are three teaching labs in the HSL, all located on the 1st floor, supporting 50 wireless workstations with printing. The Library's IT Department is presently installing workstations to create a fourth lab, for "quiet" computing, located on the Library's 2nd floor outside of the IT server room.

The Library supports wireless connectivity throughout the building, provides customer support services for wireless device users, provides programming and classes in the use of mobile devices such as tablets and smart phones, and licenses resources in formats appropriate for mobile devices.
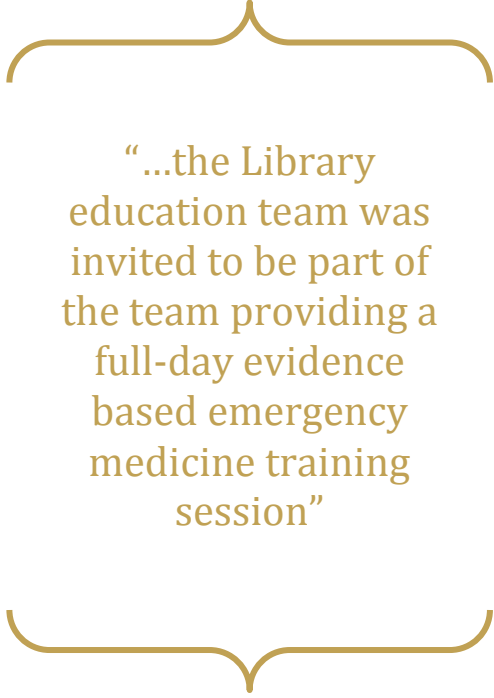
Curricular Engagement:

HSL teaching faculty (the "Teaching Team") work with academic leadership and individual faculty in the Anschutz Medical Campus' schools and college to provide formal curriculum-integrated classes. Lectures and hands-on computer training are provided at appropriate times during the curriculum on information

seeking and management skills and are typically tied to problem based learning cases, clinical scenarios, or evidence-based practice sessions. Librarians regularly instruct in the use of bibliographic management tools, electronic databases for searching the health sciences literature, and use of mobile devices for health information access.

Librarians and staff serve as liaisons to Anschutz Medical Campus schools and college, acting as intermediaries and facilitators providing news from the Library and soliciting feedback from faculty and academic leadership on resources of interest, the provision of services, and improving the overall quality of the Library users' experiences.

The Library is also involved in two programmatic student learner-focused initiatives: the School of Medicine's (SOM) Mentored Scholarly Activity and the Student Academic Communities.   Library faculty provide consultations and training sessions for students involved in the Mentored Scholarly Activity (MSA), and are currently working to create a presence for descriptions of MSA projects in the Library's multi-institutional, collaborative digital repository service.   The Student Academic Communities (SACs) are designated spaces in the Education Buildings devoted to specific interdisciplinary practice areas, such as Rural Health, for example.

"...the Library education team was invited to be part of the team providing a full-day evidence based emergency medicine training session"

Health sciences librarians regularly provide one-on-one consultations with faculty, working to develop their online literature searching skills, assisting with critical appraisal, and evaluating results.   Assistance in developing educational webpages and content in Blackboard courses is also provided.   Over the years, faculty have come individually to the regular classes provided by the library.   Librarians have taught at grand rounds for several departments, as well as been part of the instructional team for department Continuing Education offerings.   For instance, the Library education team was invited to be part of the team providing a full-day evidence based emergency medicine training session.

Health Sciences Librarians have acted as librarian tutors each year for the Rocky Mountain EBHC Workshop, sponsored by the Colorado School of Public Health, providing training for the faculty tutors, as well as for the participants, many of whom are School of Medicine (SOM) clinical and teaching faculty.   Members of the Teaching Team provide annual training for faculty in the Physical Therapy clinical practice, as well as for the Assistive Technology Department of the SOM.   In addition, the Library's Head of Education co-directs the Evidence Based Medicine course in the Child Health Associate Physician Assistant curriculum.

The Library works with staff in Educational Support Services (ESS) to insure that appropriate learning-directed technologies are available in the Library's classrooms, meeting rooms, group study

spaces and videoconference room. The Library supports student group learning and presentation preparation by providing access to wall-mounted flat panel screens in a number of its group study spaces, for connecting to laptops and mobile telecommuting devices. The Library circulates laptops for use in the Library, as well as iPads loaded with appropriate health information resource applications. In the "Information Commons" areas, users may access software specific to their curricula, other "general use" productivity applications, and scanners. One workstation is outfitted with software to assist users with visual impairments.

National Ranking

As previously noted, in late 2011, the University of Colorado Regents approved a list of seven institutional peers for the Anschutz Medical Campus. When comparing the HSL with the academic health sciences libraries at these institutions, according to the Association of Academic Health Sciences Libraries *34th Annual Statistics 2010-2011* the CU HSL ranks:

- 1st in total website page views, up from 2nd for FY '10;
- 2nd in total number of educational sessions provided, up from 3rd in FY '10;
- 2nd for total attendance at outreach service sessions provided, down from 1st for FY '10;
- 2nd for the number of reference questions answered, consistent with FY '10;
- 3rd for total collections volumes, consistent with FY '10;
- 5th for the total number of users served through the library's in-person and online educational programs, down from 1st for FY '10;
- 5th for total expenditures, up from 6th for FY '10;
- 5th for total expenditures on salaries and wages, consistent with FY '10;
- 6th for the number of interlibrary loans and document copy requests filled, consistent with FY '10.

Following are highlights from the data:

- The HSL improved in its rankings in three out of ten data areas between FY's '10 and '11.
- The most notable decreases were in the Library's teaching programming. FY '11 was a year of transition for our Education Dept., the locus of our teaching activities, with personnel turnover in the unit and therefore a decrease in available capacity to teach.
- The Library continues to be a leader among its peers in visits to our website, numbers of instructional opportunities provided and participation in our community/campus engagement activities.

Financial Status

The Library's budget is both diverse and complex. Approximately 68% of revenue is derived from state general funds plus a portion of the University's allocation of what is known as "Tobacco Settlement Funds" distributed to the state through past adjudication. Nearly 11% of revenue comes from the Academic Support Fee paid by Anschutz Medical Campus students, whereby each student pays $75.00 per semester with nearly 67% of that fee revenue directed to the HSL. Approximately 6% of the Library's budget results from a fee-for-service contract held by the Library to be the information services provider to the University of Colorado Hospital (UCH). Another 11% of the budget comes from a fee-for-service contract with the Graduate Medical Education (GME) Office in support of Residents and Fellows. The remaining 4% that constitutes revenue comes from a range of auxiliary programs managed by the Library, a small allocation from the School of Medicine, and Finance and Administration/Indirect Cost Recovery income.

Library expenses are assigned to three key categories: Personnel (55%, total = $2.8M); Collections (37%, total = $1.9M); Operating (8%, total = $400,000). Please see the **Resources** section of this Self Study for a full report of available revenue, expenditures and the Library's fiscal approach to sustainability.

A Key Challenge:

The most significant fiscal challenge for the Library is the problem of inflation in the scholarly communications marketplace. From 2007 to 2011, the HSL experienced a cumulative 33% increase in the costs for its licensed digital information resources. During that same time period, the Library's state allocation has remained essentially flat.

The HSL participates in a number of resources sharing initiatives that allow for significant return on investment by leveraging economies of scale in the collaborative licensing for access to digital information resources. The five libraries of the CU System, including the Norlin (general academic) and Wise Law Library on the CU Boulder campus, the Kraemer Family Library on the Colorado Springs campus, the Auraria Library and the HSL, have a longstanding purchasing collective. Because the Norlin Library is a member of the Association of Research Libraries (ARL) and the Greater Western Library Alliance (GWLA) comprised of 32 members (formerly Big 12), the HSL is able to take advantage of optimal licensing terms provided by our Boulder peer. HSL's membership in the Colorado Alliance of Research Libraries (the Alliance), 12 academic libraries and 1 public library in Colorado and Wyoming, further allows the Library to participate in consortium licensing terms. With flat or decreasing budgets, it has become increasingly essential for libraries such as the HSL to participate in such collaborative licensing programs. This shared licensing approach typically allows all members of the consortium to share access to the collectively-licensed resources.
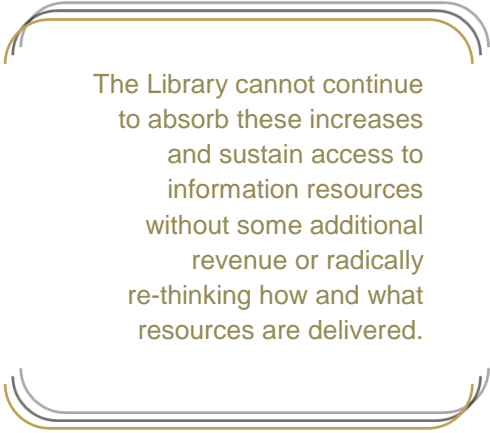
Library Leadership recognizes and appreciates the outstanding support the HSL has received from University leadership during recent budget cycles, and we recognize that while other "central services" were taking cuts, the HSL was protected. The support received included funds to cover base-improving salary increases for faculty this past fiscal year (FY'12), the first in four years. That support has largely protected our collections, though not necessarily allowed the Library to expand access, for instance to

volunteer and clinical faculty who presently are NOT included in the Library's licenses and contracts for access. *This is another noteworthy key challenge*.

The Library has managed to stay within budget by negotiating increases in the fee-for-service contacts held with UCH and GME, and through receipt of greater than anticipated student fee revenue generated by increased enrollment.   Over the last three years, the Library has lost to rescission or declined to fill 2 positions, which also generated savings. As a cost-containment strategy, however, the result of that has been increased workloads for Library faculty and staff, and the *inability to expand or enhance services to our clinical and research faculty constituencies, another key challenge*.

Over the last three years, the Library has experienced an average annual rate of inflation for materials of 5.5%, with an anticipated FY '13 rate calculated at between 8 and 10%.   The Library cannot continue to absorb these increases and sustain access to information resources without some additional revenue or radically re-thinking how and what resources are delivered.   The alternatives are resource cancellations and/or relinquishing additional unfilled vacancies.

From FY '10 through '12 and projected for 13, the HSL budget has essentially remained flat.   The FY '10 budget was .25% greater than FY '09-the FY '11 budget was (1.22%) less than FY '10- and FY '12's budget was 2.29% greater than FY '11 with that increase representing revenue to cover Regent-mandated salary increases for faculty. Over that same period, for academic health sciences libraries in the US journal prices increased by 5.4% in FY '10, 5.83% in FY '11, and from between 4 and 6% for FY '12.   It is too soon to know what the percent increase will be for FY '13 though library vendors are suggesting a range from between 8 and 10.

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HSL is presently seeking an ongoing increase to its collections base budget ($1.956 M, FY '13) of at least 6% ($117,350 new funds for FY '14).   This would constitute a modest 2.3% increase to the Library's overall base budget for FY '14.   In the meanwhile, and in order to shore up the HSL's long term financial position, over the next two years HSL Leadership will be taking the following cost-reduction steps:

- Transitioning the Library away from subscriptions for a significant percent of journals to an
- alternative pay-per-view model, where the Library will instead subsidize users' access to journal articles.   Users will experience no change in manner of access, but the Library will no longer have ownership rights to journal content.   The literature is promising that savings can be achieved. However, we will no longer have equity from our investment in subscriptions.
- Collection Management staff will be re-negotiating HSL's contributions to collaboratively-licensed resources.   Result will be some cancellations by the HSL of access for use by Anschutz Medical Campus constituencies, and thus greater disparities of access across the CU campuses.   Note that within the CU System, the Norlin (Boulder), Kraemer Family (Colorado Springs) and Auraria Libraries all received "inflation-fighting" percentage increases to their collections budgets for both this and last FY. Norlin and Auraria received

increases over the past three FY's.   HSL's position as "weakest link" among the CU libraries will have consequences for our sister libraries, and creates fiscal and political challenges for equitable resource-sharing when the HSL cannot afford to participate.

▪ Library Leadership will continue to seek additional revenue from established/new fee-for-service contracts and through gifts and endowments.   However, these sources are almost exclusively restricted and unlikely to generate sufficient revenue to offset inflation in the marketplace.

The HSL is neither unique nor alone in its fiscal challenges.   Academic health sciences libraries nationwide are facing similar challenges, and as noted in our *National Rankings*, the HSL is certainly "holding its own." Further, the Library is innovating in addressing its challenges.

The HSL has been assertive and transparent with its regional peer libraries as to its available financial resources, noting that while increases in tuition leading to new funds for their libraries may be an option for general academic institutions, it is not necessarily an option for the HSL or the Anschutz Medical Campus where there is a significantly smaller student body, where tuition revenue is directed to the individual schools and college, and where the costs of matriculating are already high resulting in significant post-graduation student debt. That level of debt is indeed a key area of concern for the School of Medicine and its Executive Leadership.

As noted, the Library enhances its available state allocation with fee-for-service contracts, and is presently offering a pilot service to enhance access to information resources by volunteer and clinical faculty who serve as preceptors on behalf of the schools and college, supervising, evaluating and assessing the performance of Anschutz Medical Campus students.   The goal of the pilot is to construct a sustainable business plan and model that will allow the Library to serve this critical constituency which we recognize are essential to the teaching. learning missions of the schools and college.

A Key Challenge:

The Health Sciences Library has no budget line to support information technology (IT) desktop or infrastructure purchases.   All IT purchases are made when and as needed from whatever funds are available at the time in operating, gift or salary savings lines.

For the Health Sciences Library, IT purchases include:
- all public-access, staff and teaching lab workstations;
- information technology infrastructure equipment including servers and network storage;
- scanners and printers;
- software and maintenance contracts;
- computer peripherals and miscellaneous supplies; and
- training associated with hard-and software.

Given the Library's role in providing access to nearly $1.9 M in digital information resources, this situation is neither acceptable nor sustainable, and in particular, an infrastructure failure would present a significant risk to the university's mission.

The Library's present diverse mix of equipment, devices and software applications, a consequence of not having the resources to make large scale uniform purchases, has an additional downstream consequence on IT personnel workload and capacity.   The greater the diversity of equipment, the more time and effort needed by staff to keep each item current and consistent, resulting in higher than optimal costs of ownership.

To address this challenge, the HSL has developed a "rationalized" IT purchase plan for spending across four year cycles, central to which is the transition in the Library to virtualized desktop support, also known as Thin Client computing.   This approach was implemented in 2011 and 2012. Innovations in how access is provided, as noted above in transitioning to pay-per-view services, will also position the HSL near the forefront of peer academic health sciences libraries in the ongoing transition away from "just in case" provision of access to information resources to "just in time" provision of only what is needed, when it is needed.

The Self Study Process

The HSL is fundamentally a planning organization that leverages its structure and approach to administration and management to communicate and engage.   The Self Study process for the Library's 2013 Program Review included communications by the Director to the Library's key advisory groups, the Anschutz Medical Campus Faculty Assembly and the Student Senate Academic Support Advisory Committee, to raise awareness of the Review and Process.   Within the Library, Library Leadership team meetings and gatherings of all staff were used to discuss the process and solicit feedback in shaping the Study.

The timing of the Program Review was intentionally aligned with the Library's efforts to update and draft a new Strategic Plan for years 2013-2017, and was therefore informed by the information gathering efforts of the new Strategic Planning initiative, led by Deputy Director Melissa De Santis.

The drafting of the report was led by Director Perry, with contributions from the Assistant to the Director, all Department Heads, and key members of the faculty and Classified Staff. The document was edited by members of the Leadership team, and all members of the Library's faculty and staff were invited to review and suggest edits and improvements to the document. The penultimate version of the Study was uploaded to the Library's institutional repository service and customers were asked to provide feedback and comment.

Key Facts about the Anschutz Medical Campus:

School of Dental Medicine -among the country's most selective, with more than 1,400 applicants for 80 positions. This research-intensive, comprehensive dental school increases access to innovative education programs, life-improving research and excellent clinical care programs that enhance oral and systemic health. The School is home to a DDS program, an international dental program, a general practice residency and advanced dental education (residency) programs in periodontics and orthodontics in which enrollees may obtain postdoctoral master's degrees.

Consolidated Graduate School including joint MD.PhD program in medical science training. The University's Graduate School encompasses programs on both the Denver and Anschutz Medical Campuses. At the Graduate School on the Anschutz Medical Campus, students learn to expand the frontiers of human health and disease in more than a dozen basic science, analytical, clinical and nursing disciplines. The school's emphasis on pairing a student with a mentor assures a distinctive learning experience. The Graduate School also admits students to two interdisciplinary enrollment tracks, biomedical sciences (PhD) and the medical scientist training program (MD.PhD), that lead to admission into one of the PhD programs.


Colorado's first **School of Medicine**, with more than 900 doctor of medicine, physician assistant and doctor of physical therapy students. The School of Medicine (SOM) offers programs that are nationally and internationally known for their excellence in education, research, patient care and community service. The school's MD program is accredited by the Liaison Committee on Medical Education (LCME). Faculty serve as clinicians and researchers at the University of Colorado Hospital, Children's Hospital Colorado, National Jewish Health, Denver Health and the Veteran's Administration Medical Center. SOM faculty rank seventh among public medical schools in the country for federal research grants and contracts and 22nd among all public and private medical schools, according to the Association of American Medical Colleges. Four faculty are members of the National Academy of Sciences and 15 are in the Institute of Medicine.

College of Nursing, with programs consistently ranked in the top 15 in the United States by *U.S. News & World Report*. The College of Nursing enrolls nearly 800 undergraduate and graduate students. Founded in 1898, the college began Colorado's first baccalaureate program and has offered graduate education since 1950. In 2010, the college partnered with Community College of Aurora (CCA) to create an integrated pathway program to increase access for community college students to the undergraduate program, the first such program in Colorado. The first students successfully completed their pre-requisite courses at CCA and seamlessly transitioned to the college to begin their nursing courses.   The master's program educates advanced practice nurses, specialists in health care informatics and nursing leadership and health systems, and administers a graduate-level post-master's certificate program.   The college established the first nurse practitioner and first school nurse programs in the United States.

Skaggs School of Pharmacy and Pharmaceutical Sciences, with more than 900 doctor of pharmacy (PharmD) and graduate students.   The School is preparing the world's future pharmacists and pharmaceutical scientists through innovative learning and teaching.   Faculty members conduct pioneering basic, translational and clinical research in a variety of scientific fields such as pharmaceutical biotechnology and biophysics, medicinal chemistry and drug discovery, pharmacokinetics, pharmacogenomics, molecular toxicology, clinical therapeutics and health outcomes. Celebrating 100 years of education, patient care and scientific discovery, the school is one of the top-ranked pharmacy schools in the country: top 20 percent among 125 U.S. pharmacy schools (U.S. News &World Report); #2 school in the nation for the number of PharmD faculty with NIH funding according to the American Association of Colleges of Pharmacy (AACP); #3 in the nation for individual awards per PhD faculty member; #14 in the nation for NIH funding among pharmacy schools; Second largest doctor of pharmacy program in the country for working practitioners.
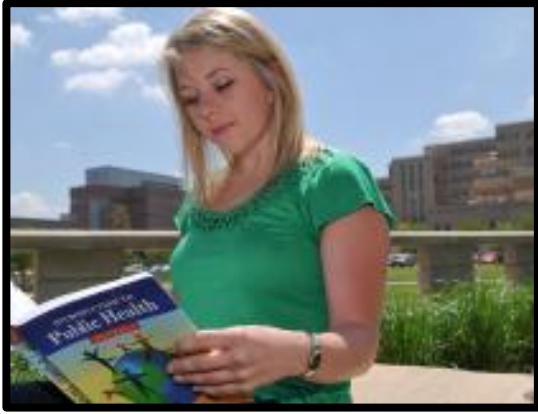
Colorado School of Public Health (CSPH), the first school of its kind in the Rocky Mountain West. CSPH attracts top tier faculty and students from across the country and provides a vital contribution toward ensuring the region's health and well-being. Collaboratively formed by the University of Colorado, Colorado State University and the University of Northern Colorado, CSPH is the only collaborative school of public health west of the Mississippi River.   CSPH enrolls over 500 graduate students in 15 public health academic and professional programs. CSPH is also home to several local and national centers including: Centers for American Indian and Alaskan Native Health; Center for Global Health; Center for Public Health Practice; Latino/a Research & Policy Center; Mountain & Plains Education & Research Center, funded by the National Institute of Occupational Health & Safety; and Rocky Mountain Prevention Research Center, funded by the Centers for Disease Control & Prevention.

Source: *Essential Facts 2012*, Office of Institutional Research and Effectiveness

Mission Statement

The University of Colorado Anschutz Medical Campus Health Sciences Library links people, reliable health sciences knowledge, and technology in support of effective learning, quality health care, vital research, and engaging community service.

Vision Statement

The staff of the library strives for the highest quality services as they enhance access to the knowledge base of the health sciences, instruct users in information retrieval and management techniques, and acquire and organize a specialized collection of electronic, print and other resources in a cost-effective manner.

Library Values

- Understanding and, when possible, exceeding users' need for access and information.
- Customer service that reflects professional, ethical, and courteous behavior.
- Active collaboration in the learning and discovery process.
- Engagement in reshaping scholarly communication and knowledge management.
- Commitment to diversity, inclusion, intellectual freedom, and self-actualization.
- Continuous learning, adaptability, innovation and enhancement of staff skills and services.
- Responsible and creative stewardship of limited University resources.
- A rewarding work environment characterized by team spirit, flexibility, personal growth and a sense of humor.
- A relaxed and welcoming environment for our users.

Stakeholder Input

Faculty: In 2006, the HSL reorganized its Library Advisory Committee due to persistent lack of participation.   Library Leadership approached the Health Sciences Faculty Assembly (FA) and requested that the governance body establish a Library Advisory Committee.   The Assembly agreed and a motion was passed establishing the Committee.   It was later discovered, however, that the Assembly does not have the authority per its bylaws to establish any standing committees.   This issue, among many others, is presently being addressed by the FA.   In lieu of a standing advisory committee, the HSL has a seat at the Anschutz Medical Campus FA with an elected representative, and the Director attends Assembly meetings to request input.

Students: In 2005, the health sciences schools and college Student Senate proposed and the student body voted to approve an Office of Academic Affairs Student Fee, set at $75 per semester per student, with the revenue to be directed to health sciences Academic Affairs units.   Approximately 67% of that revenue was earmarked for the HSL.   In order to provide a mechanism for communications and accountability in the expenditure of those funds, an Academic Services Advisory Committee (ASAC) was established, co-chaired by a Student Senator leader and the Vice Chancellor for Academic Resources and Services.   The HSL Director is a member of the ASAC, and reports twice yearly on how student fee-derived funds directed to the Library are spent.

The ASAC also provides ongoing input into the Library's policies and procedures, and collaborates with the Library on a range of initiatives.   Since 2006, Library staff members have worked closely with the ASAC, embarking on a number of initiatives to enhance the student customer experience at the Library, including:

- improving access to course textbooks, achieved when the Committee set aside funds for the purchase of additional copies of commonly used texts, which the Library makes available via its print reserves service;
- piloting the extension of hours, such that the library is now open 101 hours per week, an increase of 16% over hours of operation from when the library facility operated at the former Health Sciences Center campus at 9th and Colorado Blvd in Denver; and,
- purchasing technology and tools to enhance self-paced learning in the facility including movable whiteboards, laptops for circulation, and scanners, among other devices.

Strategic Plan

The HSL's faculty and staff, under the direction of the Library Leadership team, are currently drafting a new Strategic Plan, intended to cover years 2013-2017.   The Library is presently operating under its 2008-2012 Plan; please see Appendix E for a reference copy.

The Goals articulated in the HSL 2008-2012 Strategic Plan were explicitly linked to the Strategic Priorities outlined in the consolidated University of Colorado Denver | Anschutz Medical Campus Strategic Plan, which can be accessed at http:..www.ucdenver.edu.about.WhoWeAre.Chancellor. Pages.StrategicPlan.aspx.

The Library's Director participates on the University Planning and Accreditation Committee (UPAC). He co-chaired the "Mission and Integrity Work Group" as part of the University's 2011 re-accreditation process under the Higher Learning Commission, was active as a reader and reviewer of the

University's draft Self Study document, and he along with several Library staff and faculty members participated in the University's Strategic Plan creation and drafting process. Through these connections, through ongoing service to UPAC, and through the formal reporting structure of the HSL to the Office of the Provost through the Associate Vice Chancellor of Academic Resources and Services (OARS), the Director updates University Executive leadership on the Library's progress and contributions towards the University's and the Anschutz Medical Campus' priorities.

In 2010, a more focused set of priorities for the consolidated University and Anschutz Medical Campus were identified by the UPAC, in response to a request from the Regents who at the time recognized that while the consolidated university's Strategic Plan remained in-tact, the financial exigencies brought on by the international "Great Recession" required a more focused set of activities outlined for the

coming 24 months. The Library's priorities henceforth have been informed by that more focused set.

At the HSL, priority setting for advancing the Library's Strategic Plan begins with the Library Leadership team. Annually, in November, the group gathers to assess progress towards the past year's priorities as informed by the Strategic Plan, and considers changes to and additional priorities for the coming calendar year. Priorities are brought by the Department Heads to the faculty and staff in their individual departmental units for consideration and debate, in light of their experience in serving the Library's customers and in the provision of liaison services with the schools, college, and individual Departments. In this process, the customer experience is considered central and essential, and perspectives informed by feedback and engagement with the Anschutz Medical Center Faculty Assembly and the Student Senate Academic Support Advisory Committee are referenced.

Department Heads return to the leadership collective with input from their departmental teams, and the draft priorities for the coming year are modified and affirmed. Subsequently, the Heads return to their Departments and each considers its goals in contribution towards achieving the Library's overarching priorities. Heads subsequently work closely with each faculty member to determine what that individuals' contributions will be in advancing the Department's and Library's goals. Heads and Supervisors in each Department in turn work with members of the Classified Staff, who make up over half of the Library's personnel, to similarly determine how each individual's plan will advance the Department's and Library's goals.

Early in the new calendar year, the faculties' "distribution of effort" agreements are finalized, as are Classified Staff Performance Plans.

Through this iterative process, the University's Strategic Plan is formally linked to the performance agreements and plans of the Library's faculty and staff.

Pursuant of University Human Resources policy, staff are coached during the course of the year as to their progress, and Faculty meet regularly with their Department Heads to assess progress and consider opportunities for professional development.

An ongoing goal of the HSL that typically does not surface in the annual priority-setting process is the collective effort to insure that the Library functions as an adaptive and responsive learning culture, where faculty and staff are appreciated for their expertise, enhancing their skills and growing in their jobs. Funding is provided to faculty in support of the promotion process critical to their academic rank status, allowing individuals to participate and serve at the regional and national level in professional associations, to present academic papers and posters at annual conferences, and to publish their scholarship and creative work. Please see the section of this Self Study report on "Faculty Activities" for a representation of the achievements of the Library's faculty cohort over the past five years. Professional development goals are described in individual faculty distribution of effort agreements, and future leadership opportunities typically arise from the accomplishment of those efforts.

...faculty and staff are appreciated for their expertise

Likewise, Classified Staff members at the Library are encouraged to engage in new learning and professional development, with attendance at regional and local association and society meetings and training opportunities

supported.   For instance, a classified Staff member of the Library's Education and Reference Department (Ms. Ruby Nugent) is presently serving as the Colorado Chapter President of REFORMA, a library association serving the Latino community. Funding for Classified Staff development is afforded through gifts and endowments whose scope as defined by their donors encourage and support staff development.

HSL's Alignment with and Achievement of Goals and Objectives in the University's Strategic Plan

Following are HSL-related objectives included in the comprehensive University of Colorado Denver | Anschutz Medical Campus Strategic Plan, with updates on status.

Objective 1.5.6 – Expand access to research databases and library materials across campuses.

- Status of Objective: Significant achievement.
- Activities and Pertinent Metrics:
  - In 2009, staff from the Auraria and Health Sciences Libraries compared subscriptions to databases and e-journals to identify which resources were not available on both campuses.   Staff then consulted with campus stakeholder groups to assess interest in those titles not currently accessible.   Where there was strong faculty interest the libraries negotiated contracts for access, whenever possible in partnership with other CU libraries.   This strategy allows the libraries to enhance scope of access and coordinate areas of coverage.
  - As of 2012, over 70% of the Library's budget for digital information resources is dedicated to collaborative licensing between the five libraries of the University of Colorado System and through the 12-member Colorado Alliance of Research Libraries. All patrons of all member libraries therefore have access to and free use of these collaboratively licensed products.
  - Of the remaining approximately 30%, nearly all funds are used to provide access to information tools used for point of care decision making in clinical settings such as University of Colorado Hospital.   Where there is expressed interest from the other campuses in such resources, for instance from the Colorado Springs campus with its growing health sciences and clinical programing, the HSL is eager to consider joint licensing arrangements that provide value for investment and can be sustained.   In the meanwhile and where there is situational or occasional need, interlibrary loan services provided by the libraries offer a viable and cost-effective alternative typically at no individual cost to the user, and with great savings to the libraries and state.
- Validation:
  - Between 2006 and 2010, the number of e-journals licensed by the HSL increased by 33%, from 25,500 to 34,000 titles respectively.
  - Requests for access to and licensing of resources are now typically for new products and services, rather than back-files of older or established journals.

- Next Steps:

The HSL's ability to participate in collaborative licensing initiatives is largely dependent on a growing collection development budget.   Over the past five years, the average annual rate of inflation for library materials has been between 8 and 10%.   The Library's budget has remained stable but flat.   This situation has created pressure on the HSL's collection budget with the impending need to cancel subscriptions and for the HSL to reconsider participation in collaborative licensing contracts.   In terms of access to the knowledge base in support of cutting-edge research and best-of-practice clinical care, this poses a potential area of risk for the HSL and the Anschutz Medical Campus.   HSL leadership is considering alternatives to subscriptions in order to meet the information needs of users, since it is highly unlikely that either the library's collections budget will increase or that publishers will cut prices.

> Access to quality health information by Colorado's care providers and citizens is greatly enhanced and supported by the HSL's involvement as a grant-funded subcontractor in the National Library of Medicine's National Network of Libraries of Medicine program

Objective 2.1.8 – Expand remote access to electronic library resources for statewide, distance, and international programs.

- Status of Objective: Ongoing, with many achievements to-date.
- Activities:
    - In 2011, the Library launched EZProxy as a new tool for managing access by affiliated users to the Library's licensed information resources.   As a result, access is easier, and staff members are able to gather more accurate and timely metrics regarding usage of resources.   Affiliated users have 24/7 access regardless of location.
    - In 2012, the Library enhanced remote access to the extremely popular clinical point of care resource, UpToDate.   In 2005 the Library was forced to cancel remote access to this popular tool due to a substantial and unsustainable price increase, leading to significant dissatisfaction particularly among students and Resident faculty.   In 2011, however, the Library was able to negotiate additional financial support to offer access to this resource.
    - Access to quality health information by Colorado's care providers and citizens is greatly enhanced and supported by the HSL's involvement as a grant-funded subcontractor in the National Library of Medicine's National Network of Libraries of Medicine (NNLM) program.   The HSL is Colorado's Resource Library in this program, with the goal of encouraging use of Federally-funded health information resources such as the PubMed biomedical literature index and database, the PubMed Central repository of articles based on NIH-funded research, and the MedlinePlus consumer health database.   Through HSL's subcontract, a Library faculty member is funded to work as a Health Information Literacy Coordinator with public libraries, public health clinics, advocacy

groups, the Colorado Area Health Education Centers (AHEC), and unaffiliated care providers among others to use and derive value from these resources, and to connect with the HSL and University of Colorado Anschutz Medical Campus.

- o The Library's costs for licensing access are based on student and faculty full time equivalents (FTE) and so it is essential that a business plan for expanded access beyond traditionally affiliated users support sustainable and consistent access. In order to advance such a plan in an era of reduced funding, during late 2010 and through to the present the Library has launched a series of initiatives with a diverse range of schools and departments to pilot extending access to article copy services by any volunteer faculty member and to full access by preceptor faculty who supervise and assess students. Results of the pilots are pending. It is anticipated that the pilots will demonstrate volume of usage by these constituencies, the value for investment in expanding access, and true costs. This data will be used to develop and advance an evidence-supported business plan.

- Validation:
  - o Between 2007 and 2011, requests for assistance in troubleshooting problems with access to information resources have changed substantially in nature. Whereas in 2007 requests for assistance were largely due to logon and access-related problems, since 2011 the issues have more to do with the functionality of vendor systems and publisher/vendor technical problems.
  - o In 2010, the HSL through the NNLM-funded Health Information Literacy Coordinator was asked to participate in the State Library's Broadband Technology Opportunities Program (BTOP) initiative to improve Internet bandwidth access and utility in Colorado's rural communities, with the Coordinator conducting information literacy training sessions at sites across the state. In 2011, the Coordinator developed and presented five hands-on virtual trainings for BTOP participants. The sessions, targeting authoritative and free consumer health information resources, were well attended, with 50 participants. Feedback was very positive with many asking what sessions would be offered in the coming year. Through this outreach, the Coordinator was invited to conduct in-person training for two BTOP sites in 2012.
  - o Data regarding engagement in, volume of usage of, and outcomes for participants in the Library's various pilot initiatives to expand access is pending.

- Next Steps:
  - o Remote access to the Library's licensed resources is essentially "solved."
  - o Enhancement of access to resources, whether that includes providing more products and services and/or enfranchising additional individuals, will depend on the development of a sustainable business plan. That in turn will depend on the results of the Library's pilot initiatives. It is anticipated that a solid year's worth of data will be available for assessment in 2013.

Objective 3.6.4 – Enhance library resources to fully support research.

- Status of Objective: Ongoing.
- Activities:
  - Please see Objectives 1.5.6 and 2.1.8.
- Validation:
  - In 2009, the University of Nebraska Medical Center Library conducted a return on investment (ROI) study that included the CU HSL as a peer organization.   That study, based on a model developed at the University of Illinois Urbana-Champaign, identified the research ROI for spending on the Library, and considered grant-sourced revenue derived from the activities of faculty, faculty use of Library resources in generating that revenue, and the subsequent ROI for investment in the Library.   According to the Nebraska study, the ROI for the Anschutz Medical Campus' investment in the HSL is $7.02 for every $1 invested (2009).
  - In 2010, the Library added a campus subscription to the EMBASE (Elsevier) database, being an index primarily of Western European and world biomedical literature.   The ability to search EMBASE greatly enhances the ability of faculty, staff and students to conduct thorough, systematic reviews of the literature, necessary in the grant submission process and for preparing journal articles for publication.   Access to EMBASE enhances information retrieval beyond the scope of the popular but not comprehensive, US-centric PubMed resource.
- Next Steps:
  - Expansion of access to and broadening the scope of resources will depend on the availability of increased funding, along with the HSL's ability to participate in collaborative licensing arrangements permitting the Library to leverage economies of scale.   Please see Objective 1.5.6.

ROI
$7.02 for
every $1.00

Objective 4.1.9 – Develop and employ leading edge, cost-effective information technology systems that advance and support clinical care, education, and research through alliances with our clinical affiliates, business, and industry.

- Activities and Pertinent Metrics:
  - Over 70% of the Library's budget for digital information resources is dedicated to collaborative licensing between the five libraries of the University of Colorado System and through the 12-member Colorado Alliance of Research Libraries.   All patrons of all member libraries therefore have access-to and free use of these collaboratively licensed products.   These collaborative licensing arrangements between affiliated organizations have resulted in unprecedented access to information resources, all delivered through the participating libraries' websites.
  - In 2011, the five libraries of the CU system (CU-Boulder's Norlin and Wise Law Libraries; the Auraria Library, the UCCS Kraemer Family Library and the HSL) entered into an agreement with the Colorado State University's libraries (Ft. Collins and Pueblo) to develop *Digital Collections of Colorado,* a shared service digital repository initiative. Through this effort, the libraries are able to provide easy access to significant scholarly works created on the campuses of the two Systems; promote use of the products

of campus research and thereby maximize their impact for individual researchers and scholars; demonstrate the breadth, quality and scope of research and scholarly activities throughout the two University Systems and the partner organizations served by the libraries; coordinate digital access to these works in order to insure access well into the future, minimize duplicative efforts, and take advantage of the collective expertise of the libraries' staff; and deliver good value for the investments made by Colorado citizens.

- o During 2010 and 2011, the HSL's staff and leadership had to take a hard look at the future of hospital-based library services in the region and consider the Library's role in light of downsizing in this sector.   In the mid-90's, the HSL participated in the launch of the MedConnect consortium, allowing libraries at Denver regional teaching hospital sites to share in the Library's online catalog.   That sharing has allowed students, faculty and Residents at any of the participating hospital sites to locate and share access to materials collected by and held at any of the participating libraries.   That sharing has minimized duplicative purchases, leveraged economies of scale, and expanded the scope of access to information sources held by health libraries in the Denver metropolitan region. However, the MedConnect consortium is now in crisis due to the closure of local teaching hospital libraries, most recently (2011) at Exempla Lutheran and Swedish Medical.   The Eastern Colorado Veteran's Administration has also ceased library services from its Denver campus.   As these libraries close, students, faculty and staff once served on-site must look to the HSL for services and support.

- Validation:
  - o Regarding collaborative licensing, between 2006 and 2010, the number of e-journals licensed by the HSL increased by 33% and requests for access to and licensing of resources are now typically for new products and services.
  - o Regarding the *Digital Collections of Colorado* partnership, the initiative is too new to have borne meaningful metrics.   However, previously the HSL had been participating in another regional collaboration to accomplish similar goals but by transitioning to the CU/CSU partnership the HSL is now saving approximately $12,000 per year for software licensing and staff support.

- Next Steps:
  - o See Objective 1.5.6.
  - o The CU and CSU libraries are in the process of establishing workflows and governance procedures for the Digital Collections of Colorado initiative.   Once those are in-place, metrics will be established to assess utility for stakeholders and value for money.
  - o Regarding the crisis with the MedConnect consortium, it is too soon to assess the impacts of recent hospital library closures on University students, residents and faculty.   An immediate impact on the HSL is lost revenue from the fees paid by these libraries to participate in the consortium (approximately $9,500 per site).   In the meanwhile, the consortium's members are looking to other venues for collaboration, since the original goals of the partnership remain valid: minimized duplicative purchases, leveraging economies of scale, and expanding the scope of access to information sources held by health libraries in the Denver metropolitan region.

HSL Annual Priorities

As previously noted, in November of every year the HSL's Library Leadership team considers the Library's Strategic Plan with its explicit links to the University's Plan, and considers priorities for the coming year.   Please see Appendix E for a copy of the Library's 2008-2012 Strategic Plan.   Following are the Annual Priorities identified for the past three years, with updates on status.

Strategic Priorities for 2010

1. Develop, review, and coordinate means and measures for assessing the library's achievements. Links to the HSL Strategic Plan, Goals 1, 3, 4, 5, 6 and 7, and to the CU Denver Jan. 2010 Modified Strategic Plan, "world class educational experience" and "enhance our position as leader" priorities.
   - The HSL continues to participate in the Association for Academic Health Sciences Libraries *Annual Statistics* gathering and publication process, and each year Leadership compares HSL performance against the libraries at Regent-approved peer institutions.   That data and HSL rankings are subsequently shared with peers in OARS and the Office of the Provost.

   - The HSL Library Leaders team explicitly decided to take a local and situational approach to assessing performance and the Library's response, and empowered the various Departments to implement quality improvement initiatives at the local, departmental level as issues of concern arose or were identified through relations with customers.   Subsequently the Education and Reference Dept. has assessed the quality of users' experience with the Library's search services, and Access staff have assessed satisfaction with hours, need for extended hours, and need for quiet in the building.
   - The coordinating of findings is orchestrated through the Library Leadership team.
2. Advance plans to develop a marketing plan, for both internal and external constituencies.   Links to the HSL Strategic Plan, Goal 3, and to the CU Denver Jan. 2010 Modified Strategic Plan, "world class educational experience", "enhance our position as leader" and "enhance communications" priorities.
   - Under the leadership of the then Head of Collection Management, who held a Master degree in Business Administration, the Library Leadership team participated in two off-site marketing retreats to identify key steps in developing a marketing plan. Based on that outline, Library Leadership reached out to a faculty member in the University of Colorado Denver Business School, Marketing program, and together initiated a service learning project for graduate-level students in the faculty member's curriculum.   A small team of

The Library was not taking full advantage of its new facility and positive perceptions about its best features…subsequently the Library's website was updated to incorporate images of the building

students volunteered to conduct a "perception survey"" regarding attitudes about the Library held by its constituencies, and tested the instrument against a random sampling of the Library's users.   A second cohort of students in the same program reviewed the data and developed a proposed action plan for marketing the Library.   A key finding was that the Library was not taking full advantage of its new facility and positive perceptions about its best features, which were seen by users as key reasons to use the Library.   Subsequently the Library's website was updated to incorporate images of the building leading to links with descriptions of available resources and services.

3. Support and advance the CCTSI (Colorado Clinical & Translational Sciences Institute) and CSPH (Colorado School of Public Health) initiatives.   Links to the HSL Strategic Plan, Goals 5 and 6 and to the CU Denver Jan. 2010 Modified Strategic Plan, "world class educational experience", "expand clinical facilities", "enhance communication" and "enhance our position as leader" priorities.

    - The HSL contributed ideas and suggestions for engagement in the CCTSI, working with the Bioinformatics Core team.   Subsequently a percent of effort paid through the grant was assigned to a member of the HSL's faculty, Ms. Adelaide Fletcher.   Ms. Fletcher's duties included developing online-accessible learning and teaching tools in support of the education and engagement missions of the CCTSI.   Library staff members additionally met with and have since assisted the CCTSI in being compliant with the National Institutes of Health mandate for the submission of "last/best" copies of manuscripts to the PubMed Central national repository of research papers/publications.
    - The Library named a liaison to the CSPH, being the Consumer Health Information Coordinator under the Library's subcontract with the University of Utah and the National Network of Libraries of Medicine Program.   The Coordinator also serves as Education Director for the executive leadership team of the Colorado Public Health Association.

4. Plan and implement a needs assessment of our users.   Links to the HSL Strategic Plan, Goals 1, 3, 4 and 5 and to the CU Denver Jan. 2010 Modified Strategic Plan, "world class educational experience", "enhance communications"   and "enhance our position as leader" priorities.

    - Access Services staff as members of the Information Commons ad hoc committee took the lead and developed a "Customer Experience" survey, reported on more extensively elsewhere in this Study, and which was implemented in the spring of 2011.

5. Investigate and gauge interest in implementing discovery tools for library resources.   Links to the HSL Strategic Plan, Goals 4, 5 and 6 and to the CU Denver Jan. 2010 Modified Strategic Plan, "world class educational experience", "enhance communication" and "enhance our position as leader" priorities.

    - Information Technology and Collection Management faculty and staff took the lead on this effort and orchestrated a series of conversations with staff and vendor demonstrations of "discovery tools" intended to make it easier for users to conduct comprehensive searches of the full gamut of digital resources available from the Library, including records from the Library's catalog, contents of its webpages, and licensed journals, databases and books, along with key resources on the open Internet including PubMed, Google, and Google Scholar. Subsequently the HSL licensed the Serials Solutions resource, *Summon*, and renamed it *FindIt* for local use.   While not perfect, the tool provides a single search box available on the Library's homepage, and into which users can key in search terms and subsequently search and retrieve results from the library's catalog, e-journals and the open Internet.

6. Investigate potential partnerships and the housing of technology, services and resources to support advanced visual data applications such as geospatial imaging, data layering tools and others.   Links to the HSL Strategic Plan, Goals 5 and 6 and to the CU Denver Jan. 2010 Modified

Strategic Plan, "world class educational experience" and "enhance our position as leader" priorities.

- This was an aspirational priority based on the program plan for the building of the current facility, which opened in 2007.   That plan imagined the HSL hosting a Visualization Lab on the first floor that would provide access to 3-dimensional and related imaging technologies for application in the areas of human anatomy, epidemiology, drug discovery, and large dataset manipulation, among others.   During the year, efforts were coordinated to assess customer interest in using such a facility, and in determining which sorts of technology might be deployed and their costs, led by staff in Administration.

7. Create and implement a plan for digitization of selected resources.   Links to the HSL Strategic Plan, Goals 5 and 6 and to the CU Denver Jan. 2010 Modified Strategic Plan, "world class educational experience", "enhance communications", "develop revenue enhancing programs" and "enhance our position as leader" priorities.

- During 2010 the HSL became actively involved in the Colorado Alliance of Research Libraries' Alliance Digital Repository (ADR) Service, and Director Perry volunteered to serve as the Chair of the ADR Steering Committee.   This was seen as an essential first step in the HSL's engagement in true digitization, as the ADR was developed as a discovery tool for collocating digital resources and making them accessible on the open Internet.   Within the Library, staff in Information Technology and Collection Management participated in training in use of the ADR, and additional technology was acquired to facilitate digitizing materials.

8. Assess and review resources in the collection.   Links to the HSL Strategic Plan, Goals 1, 3, 4 and 6 and to the CU Denver Jan. 2010 Modified Strategic Plan, "world class educational experience", "develop revenue enhancing programs" and "enhance our position as leader" priorities.

- As a planning organization, the HSL is always concerned about usage of resources, spending, and making sure that its limited funds and resources are being properly deployed.   With collections spending occupying 37% of the budget, it is essential that there is demonstrable value of money when considering how the collection budget is used.   During 2010, the Library's Collection Management and Information Technology Departments coordinated to review and improve the routine gathering of web-sourced usage data and statistics in support of evidence-based decision making by the Collection Management Dept.

Strategic Priorities for 2011

1. Plan and stage customer needs assessments encompassing facilities, services and resources leading to a plan for ongoing improvements through implementation and review.   Links to the HSL Strategic Plan, Goals 1, 3, 4, 5, 6 and 8 and to the CU Denver Jan. 2010 Modified Strategic Plan, "world class educational experience" "enhance communications" and "enhance our position as leader" priorities.

> The Committee further decided to expand the FindIt campaign to take advantage of the concept of "Find" as associated with the Library and orchestrated a plan to promote finding Help, Answers, Technology, Community and Quiet at the Library

- This was a "roll-over" priority from 2010.   The Library's Access Services Dept., Information Commons Team, took the lead and implemented the "Customer Experience" survey proposed and planned-for in 2010 but implemented in spring of 2011.   The results of the survey are discussed elsewhere in this Self Study.   Collection Management staff continued to focus

their efforts on improving the Library's efforts to assess usage of licensed digital information resources.

2. <u>Implement Summon (FindIt), including marketing, training, integration and evaluation</u>.   Links to the HSL Strategic Plan, Goals 1, 2, 3, 4, 5 and 6 and to the CU Denver Jan. 2010 Modified Strategic Plan, "world class educational experience" "enhance communications", "develop revenue enhancing programs" and "enhance our position as leader" priorities.

   - The Library's Communications Committee took the lead and developed a comprehensive marketing plan for the implementation of Summon, including a naming contest involving Library customers.   The Committee leveraged the Library's social media engagements to promote FindIt through Facebook, the Library's Twitter account, the website homepage and the Library's news blog.   The Committee further decided to expand the FindIt campaign to take advantage of the concept of "Find" as associated with the Library and orchestrated a plan to promote finding Help, Answers, Technology, Community, and Quiet at the Library.   While it took some time, that plan came to fruition when a campus-wide light pole banner campaign was launched in 2011 and 2012, allowing the Library to have its Find campaign banners mounted across campus during October, being National Health Libraries Month.
   - Training in the use and promotion of FindIt was provided by Collection Management and Information Technology Departments staff to all staff in the Library.   Feedback was used to enhance the implementation of the product, including its presentation on the Library's homepage.   Staff also worked to tweak the service's interface to enhance sense-making for our local customers.

3. <u>Investigate a volunteer teaching initiative to build capacity for our instruction programming</u>.   Links to the HSL Strategic Plan, Goal 2 and to the CU Denver Jan. 2010 Modified Strategic Plan, "world class educational experience", "develop revenue enhancing programs" and "enhance our position as leader" priorities.

   - The HSL continues to receive far more requests for assistance with instruction and in giving tours than can be accommodated due to limited staff availability.   To address this chronic capacity problem, the Head of Education reached out to and recruited graduate students in local Library and Information Sciences master degree programs, to work at the Library within the contexts of service learning, precepting, or internships, and lead tours or instruct in the use of core library resources.   This in turn freed up more experienced Library faculty to teach sessions within the curricula of the supported schools and college.

4. <u>Implement virtual desktops for public workstations</u>.   Links to the HSL Strategic Plan, Goals 4 and 6 and to the CU Denver Jan. 2010 Modified Strategic Plan, "world class educational experience", "develop revenue enhancing programs" and "enhance our position as leader" priorities.

   - A key challenge for the Library is the lack of a dedicated budget line for Information Technology.   The Library has addressed its IT purchasing needs by developing a "Tech Refresh" plan proposal and implanting it on an ad hoc basis, making purchases as needed and leveraging available funds in the operations budget and using salary savings.   A core strategy to improve the likelihood of sustainability and to enhance savings was the switch to "thin client" or virtualized desktop support for computing, and Library IT leadership strategically decided to implement this first in public computing spaces.   The HSL went with a local implementation rather than leverage a centralized service with the University's Information Technical Services

unit, due to better pricing and quicker implementation.   During 2011 the infrastructure was developed in-house to deploy thin clients.

5. <u>Engage with the university around identity management issues</u>.   Links to the HSL Strategic Plan, Goals 4 and 5 and to the CU Denver Jan. 2010 Modified Strategic Plan, "world class educational experience", "develop revenue enhancing programs" and "enhance our position as leader" priorities.

   - Central to being able to provide remote (off-campus) access to licensed digital information resources is having on-hand accurate and fully functioning identity management systems, also known as authentication and authorization schema.   During 2011 the HSL continued to work with Information Technology Services unit staff to enhance the loading of patron records from the University that were more accurate, and staff in Information Technology investigated transitioning to using the EZProxy platform for granting permission to access resources by online users, noting that EZProxy promises to provide more useful usage statistics needing less manipulation and staff attention.   Staff in the Library's IT Dept. also worked with campus IT personnel to promote the notion of a "single sign-on" for user authentication, and the federation of such systems between institutions of higher education.

6. <u>Develop a marketing plan for both internal and external constituencies</u>.   Links to the HSL Strategic Plan, Goal 3   and to the CU Denver Jan. 2010 Modified Strategic Plan, "world class educational experience" and "enhance our position as leader" priorities.

   - This was a rolled-over priority from 2010, with continued work with Denver campus MBA program students to advance the Library's marking plan and communication channels.   The Library's Communications Committee worked closely with staff in University Outreach and External Communications staff to apply campus branding standards to the Library's print and digital communications.

7. <u>Select specific staff, from each department, to complete COMIRB and PI training</u>.   Links to the HSL Strategic Plan, Goal 7 and to the CU Denver Jan. 2010 Modified Strategic Plan, "world class educational experience", "develop revenue enhancing programs" and "enhance our position as leader" priorities.

   - The ability of Library faculty to participate in grants and contracts on the Anschutz Medical Campus is predicated on completion of Institutional Review Board (COMIRB) Human Subjects training, along with training in serving as a Principal Investigator.   The Library established this as a priority so as to enhance the capacity of its staff to respond to grant availability announcements rapidly and without the barrier of lack of training in these essential skills areas. A total of 8 faculty completed training in 2011.

8. <u>Conduct website usability testing</u>.   Links to the HSL Strategic Plan, Goals 1, 4, 5 and 6 and to the CU Denver Jan. 2010 Modified Strategic Plan, "world class educational experience" and "enhance our position as leader" priorities.

   - During 2011 the Library's Web Committee under the Web Services Librarian conducted an assessment of the Library's website to assess functionality and the assurance of a satisfactory customer experience.   The effort leveraged online analytics regarding usage of Library webpages and links and led to enhancements throughout the website.

9. <u>Continue to pursue and, if possible, begin implementation of the digitization of select resources including electronic theses and dissertations</u>.   Links to the HSL Strategic Plan, Goals 5 and 6

and to the CU Denver Jan. 2010 Modified Strategic Plan, "world class educational experience", "develop revenue enhancing programs" and "enhance our position as leader" priorities.

- During 2011 the HSL transitioned from participating in the Colorado Alliance of Research Libraries' ADR service and instead opted to participate in a shared service digital repository service supported by Colorado State University.   This effort evolved into the Digital Collections of Colorado initiative [see: http://digitool.library.colostate.edu/R].   A top priority for the HSL was to see that dissertations and theses awards by the schools and college of the Anschutz Medical Campus were ingested and made publically accessible via this service, and during 2011 a great deal of the groundwork on this effort was implemented in partnership with key staff at the Graduate School.

Strategic Priorities for 2012

1. Update the library's strategic plan.   Links to the HSL Strategic Plan, Goals 1, 3 and 5 and to the CU Denver Jan. 2010 Modified Strategic Plan, "world class educational experience", "enhance communication" and "enhance our position as leader" priorities.

   - During the summer of 2012, Deputy Director De Santis led a series of conversations facilitated by the Director of the Office of Institutional Research and Effectiveness, Dr. Christine Stroup-Benham, outlining areas of opportunity and risk for the Library.   The results of that assessment, along with the feedback anticipated to be received from the 2013 Program Review, will be used to develop the priorities, goals and objectives of the new plan, intended to cove years 2013 through 2017.

2. Market Digital Collations of Colorado (DCC).   Links to the HSL Strategic Plan, Goals 3 and 6 and to the CU Denver Jan. 2010 Modified Strategic Plan, "world class educational experience", "develop revenue enhancing programs", "enhance communication" and "enhance our position as leader" priorities.

   - Having made the transition to the CSU-supported digital repository platform (DigiTool, from Ex Libris), the Library's DigiTool Implementation Committee, led by Electronic Resources Librarian Heidi Zuniga, created a LibGuide for the service, created a promotional flyer, and started working with the Library's liaisons to assist them in marketing the service to the Library's constituencies.   The repository can be used to host faculty papers, oral history records, photographs, video recordings of lectures, and datasets - essentially any sort of digital object provided it was created in the context of service to the campus and its missions.   In 2012, electronic theses and dissertations from Anschutz Medical Campus schools and college started to be ingested into the DCC repository.

3. Continue implementation of FindIt (Summon).   Links to the HSL Strategic Plan, Goals 4 and 6 and to the CU Denver Jan. 2010 Modified Strategic Plan, "world class educational experience",

"develop revenue enhancing programs", "enhance communication" and "enhance our position as leader" priorities.

- This was a roll-over goal from 2011, and during 2012 the primary focus was in getting Library liaisons to communicate the availability and utility of the tool to their constituencies.   In the background, work continued to tweak the implementation to make it more relevant to a health sciences user community.

4. <u>Implement the Library's marketing plan</u>.   Links to the HSL Strategic Plan, Goal 3 and to the CU Denver Jan. 2010 Modified Strategic Plan, "world class educational experience", "enhance communication" and "enhance our position as leader" priorities.

- Another roll-over priority from 2011, the Library's Communications Committee implemented the "Find _____ @ the Library" campaign, including the banners that were displayed on campus Fall 2012. The Committee also continued to work with the marketing graphics and a public service announcement video developed as a service learning engagement with a class for students from the College of Arts and Media, Denver campus.

... virtualized workstations are successful in meeting the needs of customers while reducing cost in terms of staff time, hardware and management

5. <u>Implement virtual desktops (thin client)</u>.   Links to the HSL Strategic Plan, Goals 4 and 6 and to the CU Denver Jan. 2010 Modified Strategic Plan, "world class educational experience", "develop revenue enhancing programs" and "enhance our position as leader" priorities.

- Launched in 2011, this substantial initiative during 2012 involved the set-up of virtualized public workstations, including: working with the Library's Public Services staff to design the look of the workstations and what software should be made available on them, testing the workstations to make sure they were working correctly; and starting efforts to evaluate the thin client deployment to determine whether the virtualized workstations are successful in meeting the needs of customers while reducing cost in terms of staff time, hardware and management   for the HSL.

6. <u>Explore methods for engaging stakeholders</u>.   Links to the HSL Strategic Plan, Goals 1, 3 and 4 and to the CU Denver Jan. 2010 Modified Strategic Plan, "world class educational experience", "enhance communication" and "enhance our position as leader" priorities.

- The success of the HSL is to a large extent determined by the perspectives of customers and campus leadership.   During 2012, the Library's Leadership team considered how the Library's personnel were engaging with stakeholders and determined that the Program Review and strategic planning process would need to be both transparent and incorporate stakeholder perspectives.   Leadership further sanctioned a review and assessment of the Library's liaison program whereby faculty and staff are assigned to work with the various schools, college and units at the Anschutz Medical Campus to profile Library resource and services.   That assessment was launched in late 2012 and will continue into 2013.

Strategic Priorities for 2013

Following are the priorities identified for 2013 and recently (Dec. 2012) affirmed by Library Leadership. Each will subsequently be linked with the emerging 2013-2017 Plan and to the CU Denver Jan. 2010 Modified Strategic Plan.

1. Participate in our first academic program review.
   - Complete self-study;
   - Prep for External site team visit;
   - Review Final Report when received from the Program Review Panel; and,
   - Create plan for follow up.

2. Complete the Library's new 2013-2017 Strategic Plan.
   - Complete; and,
   - Implement.

3. Investigate long-term investment in tools/infrastructure.
   - Possible tools to investigate:
     - FindIt;
     - Integrated Library System;
     - Classes database;
     - "Ask Us" tool from SpringShare (for virtual reference support); and,
     - VMWare (thin client/desktop support).
   - Assess how well current tools meet our needs. If problems or inefficiencies are found, begin consideration of other options.

4. **Assess our current website.**
   - Assess website design, performance, accessibility, usability;
   - Train more staff to develop content;
   - What are we doing with LibGuides?
     - How to handle outdated info on LibGuides?
     - Are our users using LibGuides?   Assess.
   - Findability of website content by users.

5. Investigate strategies for obtaining feedback and direction from our users.
   - Assessment of our users; and,
   - Consider LibQual+.

6. Update the liaison program.
   - Assessment – where do we want to go next?
   - Pick areas to focus on, areas where we need a relationship.

One of the Library's priorities articulated for 2013 is a consideration of whether the HSL should deploy a comprehensive and formal user satisfaction assessment in 2013 or 2014, such as the Association of Research Library's LibQual+.

The HSL has regularly implemented strategic and localized assessments of user satisfaction focusing on specific aspects of service, such as the 2011 "Customer Experience" survey conducted by the Library's Information Commons ad hoc committee comprised primarily of Access Department staff under the leadership of Douglas Stehle, Head.   That effort focused specifically on customer use of the library as space and facility, and a key finding was that while many of the academic programs on the Anschutz Medical Campus focus on small team, collaborative problem based learning, many of our student users see the Library as a reserve of quiet and a place to engage in solo study.   We anticipate that the Library's 2013-2017 Strategic Plan will consider the needs of the Library's key student constituency, who are the primary users of the physical facility.

A Key Challenge:

Significant space is allocated on the Library's 2nd and 3rd floors for print collections. However, as with most academic health sciences libraries, circulation of materials continues to decrease though it is noteworthy that among its seven peer academic health sciences libraries at Regent-approved peer institutions, the HSL ranked 2nd in FY '11 for overall circulation of print items.   Nonetheless the trend is clear, and aside from the provisioning of article copies from the journal collections there is a declining need for on-hand access to the collection.   How else might the space be used?

During the timeframe of new Strategic Plan, Library Leadership will be looking to our constituencies to better understand their anticipated space needs.   In the meanwhile, there is great excitement in considering how we might leverage this space to advance teaching and learning, in line with the Library's mission and how the Library has and continues to be used.   Ideas with potential traction include developing an active learning laboratory on the third floor, and providing touchdown spaces for Library faculty and staff to work collaboratively in support of academic technology and learning with our peers in Educational Support Services (ESS), Academic Technology and Extended Learning (ATEL), with Information Technology Services and the technology experts embedded across campus, and with Student and Faculty Affairs leadership in our schools and college.

We know already that facility users would appreciate additional single-person study spaces, and staff are considering how we might repurpose journal stacks areas to provide solo study spaces "encapsulated" by furnishings that provide the sense of privacy while insuring the safety and appropriate conduct of our clientele.

A challenge for re-imaging the use of 2nd and 3rd floor stacks space will be in re-engineering the delivery of lighting to the area, as the wiring for lighting is integrated into the actual stacks and delivered up through conduits in the floor.   Such a significant structural renovation will take significant funds to achieve.

Progress since Last Review

This is the HSL's first formal academic program review, and the first time a comprehensive Self Study has been prepared.   As noted under "Strategic Plan" in the *Mission, Vision, Values and Strategic Plan* section of this report, the Library is a planning organization with formal structures in place for assessing accomplishments, setting priorities, and advancing goals and objectives.

Academic Programs and the Educational Experience

Innovation in Teaching

Teaching health information research skills and meeting the information needs of our students, staff and faculty are the HSL's paramount concerns. The Library supports the competency-based curricula of the schools and college, evidence-based patient care as the national standard for clinical practice, and rigorous and accessible research.

The Teaching Team of the Health Sciences Library includes 12 library faculty and staff who provide just under 300 classes per year, with more than half of those taught within the curricula of the schools, colleges, residency, and fellowship programs of the University of Colorado Anschutz Medical Campus. These classes are attended by 3400 participants – a breakdown by affiliation is below.

Affiliation	Attended
Child Health Assoc/Physician's Assistant	654
Children's Hospital	62
Colorado School of Public Health	40
Graduate School	17
Other	7
Physical Therapy	174
School of Dentistry	81
School of Medicine	743
School of Nursing	229
School of Pharmacy	1369
University Hospital	25
Totals	**3401**

Class attendance by affiliation, July 2011-June 2012

The majority of classes are one-time or a series of guest lectures within a research, evidence-based practice, or skills courses of the school and college curricula. We teach mostly in face-to-face sessions, although we have a growing number of online sessions for the School of Pharmacy and the School of Nursing. The Team also provides classes within the Residency and Fellowship programs, reaching more than 380 learners in approximately 35 sessions each year. In addition, for the past 5 years, Lisa Traditi, the Head of Education and Reference, has co-directed a semester long required course in the CHA/PA-2 curriculum on Evidence-Based Medicine. These numbers do not include the high number of one-on-one consultations with students, Residents, and Fellows throughout the year.

The three most popular topics we taught are Searching for the Evidence, Answering Clinical Questions in Real-Time, and Using Endnote. We also teach searching skills classes for specific databases, such as PubMed, CINAHL, EMBASE, and Web of Science. However, most requests are for how to search across a variety of databases and clinical point of care tools to find and appraise the best evidence in any given specialty area of practice and how to do such searching quickly and efficiently during patient care.

Each of our classes is designed to meet specific learning objectives, all of which can be found on the library's web site at http://hslibrary.ucdenver.edu/subject/learning-outcomes.

Every class offered by the Library's teaching faculty features a session assessment component.   Learners register for classes online, and relevant data is automatically entered into a database used to track instructional contact hours and attendance.   During instructional sessions, learners are directed to complete an online evaluation form, and the resulting data is received and reviewed by the Library's Education librarians.   These librarians use the database to manage and generate statistical reports, and the data from the evaluations is used to provide feedback and encouragement to the Library's teaching faculty.

As previously noted, organizationally, the Library reports to the Associate Vice Chancellor for Academic Resources and Services, along with the Auraria Library, Educational Support Services (ESS) and Academic Technology and Extended Learning (ATEL) departments.   As such, the Library's leadership and staff work closely with the leadership and staff of its "sister" units.   The Library thusly works with ESS to insure that appropriate learning-directed technologies are available in the library's classrooms, meeting rooms, group study spaces and videoconference room.   Working in partnership with ESS, lectures in bio-informatics have been teleconferenced from the Library's teaching classroom, and videoconferencing for teaching and instruction is available in the Library's videoconference room and via portable equipment - and thus available in multiple spaces throughout the Library.

Learning and Outcomes Assessment

Assessment of Library Services

In the spring of 2011, the Library, under the auspices of the Access Services Department, conducted a comprehensive "Customer Experience" survey which assessed how users of the physical library facility used the building and its resources.   The survey was administered online, a total of 437 respondents began the survey, and over 380 continued through to completion.   Ninety-nine % of respondents were from the Anschutz Medical Campus, and 95.9% were students.

Key results indicated that:
- 89.3% of respondents visit the Library;

- Most students (49%) are in the Library on a weekly basis, nearly a quarter of them (24%) visit HSL monthly, and 17% report being in the Library daily;

- 65% of students indicate they spend 2-5 hours per visit;

- The number one reason students visit the Library is for quiet study space (86.6%) with other top reasons to visit including for group/collaborative study projects (57.1%), to access materials (54.5%), to use computers and other media equipment (51.3%), and for wireless connectivity (44%); and,

- The need for quiet study spaces and the value of quiet in general are, according to the survey results, significant expectations and top priorities for the student community using the facility.

Students taking the survey were asked to judge the relative importance of a variety of services from Important, Helpful Not Necessary, No Opinion, Not Important. The most important in descending order were:

- Designation of a Quiet Floor;

- More Group Study Rooms;

- Provide Coffee; and,

- More Quiet Study Space.

Prior to the "Customer Experience" survey of 2011, the last systematic qualitative assessment of user satisfaction with the Library was conducted in 2002, when the LibQual+ Association of Research Libraries (ARL) assessment tool was administered to users as part of an Association of Academic Health Sciences Libraries effort to deploy the instrument in a range of academic health sciences libraries.   This effort was conducted with the support and funding of the National Library of Medicine. HSL responses were distributed across all major user populations including students and faculty, and reflected findings consistent with previously-conducted user surveys.   The findings indicated that

overall levels of satisfaction with the Library were high, rating 7.4 on a scale of 1 to 9.   Highlights indicated appreciation for excellent customer service by library staff, a recognized need for additional electronic resources, some concern with difficulty in assessing digital resources remotely, and a desire to see new journal subscriptions added.   Areas where the library did not meet minimal levels of user satisfaction included: complete runs of journals, making online resources available remotely, and having comprehensive digital resources.   It should be noted that FY '02 and '03 featured significant cutbacks in library resources and services due to substantive budget cuts experienced throughout the University of Colorado System, but which hit the then-Health Sciences Center especially hard.

The very good news is that there has been a significant turnaround in the nearly 10 years since.   For instance, the Library now provides our users with access to over 34,000 online journals, and staff have resolved remote access problems by deploying a proxy server solution which allows the Library to authenticate remote access by student and faculty employee ID number.

Between the "Customer Experience" survey of 2011 and the 2002 LibQual+ assessment, during 2006 the Library conducted a year-long "Cost Study" assessment to identify how the resources and services were being used by various constituencies, and especially use in support of the research enterprise.   This was done on behalf of the University's Office of Finance and Administration, and consequent to a review of the University's indirect cost recovery/finance and administration "rate" as assessed Federal grants and contracts.

> The Library now provides our users with access to over 34,000 online journals, and staff have resolved remote access problems by deploying a proxy server solution which allows the Library to authenticate remote access by student and faculty employee ID number.

During the course of the Cost Study initiative, users were surveyed as to the purpose of their use and their affiliations during randomly assigned periods of time across the calendar year.   Both on-site and virtual users were queried; on-site users completed a short paper survey and online "visitors" were required to complete a short "pop up" survey whenever they clicked on a web site link to a resource or service provided by the library.   While that initiative generated some very helpful demographic data regarding the library's universe of users, it did not assess user satisfaction or necessarily needs.   As well, it was a fairly "intrusive" survey in that online users were denied access to digital resources if they failed to respond to the pop-up survey.   Consequently, Library Leadership intentionally did not intend to survey users until the library service was settled in the new building on the Anschutz Medical Campus.

As a customer-centric academic service enterprise, the Library also has in-place many informal systems to gauge its performance against user expectations.   Paper and digital suggestion forms, comments directed to Library staff via virtual forums (Facebook page, Library web site, virtual chat service and e-mail Ask-a-Librarian), and in-house suggestions made to staff at our Single Service Desk are all responded-to immediately or, if necessary depending on request or comment, within one to two work days.

Library Usage Highlights:

- 3.7 M webpage views in FY 2011
- Over 1 M articles downloaded in 2011
  - Cost per article accessed approx. $1.83
- 150,685 in-person visits
- 51% increase in use of facility compared with use during last year in old building (FY '08)

Indicators of Success and Innovation

The Library welcomes partnerships and collaborations with many units on the Anschutz Medical and Denver Campuses.   In the last two years, partners have included:

- Business School (HSL marketing plan developed with faculty and graduate level students as experiential learning exercise);
- College of Arts and Media (co-sponsorship of the HSL's annual Visibly Human Symposium);
- College of Liberal Arts and Sciences (co-sponsorship of the Writing Center Satellite hosted by the HSL);
- Center for Bioethics and Humanities (all HSL gallery exhibits and the Visibly Human Symposium);
- Anschutz Medical Campus Bookstore (author signings and the Visibly Human Symposium);
- School of Medicine (preceptor access pilots, and Director Perry chairing the Branch Campus Task Force);
- College of Nursing (annual exhibits for National Nursing Week celebration);
- ASAC (extended hours pilots and efforts to make textbooks more accessible);
- School of Pharmacy (preceptor pilot and technology support for Anschutz Medical Campus mobile application);
- Office of Diversity and Inclusion (outreach and pathway programming including information literacy instruction);
- MedConnect Consortium (sharing our library's integrated information system with local teaching hospital sites); and,
- New Faculty Open House (hosted by HSL and including ESS, ATEL, Information Technology Services, Office of Institutional Research and Effectiveness, and the Office of Research and Development Education).

Recent innovations delivered to the campus and constituencies include:

- Library's *mobile-friendly website*, which serves smartphone users at bench and bedside, anywhere, anytime;
- Shift to "thin client" computing for public access workstations in the Library, which will save funds by reducing replacement costs for workstations and is a green "right thing to do";
- *Digital Collections of Colorado (DigiTool) digitization initiative* collaboration which is making Anschutz Medical Campus research, scholarship, creative works, archives and history accessible to the world via the Internet, as part of a collaboration between Colorado State University, University of Colorado Boulder, Auraria Library, University of Colorado Colorado Springs and coming soon, Colorado School of Mines and Colorado Mesa University;
- Engagement with Aurora Public Schools through Aurora LIGHTS and related pathway programs, Aurora Community College, and City of Aurora governmental agencies *bringing the community to campus*;

- Library-sponsored outreach and engagement programing in the Library's gallery space, Reading Room and other spaces on campus bringing a dynamic range of synergies to the campus, creating a welcoming culture and stimulating intellectual life; and,
- Our *strong emphasis on student success and the customer experience* making the Library a welcoming, warm and accommodating space and service, as evinced by the recent campus master plan survey where the HSL was ranked highest as the favored space on the Anschutz Medical Campus.

"In-Reach" and Outreach

"In-Reach"

The mission of the University of Colorado Anschutz Medical Campus Health Sciences Library is to link people, reliable health sciences knowledge, and technology in support of effective learning, quality health care, vital research, and engaging community service.   Much of this report has addressed how the Library supports the teaching/learning mission, but what has been the role of the HSL in support of the research and clinical enterprises and how does the HSL connect with key relevant personnel?

Conceptually at the HSL we see our activities in reaching out to and connecting with the research and clinical enterprises as "in-reach" where the intention is something like the obverse of outreach. The ultimate goals are the same: building community and establishing affinities whereby collaboration and partnerships can thrive, the mission is advanced, value for money is delivered, and the organization is effectively positioned for meaningful success measured beyond the boundaries of a single enterprise or institution.   In the case of outreach, the "targets" of community building, collaboration and partnership are typically external to the enterprise.   At the HSL, we see the "targets" for "in-reach" as being the schools, college, and administrative units of the Anschutz Medical Campus, and in particular the mission-focused research and clinical enterprises.

> **"**Conceptually at the HSL we see our activities in reaching out to and connecting with the research and clinical enterprises as "in-reach" where the intention is something like the obverse of outreach.**"**

Research Support

The University of Colorado Denver | Anschutz Medical Campus is the state's number one research funded university, and revenue derived from research-related grants and contracts is particularly essential for the survival of the health sciences enterprise.   For FY '11, the University received nearly $350 M in sponsored research support, with over $277 M of that from Federal sources including the National Institutes of Health.

Core services provided by the HSL to the campus research community include:
- the licensing and provisioning of access to the Library's print and digital collections;
- reference services including literature searching as part of the grant preparation and submission process;
- document and interlibrary lending to secure access to resources not available directly from the HSL;

- support for the bibliographic management of citations through consultations in the use of software applications such as EndNote and through personalized database design and assistance;
- liaison support to the schools, college and individual departments whereby a librarian or staff member provides individualized support for the needs and interests of the unit; and,
- in-person and virtual support for research faculty, post-doctoral staff, PRI's and other individuals engaged in the campus' research enterprise.

The HSL has additionally been successful in the integration of its faculty, and portions of those faculty's salary lines, into the grants secured by partnering departments, with our most successful example being the inclusion of a percent of effort contribution by Education Librarian Lynne Fox to the National Library of Medicine-funded research activities of the team led by Dr. Lawrence (Larry) Hunter, of the School of Medicine's Dept. of Computational Pharmacology.   Library faculty have been written into other grants, particularly those with an evidence based practice teaching or systematic review of the literature component, leveraging strengths of the Library.

In 2010, the University of Nebraska Medical Center (UNMC), through its Research Administration and the McGoogan Library, conducted a return on investment (ROI) analysis study on academic health sciences libraries and research return on investment.   The PI's replicated a study conducted at the University of Illinois – Urbana/Champaign that considered grant-sourced revenue derived from the activities of faculty, faculty use of Library resources and services in generating that grant revenue, and the subsequent research return on investment made in the Library.

The Nebraska study considered two questions: what is the research ROI for spending on the Library, and based on the results where did the McGoogan Library rank vis-à-vis 18 peer institutions.   The University of Colorado Anschutz Medical Campus was identified as a peer institution, and thus the Nebraska study generated findings regarding the Health Sciences Library.

Data were obtained from publically-accessible NIH records, the results of a UNMC faculty survey regarding use of library resources, and financial data as reported by the academic medical libraries serving AAMC member institutions.

The variables considered for determining ROI included:

- number of NIH grant applications submitted;
- number of grants awarded;
- whether those grants included citations to the literature;
- whether faculty obtained those citations from the Library;
- total NIH dollars received;
- total Library budget, result in
- NIH dollars received per dollar spent to operate the Library (ROI).

The study looked at data from 2007, 2008 and 2009.   The results for Nebraska were benchmarked against the 18 peer institutions.   The Nebraska peers group included several private, "super aspirational" institutions (Stanford and Vanderbilt).

A key finding of the study was that for the Anschutz Medical Campus, in 2009, the research ROI in the form of NIH grant-sourced revenue was $7.02 for every $1 spent on the Health Sciences Library.   For 2008, the ROI was $7.03.   We believe that the study clearly indicates that *the HSL delivers value for the research mission and spending on the Library is an investment of strategic importance.*

The Nebraska study suggests that research faculty members are using the Library's collections.   Further, librarian research consultations with faculty make up a significant portion of the Education and Reference Department's workload.   A question frequently under consideration by Library Leadership, and especially during discussions about personnel capacity, is could we be doing more?

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A Key Challenge:

In 2009 the HSL intentionally recruited into the Reference Dept. a librarian specifically to do outreach to the campus' research faculty.   The effort was met with limited success, and the librarian was eventually recruited to focus efforts specifically on the Library's contribution to the Colorado Clinical and Translational Sciences Institute, where she found significant success.   Other libraries have similarly attempted to develop deep connections with the research faculty, and the literature suggests mixed results.   Libraries such as those at Vanderbilt, the National Institutes of Health, and Johns Hopkins have taken an embedded librarian/informationist approach, placing specially trained librarians, often with advanced relevant subject degrees or rich domain knowledge, into workspaces where the librarian is able to routinely and "organically" interact with faculty.   A key challenge with this approach is recruiting librarians with appropriate credentials, scaling up and sustainability.

The Library's leadership has put on hold as to whether to re-attempt to establish a targeted "in-reach" approach with the campus faculty research community until we have developed a better appreciation for how this community prefers to interact with the Library and their information seeking, use and management needs.   Such a needs assessment is an HSL strategic priority for 2013 and will play into the Library's 2013-2017 Strategic Plan.

Clinical Support

In 2009 the HSL participated in a collaborative study designed by peers at the J. Otto Lottes Health Sciences Library at the University of Missouri – Columbia.   The study had several goals, key of which was to develop a new survey instrument for investigating the utility and relevance of digital information resources and other library-sourced services for health care providers.   The HSL agreed to be an academic health sciences library partner as part of the study protocol and received access to the survey instrument designed by the research team, which included our Deputy Director, Melissa De Santis.   The study received funding support from the National Network of Libraries of Medicine, National Library of Medicine, and was reviewed and approved by COMIRB as human subjects research.

The survey was completed by 161 participants affiliated with the Anschutz Medical Campus, including physicians with the School of Medicine's Departments of Family Medicine and Internal Medicine, residents and fellows affiliated with the Graduate Medical Education program, University of Colorado Hospital professional nursing staff including evidence based health care champions, and other health care providers.

Findings from the study indicated that 85% of all survey respondents believed that HSL-supplied resources were important for patient care, and care was cited most frequently as the reason for seeking information from the Library.   Sixty five percent of all respondents reported that information provided by the HSL confirmed patient management decisions, and over 65% of respondents noted that HSL-sourced information changed how patients were managed.   When asked how, 73% of respondents indicated choice of therapy.   Over 13% of respondents noted that HSL information also helped reduce patient length of stay.   It needs to be noted that the survey was designed to elicit *perceptions*, and no attempt was made to link survey results to actual case outcomes.

We believe that the results of the study clearly demonstrated that HSL resources have a meaningful impact on the quality of University of Colorado patient care.   The data indicated that CU HSL resources were invaluable to helping affiliated practitioners make critical patient care-related decisions.   The data also demonstrated that providers use information resources routinely for many aspects of care, including but not limited to choice of therapy.

The study also surfaced barriers faced by practitioners in their use of HSL-sourced resources, including 67% of respondents to the survey who indicated a lack of time to look up information in their day to day workflow.   Others reported difficulty in using the broad spectrum of resources provided by the HSL; there simply were too many choices and they indicated a need to know the right and best place to look.

The HSL also learned which resources were the most frequently accessed by survey respondents, and the results reinforced a decision by Library Leadership to negotiate a new license for access to the popular UpToDate clinical information tool and to extend access to that resource remotely to affiliates.

The results also spurred faculty in the Library's Education and Reference Department to more robustly engage with our clinical users, resulting in a pilot blog service provided by former Reference Librarian Peggy Cruse, developed in partnership with the Department of Internal Medicine's Chief Resident. Ms. Cruse participated in morning reports and then, working with the Chief, identified information resources that addressed the concerns expressed by participants in the reports. The success of that service ultimately proved bittersweet, as the intensive clinical engagement encouraged Ms. Cruse to seek employment in a hospital library setting and away from our mixed, academic environment.

A Key Challenge:

Because of the vaugarities of sustainable funding, the HSL has been forced to reconsider how best to engage the campus's clinical constituencies. In 2010, the Library launched a national search to recruit a clinical librarian, whom we hoped to embed in various clinical contexts on the campus. However, in early 2011 Library Leadership made the very difficult but at the time necessary decision to cancel that search and put on hold our recruitment to fill that vacancy. Based on projections for the coming FY, it was fully expected that the HSL was going to need to reduce expenditures due to an anticipated decrease in state appropriations and so leadership felt it was not prudent to fill the position. Indeed, that year the Library ultimately had to release through rescission one staff line and opted not to fill another.

As a planning organization, the HSL's leadership routinely considers capacity needs. As the state's economy has improved and concerns about rescission ebbed in 2011, the Library considered its capacity needs and determined a more pressing need was in our teaching and education program and so opted to recruit a new education librarian. We believe the need continues to exist for a clinical librarian, or if not a dedicated FTE a mix of capacity perhaps coupled with technology to address this "in-reach" deficit.

Outreach

Health sciences libraries link people with information in service to a greater vision of enhancing the overall health status and quality of life of our communities.   Essential to this vision are outreach and connecting with community.

The HSL is open to the public and welcomes the use of its information resources and services as the premier academic health sciences library in the region.   Community-based users may use the Library's resources and services on-site and are welcome to participate in all library-sponsored programming.

The Library's outreach programing typically falls into three core areas:
- health information services outreach to unaffiliated health care providers and health information consumers in Colorado;
- engagement in pathway programs introducing the campus, the Library and health literacy instruction to middle, high and community college students in the Aurora community;   and,
- exhibits, lectures and symposia.

Outreach to Unaffiliated Care Providers and Consumers

Since the inception of the Regional Medical Library Program over 40 years ago and its evolution into the National Network of Libraries of Medicine, the CU HSL has served as a Resource Library for the state of Colorado.

The National Library of Medicine (NLM), founded in 1836, is one of 27 Institutes and Centers of the National Institutes of Health (NIH).   It is the world's largest biomedical library and the developer of electronic information services that deliver trillions of bytes of data to millions of users every day. Scientists, health professionals, and the public in the United States and around the globe search the Library's online information resources more than 1 billion times each year.

These open access resources span numerous subject areas and disciplines including: biochemistry, HIV/AIDS, emergency and disaster medicine, drug therapy, epidemiology, genetics, geriatrics, molecular biology, pharmacology, toxicology, tropical medicine, women's health, consumer and patient health, and clinical trials. MedlinePlus, PubMed, ClinicalTrials.gov, and TOXNET are a few of the most popular resources. The NLM also manages and develops programs in an effort to eliminate disparities in accessing health information by providing community outreach support, training of health professionals to use NLM's health information databases, and in times of disaster manage efforts to organize and disseminate health information.

To advance this mission, the NLM initiated the National Network of Libraries of Medicine (NNLM) outreach program.   The Network has promoted and provided access to health information in urban, rural and frontier communities across the United States. With some 6,000-member institutions – including hospital, academic, school, and public libraries, public health, and community based
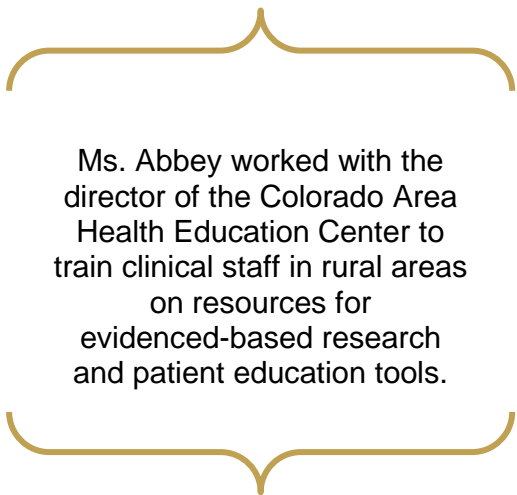
organizations – the Network and its members provide health professionals, libraries and the general public with health information resources and services.

In Colorado, the outreach efforts of the Health Information Literacy Coordinator, a position currently held by Dana Abbey, MLS, reach local, state, regional and national audiences. Ms. Abbey has traveled extensively to the four corners of Colorado to connect with community-based organizations, the public health workforce, clinical care settings, and library staff – including those serving tribal communities - to conduct hands-on train the trainer sessions on health information resources pertinent to professional development and community members.

Community-based organizations (CBO) are key constituents for relationship building, providing safety net services for those most in need. Ms. Abbey has developed partnerships to share health information resources and tools with numerous CBOs in the state including health ministries, HIV/AIDS, maternal and child health, at risk youth, senior assistance, low-income preventative care, and end of life. Recent projects include providing mobile technology and internet connectivity to an HIV/AIDS program to reach area youth outside the walls of the clinic, and work on a project working in high risk communities to provide educational interventions for CPR.

Ms. Abbey has worked closely with regional, state and local public health departments to conduct classes on evidence-based research, multilanguage health resources, environmental health, and toxicology. She has worked with Health and Human Services Region VIII and the Office of Civil Rights to develop health information literacy training, programming, and outreach to health care providers working with underserved communities. Ms. Abbey, with the NNLM regional Consumer Health Coordinators, partnered with the U.S. Department of Housing and Urban Development Neighborhood Network program to provide train the trainer sessions on health information resources. She also served as the NLM Liaison to the United States Public Health Service, and held a position on the Colorado Public Health Association Board.

In clinical care outreach, Ms. Abbey worked with the director of the Colorado Area Health Education Center to train clinical staff in rural areas on resources for evidenced-based research and patient education tools. She also worked with the State's Refugee Health Coordinators and Health Educators to raise awareness of authoritative, open access health information resources for incoming refugees. Additionally, Ms. Abbey conducted evidence-based research and patient education resources training for many of the clinical staff working in the state's Community Health Centers which provide primary care services regardless of ability to pay. She has taught continuing medical education classes and cultural competency across the state at hospitals, clinics, and conferences. Ms. Abbey has served on the Colorado Medical Society Board.

> Ms. Abbey worked with the director of the Colorado Area Health Education Center to train clinical staff in rural areas on resources for evidenced-based research and patient education tools.

She has conducted training sessions for libraries of all shapes and sizes on medication safety, LGBT health resources, women's health, multilanguage resources, complementary and alternative medicine, mental health, genetics, nutrition, emergency preparedness, veterinary resources, senior health, and environmental health. She worked closely with the Colorado State Library (CSL) staff to develop health information training for 83 communities in the state receiving federal stimulus money to bolster broadband penetration. An exciting area of emphasis is work with K-12 libraries and community colleges to cultivate diversity within health professions and support allied health and health IT curriculums. Ms. Abbey currently serves as President of the Colorado Council of Medical Librarians and as a representative Midcontinental Medical Library Association to advocate for continuing education and professional development in the field of librarianship.

Pathway Programming

Between 2005 and 2009, the HSL with the campus Office of Diversity and Inclusion (ODI) participated in the US Institute of Museum and Library Services grant-funded partnership "High School to Health Sciences," introducing traditionally underrepresented students to health information careers.   As part of that program, starting in 2008 Assistant Access Services Librarian Tina Moser developed a health information literacy curriculum that was incorporated into a range of ODI pipeline initiatives.

Assessment of student learning was measured through student attendance at and engagement in health information literacy instruction, their performance in curricular assignments, and feedback regarding their Library experiences. Data from 2009 post-test and class evaluation assessments of the Library's instruction indicated that 94.43% of participating sophomores and 68.18% of juniors felt that the instruction classes were either completely or somewhat useful to them. 77.81% of the sophomores and 72.72% of the juniors anticipated that they would share at least one thing that they learned in the library instruction classes with someone else.

The program – and relationship with the ODI – proved to be such a success that the Library has continued to support and participate in the ODI's pipeline programs ever since, offering health information literacy instruction at strategic points throughout the various pipeline programs' curricula.

Ms. Moser also coordinates tours of our "signature" facility to all manner of school age groups, on behalf of the ODI but also for the Aurora LIGHTS program and the Office of Integrated University Communications.   Aurora LIGHTS is a pathway program sponsored by the School of Medicine's Area Health Education Centers (AHEC) to recruit students from groups traditionally underrepresented in health care professions to consider and hopefully succeed in careers in health care.   The program provides programing with middle and high schools and community colleges in the community to prepare students for the rigors of a demanding higher education curriculum in the health sciences. The program was originally funded through the Health Resources and Services Administration (HRSA) but was not renewed for funding by that agency in 2010.   Nonetheless, the program continues and the

Library remains an active and engaged partner, due to our commitment to the fundamental goals of the program.

As follow up to our pathway programming, every summer the Library recruits and hires high school students to work at the Library. Ms. Moser selects two students to take under her wing, teaching them research skills and how to use social networking media to teach and learn. These skills are valuable assets, and having them will benefit the students in their future college careers. The students are recruited from the ODI's pipeline cohorts, and are deployed in the Library's Access Department. They are given an orientation to the Library and assigned a project that lets them couple their learning about the Library with social media technologies. For instance, during the summer of 2010, the students under Ms. Moser's leadership created a YouTube video advertising the library's electronic reserves service: see http://www.youtube.com/watch?v=aNR6WqfW2xY&feature=mfu_in_order&list=UL.

Exhibits, Lectures and Symposia

The relocation of the Library facility from the former Health Sciences Center campus at 9th and Colorado Boulevard in Denver to its new home on the Anschutz Medical Campus created an unprecedented opportunity for reinvention. The Library's faculty, staff and leadership eagerly embraced this new fortune, took to heart the campus master plan notion that the Library was to serve as the public gateway to the campus, and intentionally set about rethinking ways to connect the campus to community, and community to campus. Our outstanding signature facility, with its ample and well-appointed meeting rooms, open collaborative teaching spaces, and comfortable atmosphere provided the perfect setting for initiating new programs and services with the community, always with the Library's mission and academic values in mind.

That intentionality has paid off! When compared with our national Regents-approved peers, for FY '11 the HSL ranked 2nd for user participation in outreach activities, down from 1st in FY '10. At its new location on the Anschutz Medical Campus, the Library has consistently ranked in the top three of peers for participation in such programing, a statistic about which the staff is eminently proud.

The HSL has largely achieved its community engagement goals through scheduling events and learning programs with accessible content and on topics that are meaningful to the general public but that simultaneously retain their academic relevance. Key has been leveraging the Library as a facility, and central to our strategy has been deploying our gallery and exhibition area on the 3rd floor, where artwork and educational displays are presented. Exhibits and related events, including opening receptions, campus performances and talks, are organized by a standing Exhibits Committee, which includes Library and campus school representatives. While the HSL primarily serves the Anschutz Medical Campus, all exhibits and events are open to the public, and advertising is extended to the Denver Campus, throughout the CU System, to local media, and to leadership at regional medical, health and general academic libraries.

Library staff actively seek partners for our exhibits and related programing, and our collaborations are typically diverse and multiple, depending on the specific exhibit or event.   To learn more about exhibits in the Library and to see images of past exhibits and events, please visit the Library's exhibits webpage, located at http://hslibrary.ucdenver.edu/on-display.

The following chart summarizes exhibits hosted by the Library during 2012.

Dates	Exhibit Name	Description	Co-Sponsors	Related Event(s)
January 10 – March 2	Merry Havens: Quilted Fabric Collage Art	One-person exhibit of fabric art by local artist	N/A	Artist's reception
March 7 – April 20	A Fine Romance: Jewish Songwriters, American Song 1910-1965	Travelling exhibit sponsored by American Library Association and Nextbook, Inc. (NPO), highlighting Jewish songwriters and composers.	Mizel Museum, CU-Boulder's Program in Jewish Studies, and Colorado Hebrew Chorale	Performance by Colorado Hebrew Chorale
April 23 – May 30	Mary Norbury-Glaser: Analogue Love	One-person exhibit of photographic art by local artist	N/A	Artist's reception
June 2- August 31	Aurora Photographers	Exhibit of the work of 15 Aurora photographers	City of Aurora Cultural Affairs Commission	Artists' reception
Sept. 1 – Oct. 31	Form & Function	Juried exhibition of artwork related to the human body	University of Colorado Denver College of Arts and Media	Artists' reception

The HSL additionally sponsors general learning events and programs for the campus and public.   The following chart describes our two key sponsored campus/community learning events.

Dates	Activity	Description	Communities Served	Partners/Sponsorship
4 X per year	Florence G. Strauss Lecture Series	Community service event to raise awareness about indigenous and complementary health practices and the Library's relevant collections	Primarily AMC students, staff and faculty; UC Denver constituencies; and faculty and staff at affiliate hospital/health care delivery sites	Sponsored by the HSL's Strauss-Wisneski Collection Committee (endowed collection)
Spring Semester	Visibly Human Symposium (Annual)	Thematic program on a topic in the arts and humanities. Past symposia have focused on diversity issues in health care, community gardens and health of neighborhoods, health of Colorado River	Primarily AMC students, staff and faculty; UC Denver constituencies; and general public.	Program in Arts and Humanities in Healthcare, Center for Bioethics and Humanities (SOM)

Faculty Activities

Faculty at the HSL are among the nation's leaders in our field of practice. Director Perry is the Immediate Past President of the Medical Library Association (MLA), the premier association and professional society for health information professionals in the US. Head of Education and Reference Lisa Traditi is a two-time candidate for Board of Directors of the MLA, and has served as a member of the Association's elected Nominating Committee. Deputy Director Melissa De Santis also served as an elected member of the Nominating Committee, and is presently participating as a mentee in the elite Association of Academic Health Sciences Libraries/National Library of Medicine Leadership Fellow Program. Nearly 40% of participants of that program have gone on within five years to directorships or similar levels of leadership at academic health sciences libraries, nationwide. Other members of the Library's faculty have served at the national, regional and local levels in a variety of leadership positions reflecting most positively on the HSL and the University of Colorado.

Along with service, nearly all of the Librarians on staff are frequent presenters at conferences, with papers and posters demonstrating innovation at the HSL in fulfillment of our mission to the Anschutz Medical Campus and state of Colorado.

Our Academic Status

Faculty have non-tenure, promotion-eligible academic appointments and are encouraged to engage in research and creative activities and service, along with librarianship duties pursuant to their positions and duties as assigned. The Library's governance document describing appointments to rank, promotion, and criteria for advancement is included in this Self Study as Appendix C. The faculty, numbering 18, constitute a Senate of the whole for governance purposes, and elects a representative to the Anschutz Medical Campus Faculty Assembly.

At the HSL, there are three faculty members with Instructor, six with Senior Instructor, four with Assistant Professor, and three with Associate Professor appointments. The Director has an Exempt Professional Administrative title but retains his Associate Professor academic appointment.

The faculty *Criteria* document was most recently updated by an ad hoc task force of the Library's Senate in 2010, and was reviewed by University Legal Council in 2011 and approved by the Provost, also in 2011. The Senate affirms that the document is current and correct. In 2012 an ad hoc team was named to review and consider how best to implement the Library's Adjoint Librarian Position policy and procedures, which is supplemental to the Library's *Criteria* document. This policy was approved by the Library's Senate in 2005 and affirmed by Legal and the Provost as part of the Criteria document update process. However, since inception the policy has not been deployed and Leadership requested that the Senate please review the policy in preparation for implementation.

The intent of the policy was to enhance the capacity of the Library's faculty cohort by affiliating librarians in the local community who are working to advance the Library's mission but who are not employees of the Library or the University.   Such individuals might include appropriately-credentialed librarians at local teaching hospitals who are serving and supporting students, Residents and faculty affiliated with the Anschutz Medical Campus and its schools and college.   The ad hoc team is still considering the implementation of the current policy.

Recruitment

Library Leadership appoints a Search Committee Chair and members to serve as positions become vacant or are created.   We aim to appoint five members to each Committee including the Chair, try to insure diversity among the membership, and include faculty and staff on all Search Committees, noting that the faculty and staff within the Library work very closely and collaboratively.

All Committee members are required to have taken the Human Resources-supported online course for conducting diverse and inclusive searches.   The Library Director begins the search process by issuing a letter of appointment to the Search Committee to designated members, and schedules a "charge" meeting where he describes the search process and outcomes, which include on campus visits by a small cohort of finalists and a letter from the Committee describing their process, results of the on-site visits, and strengths and concerns regarding the finalists.   The Committees are encouraged to conduct *active* searches, meaning members are to seek out potential candidates through their individual professional networks and encourage application.

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The Library maintains a current list of venues to which to post news of vacancies and that are typically viewed by traditionally underrepresented constituencies in health sciences librarianship, and individual Library staff have been identified to post advertisements and news of openings to those venues.

Assignment of Responsibilities, and Promotion

HSL faculty workloads are determined at the point of position creation by the appointing authority and/or Deputy Director, in consultation with the unit Department Head.   Workloads represent the typical distribution of effort; at the Health Sciences Library that is usually 80% of effort directed to effectiveness in the position, 10% directed to service and/or outreach, and 10% directed to research/creative activities.   Workloads at the HSL are therefore not dependent on title per se but rather the duties and responsibilities specific to the position.   Workloads are later refined as needed.

The policies and procedures for faculty evaluation at the HSL are detailed in the Library's governance document, *Criteria and Procedures for Appointment and Promotion for Library Faculty.* In summary, at the beginning of each calendar year, every Library faculty member prepares a Faculty Distribution of Effort Agreement (FDEA) with her/his supervisor/Department Head. This agreement reflects the primary responsibilities of the faculty member's position, the Library's strategic priorities for the year, and any special arrangements for individual activities or circumstances. In the spring of the next calendar year all faculty are evaluated based on this agreement. A score is given for each category of effort, and each score is multiplied by the percent of effort. The faculty member may also agree to include a behavioral or other rating instrument in the annual performance appraisal process.

The HSL faculty governance document *Criteria and Procedures for Appointment and Promotion for Library Faculty* addresses assignment of faculty titles. Library faculty members are presently eligible for promotion pursuant to the governance document criteria. In summary, pursuant to the Library's faculty governance procedures, the Faculty Status Committee is responsible for reviewing and evaluating all pertinent records and documents for candidates requesting promotion. The committee reviews these records and submits a written report and recommendation to the Director. Throughout the review process, the committee focuses on the quality and significance of the performance, service, research, teaching and other activities as described in the documentation.

The Director provides the committee with the initial documentation packet for each candidate, including: an updated curriculum vitae; the candidate's self-evaluation and any supporting documentation; evidence of professional activities; evidence of Library or University service; copies of publications or other work; the supervisor's evaluation; copies of letters of evaluation solicited by the Director (from both internal and external evaluators); prior self-evaluations and supervisor evaluations may be included; and candidate's job description.

The committee meets as necessary to give fair and equitable consideration to each candidate. The Chair may ask to meet with the candidate to discuss the documentation. Upon conclusion of its deliberations, the Faculty Status Committee makes a written recommendation to the Director.

Following consideration of the committee's recommendation, the Director may request a meeting with the committee or may proceed to make a decision regarding promotion. The Director informs the candidate of his/her decision and provides a copy of the Faculty Status Committee's report and recommendation. The candidate may request a meeting with the Director and the committee to discuss any questions regarding the decision. Efforts are made to resolve any disagreements at this time, before a recommendation is sent to the Office of Academic Resources and Services. Upon receipt of approval or disapproval of that recommendation, the Director informs both the candidate and the Chair of the committee.

Grievance procedures pursuant to the promotion process are addressed in the Library's governance document, *Criteria and Procedures for Appointment and Promotion for Library Faculty.* In summary, the Director is empowered to establish a Review Committee to aid in the evaluation of recommendations forwarded by the Faculty Status Committee. For example, a Review Committee

would be formed to consider a disagreement between the candidate for promotion and the Faculty Status Committee.

Grievances related to annual reviews and job performance are governed by University of Colorado Human Resources policy, and during the annual review process faculty are encouraged to familiarize themselves with their rights and responsibilities.

Compensation

HSL faculty salaries are competitive with other academic health sciences libraries in the western United States, and the *Annual Statistics* of the Association of Academic Health Sciences Libraries is used to benchmark.   Initial salary offerings are published with the position recruitment advertisement, and are based on the nature of the position, title rank, and years of previous relevant experience.

At the HSL, merit is used to determine salary increases, and on the Anschutz Medical Campus the process is set by the Chancellor in concert with the Vice Chancellor for Finance and Administration. Specifically at the HSL, the total score derived for each individual faculty member from the Library's annual review process drives the distribution of merit pay.   Merit salary increases are based on comparison across all Library faculty.   At the conclusion of the annual review cycle, the Director prepares a recommendation for every faculty member in concert with Anschutz Medical Campus salary setting procedures.   The Director includes any special salary adjustments for factors such as special merit or equity.

HSL faculty are eligible for benefits through the University of Colorado system as 12 month faculty, and are informed by the appointing authority (Library Director) during the recruitment process and in the offer letter to become familiar with the relevant documentation available from Human Resources at https://www.cusys.edu/pbs/benefits/.   Newly hired faculty are reminded to make benefits-related decisions during mandatory new employee orientation.   Library Administration encourages all faculty members to engage in the annual Open Enrollment process; distributes news of benefits changes, processes and enhancements via e-mail alerts; and provides leave time for attendance at open houses and forums addressing this annual activity.

Mentoring and Professional Development

Coaching and support for faculty is typically the responsibility of the Department Head, along with the Library Leadership team.   Individual faculty are encouraged to identify a mentor, usually not her or his supervisor, and Library Leadership assist in identifying matches from the greater community of practice, where that is desired by the individual faculty member.   During the 1990's the Library's faculty piloted a formal mentoring process matching junior faculty with senior staff, but the pilot was not deemed a success and was terminated by mutual agreement of all parties.   Rather, faculty have instead

leveraged formal and informal mentoring opportunities such as those afforded by the Medical Library Association and the regional Midcontinental Chapter of the MLA.

At the HSL, professional development is integrated, with a negotiated percent of effort, into individual Faculty Distribution of Effort Agreements.   Most librarians are members of the Medical Library Association, which offers a professional recognition program called the Academy of Health Information Professionals (AHIP), and faculty are encouraged to be credentialed in the program through individualized professional development plans.   At the Library, and within the AHIP program, a range of professional development activities are encouraged, including but not limited to: virtual and in-person conference and meeting participation and attendance; enrollment in continuing education courses offered by professional associations; and discussion group engagement.   Faculty members are also encouraged to develop personalized plans for acquiring new skills, particularly in areas of information management.

The Library provides an annual budget to support professional development for faculty, within the constraints of budget support, and strives to equitably fund each faculty member who presents a plan for professional development.   Annually at the start of the new fiscal year, the Deputy Director solicits from the Library's Department Heads their expectations for professional development expenditures by individual faculty members; the Deputy negotiates with the Heads and faculty members their development plans and budget allotments, based on funds availability.

Recognition

Aside from annual merit pay awards, there are limited opportunities to recognize the achievements of HSL faculty.   Excellence in performance is typically rewarded with new committee assignments or opportunities to represent the Library in various venues.

Snippet from *The Appendix*

Internally, faculty accomplishments are acknowledged by the Director through e-mail announcements and at quarterly All Staff meetings.   Externally, accomplishments are recognized in communications directed to the leadership of the Office of Academic Resources and Services and the Office of the Provost, to the representative-members of the Anschutz Medical Campus Faculty Assembly, and via the Library's online newsletter for its clientele, *The Appendix*. Press releases are also issued by Library Administration for particularly noteworthy faculty accomplishments and are distributed to the CU Denver Office of Integrated University Communications.

Library Leadership and faculty also nominate and advocate for their Library peers for awards and honors offered by regional and national professional associations and service societies within the community of practice.

Library faculty are eligible for all University of Colorado awards and honors which may be extended to at-will employees, though they typically may not compete for awards that reward teaching achievements due to eligibility requirements.   The Anschutz Medical Campus faculty awards program does not present opportunities for recognizing, through awards or honors, the accomplishments of individual HSL faculty, unlike the CU Denver Campus.   During 2010 and 2011, a small ad hoc team of faculty from the HSL and Auraria Library looked at this parity issue, considered award/recognition programs at other similar campuses with general and academic health sciences campuses, and submitted an assessment.   The HSL Faculty Senate considered the resulting report and declined to advocate for a change to the current recognition system, determining that no harm or significant loss of opportunity results from the difference between the campuses.

Accomplishments

Following are summaries of the achievements of the Library's talented cadre of faculty.

<u>Dana Abbey, MLS</u>, Health Information Literacy Coordinator and Senior Instructor, came to the Health Sciences Library in 2005 after 13 years in public library service. Ms. Abbey oversees the health information literacy outreach program in a six-state region (Colorado, Kansas, Missouri, Nebraska, Utah and Wyoming) for the National Network of Libraries of Medicine, Midcontinental Region. She conducts classes on National Library of Medicine's health information and research resources for library staff, the public health workforce, allied health, health professionals, and the scientific community.

Previous Professional Positions

- Knowledge Management Consultant, Denver, Colorado 2001-2005
- Manager of Operations, UD Testing, Marco Island, Florida, 2002-2004
- Research Librarian, Denver Public Library, Denver, Colorado 1989-2001

Education

- MLS, Master of Library Science, Emporia State College, Emporia, Kansas, 1994
- B.A. Bachelor of Arts (English), Metropolitan State College, Denver, Colorado, 1990

Professional Affiliations

- Colorado Association of Libraries, 2005-
- Colorado Council of Medical Librarians, 2005-
    - President, 2012-2013
    - Chair-Consumer Health Special Interest Group, 2005-

- Colorado Public Health Association, 2005-
  - Board of Directors, 2009-2010
- Colorado Rural Health Association, 2005-
- Denver Medical Society
  - Board of Directors, 2007-2009
- Health Care Education Association, 2010-
- Healthcare Information Management Systems Society, 2011-
- Midcontinental Chapter of the Medical Library Association, 2005-
  - Chapter Council Alternate, 2011-2013

Completed Research Support

- COMIRB Protocol 09-0811 Abbey (PI) 10/09/09-10/09/12

Collaborative Research with the J. Otto Lottes Health Sciences Library Advocacy Project
The goal of this project was to understand the user's perceived value of library services; the use of library and library resources; and barriers to the use of library resources.
Role: PI

- COMIRB Protocol 08-0286 Abbey (PI)   05/01/08-05/02/10

National Network of Libraries of Medicine, Midcontinental Region Public Library Focus Group
The goal of this project was to understand how to assist public libraries develop useful consumer health information training programs.
Role: PI

Selected Peer-reviewed Publications

- Abbey, D. (2009). Helping families find the best evidence: CAM therapies for autism spectrum disorders and Asperger's Disorder. Journal for Specialists in Pediatric Nursing, 14(3):200-2.

Paul Blomquist's work in libraries in the Denver region for the last 35 years includes 18 years in the Denver Public Library as a science and business librarian where he put to use undergraduate majors of math & chemistry as well as accounting.   In 1995, Paul moved over to the Denison Memorial Library at the University of Colorado Health Science Center.   As a medical research librarian, Paul developed expertise with a wide range of bibliographic databases such as EMBASE, Medline, and the Chemical Abstract Service databases in STN.   Paul augments this expertise with bibliographic management techniques as he consults on a wide range of information needs for researchers, students, and clinicians.

Professional Positions

- 1995 to present, Senior Instructor, Education and Reference Department, Health Sciences Library, University of Colorado Anschutz Medical Campus
- 1976 to 1995, Denver Public Library, Denver, Co. Science Librarian, Business, Science and Gov't Publications
- 1993-1995, Librarian, Interlibrary Loan Department
- 1989-1992, Development Office, Special Assignment for the year

- 1988, Branch Librarian, University Hills and Decker Branch Libraries
- 1984-1987, Science Librarian, Business and Science Department

Memberships

- Associations
  - Medical Library Association, 1996 - 2012
  - Special Library Association, 1996-1997
  - Colorado Council of Medical Librarians, 1994 - 2012
  - Colorado Library Association, 1984-1992, 1996 –2009
  - American Library Association, 1985-1990

- Committees
  - Futures Committee, 2004 -- present
  - Marketing of Library Services to Fitzsimmons Committee,   2004 – 2007
  - Head of Access Services Search Committee, 2004
  - Virtual Reference Task Force, 2000 - present
  - Electronic Usage Task Force, 2000
  - CCML Executive Committee, 1999-2003
  - Electronic Thesis and Dissertations Task Force, 1999
  - CLPAC Planning and Promotional Committee, 1998-2000
  - Special Events Committee, 1997- 1999, 2000 - 2003
  - CCML Professional Issues, 1997-1998
  - Staff Development Committee, 1995-1997
  - Internet Training Team, 1995 - 1997
  - CLA Legislative Workshop, 1992-1999
  - Committee for Public Service, 1991
  - Collection Development Policy Committee, 1988
  - Library Book Budget Committee, 1988
  - Skills Bank Committee, 1987
  - On-line Users Group, 1984-1991
  - Branch Library Collection Development Committee, 1984-1985
  - Committee for the Reorganization of Science Department, 1982

Awards Received

- Outstanding Employee of the Month Award, Denver Public Library, December 1988
- Cooke Chemistry Award, for outstanding Senior Chemist, Sterling College, Sterling, Ks. 1972

Education

- Ph.D. ABD, Emporia State University, Emporia, KS
- Master of Library Science, Emporia State University at Denver, 1995
- UCD and Metropolitan State College, 82 hours for professional enhancement, includes 30 hours of accounting coursework
- Bachelor of Science, a double major in math and chemistry, Sterling College, Sterling, Ks., 1972

Publications

- Blomquist, G. M., & Blomquist, P. B. (1992). *Coping as a foster child* (1st ed.). New York: The Rosen Pub. Group.
- Blomquist, G. M., & Blomquist, P. B. (2001). *Hiking the Gunnison River Basin* (Rev. ed. ed.). Ridgway, Colo: Wayfinder Press.
- Blomquist, G. M., Blomquist, P. B., & Lemieux, M. (1990). *Zachary's new home : a story for foster and adopted children*. New York: Magination Press.
- Huff, L. S., Chang, C. A., Thomas, J. F., Cook-Shimanek, M. K., Blomquist, P., Konnikov, N., & Dellavalle, R. P. (2012). Defining an acceptable period of time from melanoma biopsy to excision. *Dermatology Reports, 4*(1), e2. doi: 10.4081/dr.2012.e2

<u>Melissa De Santis, M.L.I.S, AHIP</u>, Deputy Director, came to the Health Sciences Library in 2007.   Her interests focus on planning, personnel, library volunteers, and operational issues.   She previously worked in Public Services for 12 years at the Briscoe Library at the University of Texas Health Sciences Center San Antonio where she focused on access services, instruction, reference, and served as a liaison to the Medical School.   Melissa has been interested in technology throughout her career and co-teaches a continuing education course on this topic to medical librarians.

Previous Professional Positions

- *Assistant Director of Public Services*, Briscoe Library, University of Texas Health Sciences Center San Antonio, San Antonio, Texas, 1995-2007

Education

- **M.L.I.S.**, UCLA, Los Angeles, CA, 1995
- **BA**, Psychology, UCLA, Los Angeles, CA 1993

Academy Memberships

- Distinguished Member of the MLA Academy of Health Information Professionals, 2012-2016.

Awards

- 2009 MLA Leaders Travel Grant – to fund travel expenses to the 2009 MLA Annual Meeting in Honolulu, HI.   Awarded in May 2009.

Professional Activities (last 5 years)

- Medical Library Association (MLA)
    - AHIP Mentor – currently have two mentees
    - Educational Media and Technology Section

- o Chair 2007-2008
- o Past-Chair 2008-2009
- o Section Council Representative 2009 (Jan-May)
- o Nominating Committee Chair 2008-2009
- o MLA 2011 National Program Committee (NPC) 2009-2011
- o MLANET Editorial Board (MEB) (Became Technology Advisory Committee in 2010)
- o Editor   2007-2010
- o Nominating Committee - 2011
- o Promotion Recruitment and Retention Committee (PRRC)
- o Liaison from Chapter Council 2011-2014
- o Social Networking Software Taskforce (SNSTF)
- o Liaison from MEB   2007-2010
- o Technology Advisory Committee (TAC)
- o Chair 2010-2012

- ▪ Midcontinental Chapter of MLA (MCMLA)
  - o Bylaws Committee 2011-13
  - o Chapter Council Representative 2011-2014
  - o Membership Committee 2008-2013
  - o Program Committee 2008-2009
  - o Recording Secretary 2010-2011

- ▪ South Central Chapter of MLA (SCC)
  - o Liaison to MLA Membership Committee 2006-2008

- ▪ Colorado Council of Medical Librarians (CCML)
  - o Education Committee 2009-Present
  - o Chair 2011-2013
  - o Nominating Committee 2010
  - o Secretary 2012-2013

- ▪ University of Colorado Anschutz Medical Campus
  - o Program Review Panel (PRP) 2009-Present
  - o Institutional Research (IR) Advisory Group 2008-Present

Other affiliations (last 5 years)

- ▪ NLM/AAHSL Leadership Fellows Program – http://www.aahsl.org/leadershipfellows
  - o Fellow in 2012-2013 class
- ▪ Academic Management Institute - http://www.ami4women.org/
  - o Participant in 2011-2012 class
- ▪ Aurora LIGHTS - http://www.ucdenver.edu/life/services/AHEC/ProgramAreas/AuroraLIGHTS/
  - o Steering Committee Member: November 2009 - 2011
- ▪ University of Colorado Excellence in Leadership Program - https://www.cu.edu/eld/leadership
  - o Participant in 2009-2010 class

Publications / Presentations (last 5 years)

- De Santis, M, Perry, G. (*In Process*).   Connecting Community to Campus through Gallery Space in an Academic Health Sciences Library: Case Study from the University of Colorado Anschutz Medical Campus – Building Projects Column, <u>Journal of the Medical Library Association</u>, 2013.
- De Santis, M. (*In Process*).   Public Services.   In J. Huber & F. Tu (Eds.), Health Librarianship: An Introduction, 2013.
- Rios, G, De Santis, M.   Emerging Technologies for Librarians.   Continuing Education (CE) class to be taught in May 2013 at the MLA Annual Meeting in Boston, MA.
- Rios, G, De Santis, M.   Emerging Technologies for Librarians.   Continuing Education (CE) class taught on September 21, 2011 at the MCMLA Annual Meeting in St. Louis, MO.
- Ward, D, Sievert, M, Scoville, C, Burhans, D, Boshard, B, Drass, J, De Santis, M, Traditi, L.   Faculty, Resident, and Fellows Views of the Library.   Poster presented at MLA 2011 in Minneapolis, Minnesota on May 17, 2011.
- Rios, G, De Santis, M.   Emerging Technologies.   Continuing Education (CE) class taught on May 5, 2011 at the meeting of the Metropolitan Detroit Medical Librarians Groups (MDMLG) in Detroit, MI.
- Rios, G, De Santis, M.   Emerging Technologies.   Continuing Education (CE) class taught on May 21, 2010 at the MLA Annual Meeting Chapter in Washington, DC.
- Rios, G, De Santis, M.   Emerging Technologies.   Continuing Education (CE) class taught on April 7, 2010 at the Technology Workshop for VA Librarians in Alexandria, LA.
- Rios, G, De Santis, M.   Emerging Technologies.   Continuing Education (CE) class taught on January 27, 2010 at the Joint MLGSCA/NCNMLG Chapter meeting in Glendale, AZ.
- Rios, G, De Santis, M.   Emerging Technologies.   Continuing Education (CE) class taught on October 29, 2009 at the Southern Chapter meeting in Memphis, TN.
- Rios, G, De Santis, M.   Emerging Technologies.   Continuing Education (CE) class taught on October 6, 2009 at the Midwest Chapter meeting in Columbus, OH.
- Librarian Tutor at the 2009 Rocky Mountain Workshop on How to Practice Evidence-Based Health Care, July 25-30, 2009 in Vail, CO.
- Rios, G, De Santis, M.   Emerging Technologies.   Continuing Education (CE) class taught on May 15, 2009 at the MLA Annual Meeting in Honolulu, HI.
- Librarian Tutor at the 2008 Rocky Mountain Workshop on How to Practice Evidence-Based Health Care, July 26-31, 2008 in Midway, UT.

<u>Emily Epstein, MA, MSLS</u>, Cataloging Librarian, came to the Health Sciences Library in 1998 as a part time rare books cataloger, and joined the faculty as Cataloging Librarian in 2000,   after 15 years' experience in general cataloging and working with rare materials in academic libraries.   In addition to general cataloging and catalog and collection maintenance, Emily manages the historical collections and provides reference and public access to the Rare Materials Collection.

Previous Professional Positions

- *Special Collections Cataloger,* University of Colorado at Boulder Libraries, Boulder, Colorado, 1993 – 1997;
- *Social Sciences Cataloger,* Kansas State University Libraries,   Manhattan, Kansas, 1992-1993;
- *Specialized Collections /Original Monographs Cataloger,* Kansas State University Libraries, Manhattan, Kansas, 1989-1992;
- *Cataloger (Special Project),* Oberlin College , Oberlin, Ohio, 1988-1989;

- *Visiting Curator of Special Collections,* Oberlin, Ohio, 1987-1988;
- *Catalog Librarian,* Missouri Southern State College, Joplin, Missouri, 1984-1986;
- *Assistant Librarian*, Wallerstedt Library, Bethany College, Lindsborg, Kansas, 1983-1984

Education

- **Certificate of Advanced Librarianship (Rare Books),** Columbia University, New York, New York, 1987;
- **MSLS (Archives)**, Case Western Reserve University, Cleveland, Ohio, 1982;
- **MA (Medieval History)**, University of Iowa, Iowa City, Iowa, 1981;
- **BA (History),** University of Iowa, Iowa City, Iowa, 1979.

Professional Activities (last 5 years)

- Interviewed in "Cowboy Corpse" The Decrypters, season 1, episode 7, 2011, Aired May 10, 2012.

- **Rare Books and Manuscripts Section (RBMS) / American Library Association (ALA)**
  - RBMS Bibliographic Standards Committee 2012-2014; member of Standard Citation Forms Revision Work Group 2012-
  - RBMS Seminars Committee 2008-2012; site liaison for the seminar "Assessing Special Collections: Techniques and Benefits " RBMS preconference 2011 ;site   liaison for the seminar "Recruiting members -- of underrepresented racial and ethnic groups-- to the Special Collections Library Profession" RBMS preconference 2010.
  - Panel member: "Guidelines on the Selection and Transfer of Materials from General Collections to Special Collections," Seminar, RBMS preconference, Charlottesville, Va., June 18, 2009.
  - 2009 CAL-ALA Midwinter Planning Committee,e 2008-2009
  - RBMS Task Force to Review "Guidelines on the Selection of   General Collection Materials for Transfer to   Special Collections", 2005-2008

University of Colorado Anschutz Medical Campus and Health Sciences Library
- Chair, Faculty Status Committee, 2012
- Member, Communications Committee (formerly Publicity Committee), 2012
- Member, Staff Development Committee, 2012
- Liaison to the Prospector Cataloging/Reference Committee 2012-
- Member, NextGen OPAC Committee 2010
- Member Acquisitions Librarian Search Committee, 2010.
- Appendix Newsletter Committee, 2009-
- Member, Darwin Day Task Force   2009.
- Chair, Staff Development   Committee, 2008.

Publications (Last Five Years)

- "Rare Book Profile: S. Weir Mitchell's Gunshot Wounds and Other Injuries of Nerves," *The Appendix*, December 2012
- "Rare Book Profile: W.W. Keen's The Treatment of War Wounds," *The Appendix*, November-December 2012
- "Rare Book Profile: A Number of German Drugs, Their American Equivalents, and Chemical Synonyms," *The Appendix*, July-August 2012
- "Rare Book Profile: George Catlin's The Breath of Life, or, Mal-Respiration," *The Appendix*, March-April 2012
- "Rare Book Profile: On the Temperature in Diseases," *The Appendix*, December 2011
- "Profile: Mike Pascoe," *The Appendix*, October 2011
- "Rare Book Profile: The Natural History and Diseases of the Human Teeth," *The Appendix*, October 2011
- "Rare Book Profile: An Inaugural Discourse, Delivered at the Opening of Rutgers Medical College" *The Appendix*, August 2011
- "Rare Book Profile: The physical training of children," *The Appendix*, June 2011
- "Rare Book Profile: Journal of Researches Into the Geology and Natural History of the Various Countries Visited by H. M. S. Beagle," *The Appendix*, April 2011
- "Rare Book Profile: La médecine chez les Chinois," *The Appendix*, February 2011
- "Rare Book Profile: Micrographia," *The Appendix*, December 2010
- "Rare Book Profile: Praktische Pilzkunde," *The Appendix*, October 2010.
- "TV Medicine: Believers (Babylon 5)," *The Appendix*, August 2010.
- "Rare Book Profile: Fat and Blood," *The Appendix*, August 2010.
- "Rare Book Profile: Nurse and spy in the Union Army," *The Appendix*, June 2010.
- "Rare Book Profile: Notes on Nursing," *The Appendix*, April 2010.
- "Rare Book Profile: An Account of the Foxglove and Some of its Medical Uses," *The Appendix*, February 2010.
- "Rare Book Profile: A Report on Spasmodic Cholera," *The Appendix*, December 2009.
- "Rare Book Profile: Études sur la Bière," *The Appendix*, October 2009.
- "Rare Book Profile: American Medical Botany," *The Appendix*, August 2009.
- "Rare Book Profile: Rocky Mountain Health Resorts," *The Appendix*, June 2009.
- RBMS. "Guidelines on the Selection and Transfer of Materials from General Collections to Special Collections" in *College and Research Libraries*, November, 2008.

Exhibits

- S. Weir Mitchell, 1829-1914, 2012.
- Carl E. Bartecchi, 2012
- The American Medical Association Looks at Automobiles 1906-1909, 2012.
- James H. Shore, 2011.
- Charles Darwin February 12, 1809-April 18, 1882, 2011.
- Leonard A. Wisneski, MD, FACP, 2010.
- Frank Bradway (Brad)Rogers (1914-1987) Surgeon, Librarian, Bookbinder, 2009.
- Charles Darwin, February 12, 1809-April 18, 1882, 2009.
- National Nurses Week, 2009.

Lynne M. Fox, AMLS, MA, AHIP, Education Librarian, began working at the Health Sciences Library in 1997 after 11 years as a tenured assistant professor at the James A. Michener Library of the University of Northern Colorado. Lynne is an instructor in the SOPPS PRDO 7240 "Evidence Based Pharmacy Practice" course, is the Library's liaison to the SOM Mentored Scholarly Activity and created a Mentored Scholarly Activity Guide (MSA) resource guide. She served for over 8 years as the informatics librarian for the Center for Computational Pharmacology.   Lynne has created and recorded hours of asynchronous online video training on the topic of Evidence Based Searching and other topics, as well as having created numerous Resource Guides. She served on the librarian tutor team for the Rocky Mountain How to Practice EBHC Workshop for 11 years.   She teaches more than 100 classes to hundreds of students each year, many within the curricula of the schools, colleges, and clinical education programs of CU AMC.   Lynne is a past regional AHIP liaison, past President of the Colorado Council of Medical Librarians, and is a recipient of the Marla Graber Award for Excellence and Achievement and the Excellence and Achievement.   Lynne also is serving as a City Council Member for Thornton, Colorado.

Previous Professional Positions

- 1986-1997 University of Northern Colorado Assistant Professor   James A. Michener Library, Greeley, CO
- 1984-1986 Armstrong State College, Reference Librarian and Head of Reader Services, Lane Library, Savannah, GA

Education

- 1996 M.A. University of Northern Colorado, History
- 1984   A.M.L.S. University of Michigan, Library Science
- 1981   B.A. Cum Laude University of Colorado, History and Fine Art History

Academy Memberships

- 1999 - Distinguished Member of the MLA Academy of Health Information Professionals,

Professional Activities (last 5 years)

Medical Library Association (MLA)

- 2007 -2011 Co-Editor, Technology and Internet Resources Column, MLA News
- 2004-2007 Region Liaison to MCMLA, Academy of Health Information Professionals

Midcontinental Chapter of the Medical Library Association (MCMLA)

- 2012   2014 Quint Chapter Site Selection Committee, Member
- 2012-   Awards Committee
- 2006-2009   2009 Meeting Planning, Chair
- 2009-2012   Meeting Task Force
- 2004-2010   Archives Committee, created machine searchable digital files for all minutes, programs, and newsletters.

- 2004-2007 Academy of Health Information Professionals, Region Liaison

Colorado Council of Medical Librarians

- 2012- Fundraising Committee, Chair
- 2008, 2009   9 Health Fair Online Library, Volunteer
- 2005-2006, 2008-2009   Bylaws Committee, Chair,
- 2005-2006, 2007-2008   Nominating Committee
- 2004-2011   Internet Committee Chair, 1997-2003

University of Colorado Anschutz Medical Campus and Health Sciences Library

- 2012   Education and Reference Librarian Search Committee, Chair
- 2011-   Digital Repository Committee, Member
- 2010   Electronic Resources Librarian Search Committee, Member
- 2008   Head of IT Search Committee, Chair
- 2008-   Claman Collection Librarian & Editorial Board Member, The Human Touch Lliterary Anthology
- 2007-   Staff Development Committee, Member
- 2007-   The Appendix, Official Organ of the Health Sciences Library, Editor, 2008-2011
- 1997-   Teaching Team, Member

University of Colorado Teaching

- 2008-   PRDO 7240 Evidence Based Pharmacy Practice, Searching for the Evidence Unit Instructor
- 1999, 2001-2010, 2012 Rocky Mountain How to Practice Evidence-Based Health Care Workshop, Librarian Tutor
- 2002-2008   GIM Informatics Elective, Co-Coordinator and Instructor

Publications (Last Five Years – Citation history at:
http://scholar.google.com/citations?user=b2uR_QMAAAAJ&hl=en)

- Fox, L. M., Williams, L., Roeder, C., & Hunter, L. (2012). Collaborating to access digital collections for biomedical natural language processing (BNLP) research. Paper presented at the Medical Library Association Seattle WA and MCMLA Kansas City. http://www.mlanet.org/am/am2012/pdf/mla12_abstracts.pdf
- Baumgartner WA Jr, Cohen KB, Fox LM, Acquaah-Mensah G, Hunter L. Manual curation is not sufficient for annotation of genomic databases. Bioinformatics. 2007 Jul 1;23(13):i41-8. [Reprinted in the International Medical Informatics Association's Yearbook of Medical Informatics 2008.]
- Baumgartner WA Jr, Cohen KB, Fox LF, Acquaah-Mensah G, and Hunter L. (2007). Manual curation is not sufficient for annotation of genomic databases. Bioinformatics. 23: i41-i48. [http://bioinformatics.oxfordjournals.org/cgi/content/abstract/23/13/i41?etoc].

Ben Harnke, MLS, Education and Reference Librarian, has been with the library since June of 2012. With a background in teaching, he has been gradually assuming a number of teaching responsibilities both within the library and the curricula of the CU AMC. Ben is also the HSL's liaison to the Aurora Public School's Aurora Lights Program, a health sciences tracked program for at risk youth.

Education

- Masters of Library and Information Science, University of Denver, August 2011
- Professional Secondary Teaching License, Social Studies   February 2004 Highly Qualified in Science
- B.A. History, Minor Secondary Education, December 2003 Metropolitan State College of Denver
  Summa Cum Laude
- B.A. Sociology, May 1996 Colorado State University, Fort Collins, Colorado

Professional Development/Conferences

- IACUC Animal Program Orientation 2012
- NLM Training: PubMed for Trainers 2012
- Statistical Literacy for Medical Librarians 2012
- Humans Subjects Research: Social and Behavioral Research Course 2012
- Census Data Immersion: Skilled Data Miner in 60 Minutes 2012
- Evidence Based Health Care workshop 2012
- MLA Broadcast, Leveraging Mobile Technologies for Health 2012
- NLM Training: PubMed/MeSH Training 2011
- STELLA (Science, Technology & Engineering Library Leaders in Action) Unconference 2009
- Colorado Association of Libraries Conference   2009

Professional Organizations

- MLA (Medical Library Association) 2012-
- History of the Health Sciences Section of the Medical Library Association   2012-
- MCMLA (Midcontinental Medical Library Association) 2012-
- CCMLA (Colorado Council of Medical Librarians) 2012-
- ALA (American Library Association) 2009-
- CAL (Colorado Association of Libraries) 2009-

John D Jones Jr, MSIS, Librarian in Education & Reference, came to the Health Sciences Library in January 2009 after 5 ½ years as the Reference, Education & Outreach Librarian and Education Coordinator at the Miller School of Medicine's Calder Memorial Library in Miami, Florida.   For the 8 years prior to that, John was the Electronic Resources & Education Librarian at Virginia Commonwealth University's Tompkins-McCaw Library for the Health Sciences.   In his time here, John has been a primary contributor to the library's reference service – Ask Us!   On a yearly average, he

provides more than 50 individualized research consultations and teaches or co-teaches more than 31 curriculum or library initiated education and orientation sessions.   He is also conducting clinical outreach activities and has been a librarian tutor for the Rocky Mountain Evidence Based Health Care (EBHC) workshop for the past 4 years.   As an active member of the Medical Library Association (MLA) as well as the Midcontinental and Mid-Atlantic regional chapters of MLA, he has presented or co-presented 20 papers, posters or publications over the past 18 years on topics such as researching and problem solving; searching strategies and interfaces; reference program review; citation analysis; evidence-based medicine; reference service conduits; and web usability.   He has used continuing education to fill knowledge gaps in areas such as marketing library services; dealing with online formats; learning styles; measuring library impact; mobile devices and services; copyright; new or extended reference services; and work-life balance.   He has also completed the CITI training for principle investigators.

Education

- Master of Science in Information Science, University of North Carolina, Chapel Hill, NC, 1993, BS, Psychology, Old Dominion University, Norfolk, VA, 1988

Professional Activities (most recent 5 years)

Medical Library Association
- Reflecting on Email & Chat Connections: A Qualitative Evaluation of Two Online Reference Services.   John D Jones Jr & Natalie Mitchell.   2010 Annual Meeting of the Medical Library Association, Lightning Poster Presentation, Washington, DC

Midcontinental Chapter of MLA (MCMLA)
- Information Sherpa: Assisting and Problem Solving Along the Researcher's Path.   John D Jones Jr, Paul Blomquist, Peggy Cruse & Lynne Fox.   2010 Midcontinental Chapter of the MLA, Paper Presentation, Wichita, KS
- PubMed's New Automatic Term Mapping: Why you might like it and why you might not.   John D Jones Jr & Rhonda Altonen.   2009 Midcontinental Chapter of the MLA, Paper Presentation, Breckenridge, CO

Mid-Atlantic Chapter of MLA (MCMLA)
- Information Sherpa: Assisting and Problem Solving Along the Researcher's Path.   John D Jones Jr, Paul Blomquist, Peggy Cruse & Lynne Fox.   2010 Mid-Atlantic Chapter of the MLA, Lightning Paper Presentation, Chapel Hill, NC

University of Colorado Anschutz Medical Campus, Health Sciences Library

- Uric Acid as a predictor of all-cause mortality in heart failure: a meta-analysis.   Tamariz L, Harzand A, Palacio A, Verma S, Jones J, Hare J.   Congest Heart Fail. 2011

Jan-Feb;17(1):25-30. doi: 10.1111/j.1751-7133.2011.00200.x. Epub 2011 Jan 27. PubMed PMID: 21272224.
- Faculty, Rocky Mountain EBHC workshop, 2009-2012
- Chair, Resource Guides Task Force, 2011 –
- Member, The Appendix (Library Newsletter), 2011 –
- Member, Digital Repository Task Force, 2011 –
- Member, Colorado Archives Affinity Group, 2011 -
- Member, Library Teaching Team, 2009 –
- Member, Emergency Preparedness, 2009 –
- Member, Stressbusters, 2010 – 2011
- Member, Library Leadership, 2009 – 2011
- Member, Public Services Leadership, 2009 - 2011

Jeff Kuntzman, MLS, Head of Library Information Technology, started in the Education Department of the Health Sciences Library in 1995. He has held a variety of positions in the library, from Electronic Resources Librarian to Web Librarian. His interests lie with virtualization in information technology, authentication systems and web security, digital access, preservation, and publishing, and open source software, as well as in following the continuing evolution of web browsers, web interfaces, as well as mobile devices and interfaces.   Mr. Kuntzman has designed or co-designed and administered a number of web sites including the Health Sciences Library web site at http://hslibrary.ucdenver.edu/, the IMPULSE library catalog at http://impulse.ucdenver.edu/, and the MCMLA conference web sites of 2000 and 2009.

Education

- MLS (University of Arizona, Tucson, Arizona, 1990; BA, German/Russian, University of Arizona, Tucson, Arizona, 1992; Certificate in Unix System and Network Administration, University of Denver, University College Graduate Program, Denver, Colorado, 2001.

Professional Activities (last five years)

- Midcontinental Chapter of the Medical Library Association (MCMLA)
  - Member, Education Committee 2008 – 2010
  - MCMLA Conference Web Site, 2000, designer and coder
  - Member, 2010 Annual Meeting Task Force 2010

- Colorado Council of Medical Librarians (CCML)
  - Internet Committee 2002-2010, Chair 2011-
  - Newsletter Editor (Council Quotes), 2002-2004

- Rocky Mountain Regional Innovative Users Group (RMRIUG)
  - Member, Event Planning Committee, 2008-2011

- American Library Association (ALA)
  - Member, 2008 –

- Library and Information Technology Association (LITA)
  - Member, 2008-

- University of Colorado, Anschutz Medical Campus Health Sciences Library
  - CU/CSU Digitool Technical Committee, 2011 –
    Chair, Electronic Resources Librarian Search Committee, 2010
  - Library Liaison, School of Dental Medicine, 2010-
  - Member, Communications Committee, 2010-
  - Member, Faculty Status Task Force, 2009-2011
  - Member, Emergency Preparedness Committee, 2009-
  - Member, Alliance Digital Repository, Steering Committee, 2008-2010
  - Library Liaison, Graduate School, 2007-2010
  - Chair, Acquisitions Search Committee, 2007
  - HSL Leadership Team, 2007 –

Publications (last five years)

- Kuntzman, J. "Technology: Are You Virtualized?"   MLA News. 2009 Aug; no. 418, p. 31

Presentations (last five years)

- *Be "In the Know" Before Going Pro: Lessons Learned from Upgrading to WebPAC Pro.* Panel Presenter. Rocky Mountain Innovative Interfaces Users Group meeting. June, 2008.

Tina M. Moser, MLIS, Access Services Librarian at the Health Sciences Library since 2007. This is her first professional position and areas of interest include working with young students in various pipeline programs such as the University's Pre-Collegiate Health Careers Program and Aurora Lights. Ms. Moser has received a 2011 University of Colorado Denver – Anschutz Medical Campus Chancellor's Diversity Recognition Award for Faculty Leadership. The award honors her extraordinary leadership and commitment to diversity efforts on the Anschutz Medical Campus. In the summer of 2012, Ms. Moser was named the Co-Chair of the Faculty and Staff Multicultural Affairs Committee on the Anschutz Medical Campus, and also represents the University of Colorado Anschutz Medical Campus on a CU system-wide diversity committee (EMAC).

Special Accomplishments

- Named Co-Chair of the University of Colorado Anschutz Medical Campus Faculty and Staff Multicultural Affairs Committee. Represent AMC on the CU system-wide diversity committee (EMAC).
  Created, organized, and managed the library instruction classes for the University's Health Careers Pre-Collegiate summer program. Created, organized, and managed the Health Sciences Library's first CHILI Internship program. Both programs have been assimilated into the Pre-Collegiate Health Careers Program run by the University's Office of Diversity by the 2nd year (2009). Program's growth in the 3rd year (2010) required major adaptations and changes, including removing the

Sophomore students from library instruction classes, which resulted in a special challenge of trying to condense 7 weeks of classes into just 5. Program and classes has continued in 2011 PCHCP. 16 sessions over 5 weeks taught in 2012 PCHCP.

- Created Aurora Lights wiki space for Aurora Middle School students participating in the Aurora Lights Initiative. Provide tours and library instruction to students; represented the Health Sciences Library in an Education Career Fair to promote medical librarianship as a career opportunity.
- Organized, opened, and ran the library's 9th Avenue Satellite touch-down suite, successfully reaching and serving   displaced students and faculty in need of library services and study spaces. There had been over 700 Satellite users/uses, with well over 600 customer service transactions, which was far more activity than anticipated and suggests that the Satellite was a popular success.

AWARDS

- July 13, 2012, Certificate of Appreciation, University of Colorado Denver Anschutz Medical Campus, Office of Diversity and Inclusion, Pre-Collegiate Health Careers Program
- October 11, 2011, Certificate of Appreciation, Aurora LIGHTS Health Sciences Coordinator
- July 15, 2011, Certificate of Appreciation, University of Colorado Denver Anschutz Medical Campus,   Office of Diversity and Inclusion, Pre-Collegiate Health Careers Program
- April 15, 2011, University of Colorado Denver – Anschutz Medical Campus Chancellor's Diversity Recognition Award
- July 9, 2010, University of Colorado Denver Anschutz Medical Campus, Office of Diversity, Health Careers Pre-Collegiate Program
- July 11, 2008, Certificate of Appreciation, University of Colorado Denver Anschutz Medical Campus, Office of Diversity, Health Careers Pre-Collegiate

TEACHING & INSTRUCTION

- September 17th, 18th, and October 1, 2012, Aurora Lights—One-shot library instruction module on Introduction to Medline Plus,   for Aurora Public School, North Middle School, 137 6th graders scheduled over 3 days and 5 sessions were co-taught by Education and Reference Department librarian Ben Harnke.
- March 22, 2012, Aurora Lights—One-shot library instruction module on plagiarism   for Aurora Public School, East Middle School, 51 8th graders scheduled over 2 sessions.
- November 7th and 30th, 2011, Aurora Lights— One-shot library instruction module on plagiarism as part of the Aurora Public Schools teachers' technical writing lesson plan for North and East Middle Schools. 120 7th graders were scheduled over 2 days in 4 sessions. November 30th sessions were co-taught by librarian Ben Harnke.
- June 14th – July 12th, 2011, UC-Denver Pre-Collegiate Health Careers Program Library Research classes. Due to growth of the Pre-Collegiate program, the Library Research class was only offered to the Junior class, and reduced to 5 sessions over 5 weeks. Grading system of letter grades A-F continued, added quizzes and final exam. Classes taught were Plagiarism, Finding Health Information, True or False activities, and Expert Google searching.
- April 18th and 19th, 2011, Aurora Lights—One-shot library instruction modules on verifying information on the Internet for 60 6th graders in the Aurora Public Schools, North and East Middle Schools. Taught in 2 sessions over 2 days.
- February 7, 2011, Aurora Lights—One-shot library instruction for 60 7th graders from Aurora Public Schools, North and East Middle Schools. True or False: Verifying Information on the Internet.

- June 14th – July 16th, 2010, UC-Denver Pre-Collegiate Health Careers Program Library Instruction classes. The library instruction classes went through another major change due to the significant growth in students in the program (54 Juniors and over 60 Sophomores) resulting in the removal of Sophomore students from the classes. More library research skills needed to be taught in the 5 weeks remaining and grading system changed from Pass-Fail to letter grades A-F.   A total of 9 classes were taught, including Part 2 of "True or False" sessions, a unit on Plagiarism, Medline Plus, and Expert Google.
- April 16th, 23rd, and 24th, 2009, Aurora Lights Tour and Library Instruction for 6th, 7th, and 8th graders from Aurora Public Schools, North Middle School students.   "True or False: Information on the Internet" and Medline Plus classes taught and co/taught. Pre-and Post-Tests were administered and analyzed for a program report. An Aurora Lights wiki space was created for use of the North Middle School students and teachers.
- June 15th – July 14th, 2009, UC-Denver Health Careers Pre-Collegiate Summer Program Library Instruction classes. The library instruction classes underwent a significant change, adding assignments and a Pass or Fail grade to each student participant. 12 classes were offered, included a re-vamped, 2-session "True or False: Information on the Internet" classes, Medline Plus, Expert Googling, Searching the Impulse Library Catalog, and a class on how to properly cite and how to use Son of Citation Machine. Pre-and Post-Tests were administered and analyzed for a grant report.
- June 9th – July 11th, 2008, University of Colorado Denver Health Careers Pre-Collegiate Summer Program Library Instruction Classes. The library instruction classes were new to the program this year, and its goals were to help students learn and become familiar with effective library and information searching skills. 9 Classes were offered,   including an adapted   and age appropriate sessions on Medline Plus, Expert Googling, Searching the Impulse Library Catalog, and a newly created "True or false: Information on the Internet" class and a class on how to properly cite and using Son of Citation Machine.

PRESENTATIONS & PUBLICATIONS

- December 2011, *Meet Your New Year's Resolutions with Be Colorado and Health Sciences Library Resources.* The Appendix: The official organ of the Health Sciences Library.
- August 2011, *Welcome! Top Facts for New Students, Staff and Faculty.* The Appendix: The official organ of the Health Sciences Library. Co-authored by Lynne Fox and John Jones.
- June 2011, *Pimp My Bookcart Winners.* The Appendix: The official organ of the Health Sciences Library.
- December 2010, Aurora Lights PowerPoint presentation and talk with Resource Library Directors' Meeting on December 6, 2010.
- October 2010, *Ruby Nugent of the Health Sciences Library receives 2010 Lucy Schweers Award for Excellence in Paralibrarianship.*   The Appendix: The official organ of the Health Sciences Library.
- June 2010, *Leaving UC Anschutz Medical Campus? Suggestions for easier transitions.* The Appendix: The official organ of the Health Sciences Library.
- December 2009, *Profile: Julie Silverman, new Head of Collection Management.* The Appendix: The official organ of the Health Sciences Library.
- August 5, 2008, Contributor, "Innovations in perspective: Reinventing information services at the UC Denver Health Sciences Library," presented at the Reference Renaissance: Current and Future Trends, Presentation, August 4, 2008, Denver, Colorado.
- September 2008, *Electronic textbooks and ASAC supported reserve texts:* The Appendix: the official organ of the Health Sciences Library.

- October 5, 2008, Contributor, "Innovations in perspective: Reinventing information services at the UC Denver Health Sciences Library," presented at the MCMLA annual meeting, October 5, 2008, Cody, Wyoming.

Gerald (Jerry) Perry, MLS, AHIP, Director, came to the Health Sciences Library in 2003 after five years serving as Head of Information Services at the University of Arizona Health Sciences Library, in Tucson.   Previous to that he served as Head of Reference and Collection Development at Rush University in Chicago, where he worked for 10 years.   Jerry is active in the Medical Library Association and was elected President in 2009, serving his Presidential year in 2011-2012.   He has served on the editorial boards of the *Journal of the Medial Library Association* and the open access journal, *Biomedical Digital Libraries* (BioMed Central).   Jerry has published extensively on medical and consumer informatics, and evidence-based practice.   Honors include selection as an inaugural fellow in the National Library of Medicine/Association of Academic Health Sciences Libraries Leadership Fellow Program.

Education

- MLS, School of Information and Library Studies, State University of New York at Buffalo 1986.
- BA, Anthropology/Journalism, Syracuse University 1979.

Academy Memberships

- Distinguished Member of the MLA Academy of Health Information Professionals

Professional Activities (last 5 years)

- Medical Library Association (MLA)
  - President, 2011-2012
  - President-Elect, 2010-2011
  - National Planning Committee, 2010 Annual Meeting, June 2008 – May 2010.
  - Nominating Committee, 2007-2008
  - Member, Task Force to Review the MLA Research Statement, 2005-2007

- Midcontinental Chapter of the Medical Library Association (MCMLA) (Member)

- Colorado Council of Medical Librarians (Member)

- Association of Academic Health Sciences Libraries (AAHSL)
- Joint AAHSL/MLA Legislative Task Force, Nov. 2012 -
- Future Leadership Committee, 2009-2012.
- Education Research Task Force, 2008 -

- Association of Academic Medical Colleges

- o Group on Information Resources, 2009 –

- National Network/Libraries of Medicine, National Library of Medicine
    - o Regional Advisory Board, 2008-2009.

- Colorado Alliance of Research Libraries
    - o Mission, Strategy and Structure Task Force, May to Oct., 2011
    - o Member Council Chair, 2010 - 2011
    - o Alliance Digital Repository Steering Committee Chair, 2010-2011

- University of Colorado Denver Committees
    - o University Planning and Accreditation Committee, 2007 –
    - o School of Medicine VOICE Committee, 2008 –
    - o Chair, VOICE Branch Campus Task Force, 2011 –
    - o School of Medicine LCME Education Resources Committee, 2007-2009
    - o Search Committee, Director of the Office of Institutional Accreditation, Strategic Planning and Effectiveness, member 2008.
    - o Search Committee, Assistant Vice Chancellor for Student Success, Chair, 2007-2008.
    - o Search Committee, University Librarian and Director of the Auraria Library (Denver Campus), member 2007-2008.
    - o Search Committee, Associate Vice Chancellor and Vice Provost for Diversity and Inclusion, member 2007-2008.

Publications (Last Five Years)

- Perry, Gerald J. "Management and Administration," in: Health Librarianship: An Introduction, ed. Huber, J Libraries Unlimited: Santa Barbara, CA – in press, due early 2014.
- Perry, Gerald J. Viva la Evolution! Specialized adaptation and the Medical Library Association's ongoing commitment to the teaching and learning roles of health sciences librarians [editorial]. J Med Lib Assoc. – in press, due January 2013.
- De Santis, Melissa and Gerald J Perry.   Connecting Community to Campus through Gallery Space in an Academic Health Sciences Library: Case Study from the University of Colorado Anschutz Medical Campus. J Med Lib Assoc. – in press, due in summer 2013.
- Dorsch, Josephine L and Gerald J. Perry. "Evidence based health care at the intersection of research interests between health sciences librarians and medical educators: a review of the literature," *J Med Lib Assoc.* Oct. 2012. 100(4):251-7.
- International perspectives and initiatives (Jeanette Murphy, column editor). Perry, Gerald J. "Whither the money? Key trends to follow for health sciences libraries and librarians in the United States," *Health Info Lib J.* (29):75-80, 2012.
- Grefshein, Suzanne F, Jocelyn A. Rankin, Gerald J. Perry, and K. Ann McKibbon. "Affirming our commitment to research: the Medical Library Association's research policy statement: the process and findings." *J Med Lib Assoc.* April 2008. 96(2):114-20.

Douglas M. Stehle holds the Masters of Library and Information Sciences from the University of Iowa. He has worked in college and academic libraries since the early 1990s serving in various roles from interlibrary loan, reference and research services to teaching information literacy. Prior to coming to the Health Sciences Library, Douglas was Head of Reference and Instruction Services at Missouri State University and prior to that a reference librarian and coordinator of library instruction for Pittsburg State University in Kansas. As Head of Access Services at the Health Sciences Library since 2004, Mr. Stehle provides coordination of all operational aspects of circulation, reserves, stack maintenance, interlibrary loan/document delivery, and the PASCAL high-density storage preservation and delivery services facility. He oversees and coordinates the operational, staffing, procedural and policy aspects of the library's single customer service desk and collaborates to help plan the library's information commons and services like Tell Us (library customer comments), document delivery to students and clinical preceptors, circulation of laptops, group study room reservations and similar user services. Douglas has spent time on space and amenity investigations for the future library, marketing and advertising of library services, he has conducted user surveys such as that done by the library's Information Commons Team in 2011, and keeps current with emerging matters around fair use and copyright, alternatives to ILL like pay-per-view, integrated library systems like Innovative Interfaces and ILLiad for interlibrary loan.

Previous Professional Positions

- January 2001 – August 2004. Head of the Reference Department in the Duane G. Meyer Library and Assistant Professor in the Department of Library Science, Southwest Missouri State University, Springfield, Missouri. (Currently Missouri State University)
- August 1995 – December 2000. Coordinator, Library Resources Instruction, Assistant Professor. Leonard H. Axe Library, Pittsburg State University. Pittsburg, Kansas.
- January 1994 – July 1995. Public Services Librarian Reference, Circulation and Interlibrary Loan. Leslie J. Savage Library, Western State College of Colorado. Gunnison, Colorado.

Education

- 1993, December. Masters of Library and Information Science, University of Iowa.
- 1990, December. Bachelor of Arts (Religion), University of Iowa.

Professional Associations Memberships

- Center for Intellectual Property, University of Maryland University College, 2009-2010.
- Association of College & Research Libraries, 2000-2008/09.
  - ACRL Instruction Section, 2000-2004.
- Colorado Association of Libraries (CAL), 2008-2009.
- American Library Association, 2000-2008.
  - Library Administration and Management Association, 2004-2006; 2008-2009. (*ck,dts)
- Colorado Council of Medical Librarians (CCML), 2005-2006.
- Midcontinental Chapter of the Medical Library Association (MCMLA), 2005-2006.

Continuing Education

- Code of Best Practices in Fair Use for Academic and Research Libraries. Colorado Alliance of Research Libraries. August 24, 2012.
- Center for Intellectual Property (CIP) Online Conversation: "Fair use trends" with Madelyn Wessel, Special Advisor to the University Librarian and Liaison to the General Counsel, University of Virginia. May 12, 2010. Webinar online.
- Colorado Alliance eBook Conference, May 6, 2011.
- "Future of Libraries", webinar series, 2011. June 14 – July 1. "Future ready"/Stephen Abram; "The future of libraries and technology"/Sarah Houghton; "Check in at the Future of Libraries"/Joe Murphy.
- "Best practices in OCLC ILL policies directory", OCLC webcast, Feb 3, 2010, online.
- "Journal Discovery Vendor Showcase", Colorado Alliance of Research Libraries, Denver, Colorado, May 7, 2010. Attended with contingent of HSL faculty and nextgen opac team members with Jeff Kuntzman.
- "Building a brand", Colorado Association of Libraries (CAL) CE, Kelli Johnson, High Plains Library District. Sept 23, 2010, High Plains Library District HQ, Greeley, CO.
- "Cyberinfrastructure 2010 in the Rockies: A Human-Centered Program" August 13, 2010, Colorado State University, Ft. Collins, CO. CS, Alliance of Research libraries CO, ISTec CSU, part of CI Days—Building Your Campus CI Environment program.
- EDUCAUSE Conference. Nov 4-Nov6, webinars, HSL. "Cloud computing: hype or hope?/"; "The future of higher education/Diane Oblinger; "It is about time: getting our values around copyright right/Lawrence Lessig." Offered at Health Sciences Library, UC Denver AMC. November 4-6, 2009.
- "Net Gen 2.0 and Libraries." Coalition for Networked Information, Joan Lippincott. Hosted by Colorado Alliance of Research Libraries, Alliance Office. Nov 3, 2009.
- Handheld Librarian Online Conference. UC Denver Health Sciences Library. July 30, 2009.
- 8th Annual CU Online Spring Symposium. "Teach Differently" and "Special keynote: The Tower and the Cloud." UC Denver AMC. May 21, 2009.
- OCLC Mobile Applications Webinar, Cindy Cunningham, Director of Partner Programs for OCLC. Health Sciences Library. April 2, 2009.
- Innovative Users Group meeting at ALA in Denver, January 23, 2009 Colorado Convention Center. http://www.innopacusers.org/iug-at-ala-midwinter-2009.

Professional Service
- Ex-officio Access Services rep from HSL to the PASCAL Board of Directors, 2004-present.
- Print Legacy Committee, UCD Health Sciences representative, Colorado Alliance of Research Libraries, 2009.
- Shared Collection Development Committee (SCDC), Colorado Alliance of Research Libraries, 2009 "proxy" representative for UC Denver Health Sciences
- Digital Reference Subcommittee, MOBIUS Electronic Resources Advisory Committee (MERAC). 2002-2003.
- Teaching Methods Committee, ACRL Instruction Section, 2001-2002.

Library and University Service

- Visibly Human Symposium planning group, 2009-2010.
- UCD Health Sciences Library NextGen OPAC library committee, 2009-2010.

- Chair, Library Faculty Guidelines Taskforce to Update HSL faculty guidelines, 2009-2011.
- PASCAL Board meetings, supporting member, 'ex-officio', 2004-present.
- Co-coordinate and serve as rotating chair of HSL Public Services meetings.
- UCD Health Sciences Library Exhibits Committee, 2010-2010.
- UCD Health Sciences Library Emergency Preparedness Committee, 2006-present.
- UCD Health Sciences Library Department Heads/Library Leadership Committee, 2004-present.
- UCD Health Sciences Library Communications/PR/Marketing Committee, 2008-present.
- UCD Health Sciences Library Staff Development Committee, 2006-2010.
- UCD Health Sciences Library MedConnect Members Committee, 2004-present.
- Chaired PASCAL (high density storage facility) Policy Committee, 2008, a consortia committee with Access representative from depositing libraries to establish/clarify general depositing, processing, and service policies and standards for the PASCAL operation, Preservation and Access Service Center for Colorado Academic Libraries.
- Denison Library, Collection Preparation/Move committee, 2004-present. Committee to plan and manage adjustments, shifts, integrations and mergers, stack capacity, etc. of collections in preparation for move of collections to the new library on the Fitzsimmons campus.
- UCD Alumni Survey Working Group 2012-present
- UCD Libraries Consolidation Working Group, 2006-2007.
- Faculty Senate Representative, Library Science Department, Southwest Missouri State University, 2003-2004.
- Southwest Missouri State University, Academic Affairs Leadership Associate Program, 2001-2002.

Teaching

- Assistant Professor (2001-2004), Department of Library Science, Southwest Missouri State University, Springfield, Missouri. Responsible for preparing and teaching semester sections of LIS 101: Introduction to the Library. Occasional lecturer for graduate level courses, e.g. LIS 504, Reference as part of the University of Missouri, Columbia's library science program.
- Over ten years of experience as trainer and presenter of academic library resources, indexes, and online and web databases instructing users in the use of such resources, database searching strategies, evaluation of sources of information.
- Development and design of programs of library instruction for entering college students (Freshman Experience Program, Pittsburg State University and Introduction to University Life at Missouri State University) and English composition classes (Pittsburg State University).

Lilian Takahashi Hoffecker, PhD (Physical Anthropology), MLS, Senior Instructor, Health Sciences Library. Lilian is a research librarian who conducts comprehensive literature searches for systematic reviews and meta-analyses. Additionally she is involved with scholarly communications issues especially related to the library's role in the open access movement. Lilian's academic and research focus include medical literature searching and medical library history.

Select Publications (last 5 years)

- Noschenko, A., Hoffecker, L., Lindley, E.M., Burger, E.L., Cain C.M., and Patel, V.V. (2012 under review). Perioperative and two year bone morphogenetic protein clinical effects versus iliac crest cone graft for lumbar fusion in degenerative disc disease. Systematic review and meta-analysis. *The Spine Journal.*

- Oman, K.S., Fink, R., Kleiner, C., Makic, M. F., Wenger, B., Hoffecker, L., Mancuso, M., Schmiege, S., Cook, P.   (2012 in preparation). "Intradermal lidocaine or bacteriostatic normal saline prior to intravenous catheter insertion: a meta-analysis," *Nursing Research.*
- Khodaee, M., Spittler, J. and Hoffecker, L. (2012 in preparation). What are the indications for operative versus non-operative management of acute Achilles tendon rupture?   *Journal of Family Practice.*
- Davis, L., Hoffecker, L., and Caplan, L. (2012 in preparation). Validated ICD-9 coding algorithms for identification of cardiovascular disease, myocardial infarction, stroke, percutaneous coronary intervention, and coronary artery bypass graft.
- Roche-Dean, M., Magilvy, K., and Hoffecker, L. (2012 in preparation). Factors influencing communication in the multilingual cognitively impaired elderly population.   *Journal of Transcultural Nursing.*
- Hoffecker, L. and Fletcher, A. (2010) The role of the Colorado medical community in the formation of the Medical Library Association, Lightning Poster Presentation, Medical Library Association, Washington, DC, 2010.
- Hoffecker, L. (2010). Book review: Health Policy Reference Center.   EBSCO. Internet Resource. Reviewed in *Choice* Aug 2010.
- Hoffecker, L. (2010). Book review: The Gale encyclopedia of alternative medicine, ed. by Laurie J. Fundukian.   3rd ed.   Gale, part of Cengage Learning, 2009.   4 vols. in. Reviewed in *Choice*, June 2010.
- Caplan, L., Hoffecker, L. and Prochazka, A. (2008) Ethics in the rheumatology literature: a systematic review. *Arthritis Care and Research*, 59(6): 816-21, PMID: 18512718.

Research grant proposal, submitted Fall 2012. *Best Evidence on the Frontier. History of Colorado Medical Libraries.* A book project. National Endowment for the Humanities, Summer Stipend Program.

Lisa K. Traditi, MLS, AHIP, Head of Education and Reference, came to the Health Sciences Library in 1996 after more than 9 years as a hospital librarian in the Denver metro area.   In addition to managing a department of eight, Lisa is co-director of the CHA/PA Evidence Based Medicine course and has coordinated the librarian tutor team for the Rocky Mountain EBHC Workshop since 1999.   She teaches more than 90 classes each year, most within the curricula of the schools, colleges, and clinical education programs of CU AMC.   Active in professional library associations,   Lisa also teaches and consults at a local and national level on the librarians role in health care informatics and evidence based practice, adult education and reference services.

Previous Professional Positions

- *Director, Library and Audio Visual Services,* Swedish Medical Center, Englewood, Colorado, 1992 – 1995; *Library Director - St. Luke's Hospital,* Presbyterian/St. Luke's Healthcare System, Denver, Colorado, 1989 – 1992; *Hospital Librarian*, Aurora Presbyterian Hospital, Aurora, Colorado, 1987-1989

Education

- **MLS** (full scholarship), University of Arizona, Tucson, Arizona, 1984; **BA**, English/Creative Writing, Southwest Missouri State University (now Missouri State University), Springfield, Missouri, 1982.

Academy Memberships

- Distinguished Member of the MLA Academy of Health Information Professionals, 2000- .

Professional Activities (last 5 years)

- Medical Library Association (MLA)
    - MLA Academy of Teaching Excellence (MATE) Task Force, 2011-
    - Eliot Prize Jury, 2011-
    - MLA Nominating Committee 2012
    - MLA Board of Directors Candidate 2006; 2012
    - Libraries in Curriculum Special Interest Group, 2006-
    - Educational Media and Technologies Section
    - Leadership and Management Section
    - Medical Informatics Section
    - Continuing Education Committee Co-Chair 2010 –
    - Professional Development Chair 2005-2007
    - Candidate to the Nominating Committee 2007
    - MLA CE Instructor for MLA Annual Meetings and MLA Chapter Meetings:
        - Instructor, Creating Influence section of "Symposium of Sages." Continuing Education Course, Midcontinental Chapter of MLA Annual Meeting, Topeka, KS, October 2010
        - Instructor, "Teaching about Evidence Based Practice." Continuing Education Course, Pacific Northwest Chapter of MLA Annual Meeting, Seattle, WA, October 2009
        - Instructor, "Creating Influence." Continuing Education Course, MLA Annual Meeting, Honolulu, HI, May 2009
        - Instructor, "Creating Influence." Continuing Education Course, Midcontinental Chapter of MLA Annual Meeting, Cody, WY, October 2008
        - Instructor, "Teaching about Evidence Based Practice." Continuing Education Course, Southern Chapter of MLA Annual Meeting, Charleston, SC, October 2007

- Midcontinental Chapter of the Medical Library Association (MCMLA)
    - Chair, 2014 Quintuple MLA Chapter Meeting 2011-
    - Education Committee 2010 –
    - Nominating Committee 2008-10, Chair 2009-2010
    - Honors and Awards Committee 2005-2008, Chair 2007-2008

- Colorado Council of Medical Librarians

- o Awards Committee 2007- , Chair 2008-2012
- o Publicity Chair, MCMLA 2009 Annual Meeting Committee 2007-2009

- ▪ AAMC Western Group on Educational Affairs
  - o Libraries in Medical Education (LIME) Leader, 2009-2010
  - o Libraries in Medical Education (LIME) Leader-elect, 2008-2009

- ▪ University of Colorado Anschutz Medical Campus and Health Sciences Library
  - o Member, Educational Support Services Assistant Director Search Committee, 2012
  - o Chair, IT Professional Search Committee, 2012
  - o Chair, Communications Committee, 2010-
  - o Member, IRO Librarian Search Committee, 2010
  - o UC Denver Faculty Rewards Task Force, 2009
  - o University of Colorado Hospital Nursing Research and EBP Council, 2009-
  - o Chair, IRO Librarian Search Committee, 2008
  - o Chair, Head of IRO Search Committee, 2008
  - o HSL Liaisons Team, 2008-
  - o Host, NLM Associate visit -- Alison Rollins, April 2007
  - o Health Sciences Library Director Search Committee, 2007
  - o UC Denver Mission Vision and Values Task Force 2007
  - o UCD AMC Clinical Translational Science Award Group, 2007 –
  - o HSL Faculty Senate, Chair 2009
  - o HSL Teaching Team, Chair, 1996 –
  - o HSL Leadership Team, 1996 -
  - o HSL Staff Development Committee, 1996-2010
  - o Denison Library Information Desk Team, 1996-2007

University of Colorado Teaching
- ▪ Co-Director, Child Health Associates/Physician Assistant Evidence Based Medicine Course, 2007 – present
- ▪ Invited Librarian Tutor, Duke University Teaching and Leading EBM: A Workshop for Teachers and Champions of Evidence-Based Medicine. 2012
- ▪ Faculty and Librarian Coordinator, Rocky Mountain Evidence-Based Health Care Workshop, 1998-present
- ▪ Campus Wide Interprofessional Training, Facilitator
- ▪ Coordinator, GIM Informatics Elective, 1999-2008

Grants

- ▪ Principle Investigator, Librarians as Participants at the 4th Rocky Mountain EBHC Workshop: NN/LM Impact Grant in the amount of $10,000. 2002.

Publications (Last Five Years)

- Traditi LK. Gerald J. Perry, AHIP, Medical Library Association, 2011-2012. J Med Libr Assoc. 2011 Jul; 99(3):185-8. PubMed PMID: 21753908
- Traditi L. "Educational Services" in *The Medical Library Association Guide to Managing Health Care Libraries, 2nd edition*, edited by Margaret Bandy and Rosalind Dudden.   New York: Neal-Schuman Publishers, 2011.
- Goode CJ, Fink RM, Krugman M, Oman KS, Traditi LK. The Colorado Patient-Centered   Interprofessional Evidence-Based Practice Model: a framework for transformation. Worldviews Evid Based Nurs. 2011 Jun;8(2):96-105. Epub 2010 Dec 6. PubMed PMID: 21134125.
- Traditi L. "Using Technology to Support Evidence Based Practice" in *Evidence Based Practice: An Implementation Guide for Healthcare Organizations* edited by Janet Houser and Kathleen S. Oman. Sudbury, MA : Jones and Bartlett Learning, c2011**.**
- Traditi L and Fletcher A. "Searching the Literature: Asking the Right Question - Getting the Right Answers" in UCH Nursing Research Manual. Fink R.   2nd Edition, 2009.

Heidi A. Zuniga, MSLS, MA, Electronic Resources Librarian, has been with the Health Sciences Library for almost two years.   Heidi is responsible for the management of the library's electronic resources as well as the development of the digital repository. She is interested in the role of institutional repositories and the use of mobile technology at academic medical institutions.

Education
- M.S. in Library Science, 2008 Clarion University of Pennsylvania, Clarion, PA
- M.A. in English, 2002   Colorado State University, Fort Collins, CO
- B.A. in English, Minor in Printing and Publishing Arts, 1998   Pacific Lutheran University, Tacoma, WA

Professional Experience

- Electronic Resources Librarian April 2011-present, University of Colorado, Health Sciences Library
- Electronic Resources Librarian 2009- 2011, Ithaca College, Ithaca, NY
- Program Coordinator 2000-2001, Arthropod-Borne and Infectious Diseases Lab Colorado State University, Fort Collins, CO
- Assisting Journal Editor and Program Coordinator 1999-2000, Institute of Parasitology, Ceské Budejovice, Czech Republic

Professional Activities (Last 5 Years)

- Serials Solutions Western Regional Meeting. Host/Organizer, Participant. University of Colorado Health Sciences Library (September, 2012)

- National Network/Libraries of Medicine Mid-continental Region Professional Development Award Webinar. Presenter. Topic: Electronic Resources & Libraries Conference Roundup; Acquisition and Workflow/Management Tips and Trends (April, 2012)
- "Preventing Information Loss when the Electronic Resources Librarian Resigns." Presenter, Participant. Electronic Resources & Libraries Conference, Austin, TX (April, 2012)
- 2011 Rocky Mountain Identity and Access Management Summit. Host/Organizer, Participant. University of Colorado Health Sciences Library (October, 2011)
- Data Curation Profiles Workshop. Participant. Colorado State University, Fort Collins, CO (April, 2011)
- Electronic Resources & Libraries Conference. Participant. Austin, TX (February, 2010)
- Ex Libris Mid-Atlantic Users Group Conference. E-book Round Table Co-Presenter, Participant. Binghamton, NY (November, 2010)
- "Preparing for the Coming Harvest: Successful Projects that can Streamline ERM
- Implementation." Poster presentation, Participant. Association of College and Research Libraries Annual Conference, Seattle, WA (March 2009)

Publications

- Zuniga, H. (2012, July). Preparing for a different kind of disaster: The departure of the electronic resources librarian. Library Connect Newsletter, 10(2)
- Leffler, J. & Zuniga, H. (2010, July). Development and Use of License Forms for Libraries with and without Electronic Resource Management Systems. Technical Services Quarterly, 27(3), 279-288.
- Zuniga, H. (2008). Establishing a Library Career Path before You Graduate. Colorado Libraries. November/December, 34 (3).
- Zuniga, H. (2006, August). Michener's Lost Manuscript. James A. Michener Society Newsletter.

Awards

- National Network/Libraries of Medicine Mid-continental Region iTest iPad Program recipient. (January, 2012)
- National Network/Libraries of Medicine Mid-continental Region Professional Development Award recipient.

University/College Service

- iPad Software Group, University of Colorado Health Sciences Library (2012-present)
- Head of Collection Management Search Committee, University of Colorado Health Sciences Library (2012-2013)
- Faculty Status Committee (2011-2012)
- Digital Repository Committee, Chair, University of Colorado Health Sciences Library (2011-present)
- Web Committee, University of Colorado Health Sciences Library (2011-2012)
- DigiTool Technical Committee, University of Colorado Health Sciences Library (2011-present)

- Marketing Team, Ithaca College (2009-2011)
- Cataloging Team, Ithaca College (2009-2011)
- Health Sciences Librarian Search Committee, Ithaca College (2009-2010)

Professional Memberships and Activity

- Editorial Board Member, *Journal of Electronic Resources Librarianship* (JERL) August 2010-present
- Colorado Counsel of Medical Librarians (2006-2008; 2011-present)

Diversity

The faculty and staff members of the HSL are committed to diversity and support campus efforts in this area. Diversity-related programming includes proactive support for staff involvement in relevant leadership roles and engagement in diversity-related activities, and the collection of pertinent resources such as the print *Strauss-Wisneski Indigenous and Integrative Medicine Collection* featuring materials on traditional and often ethnic population-based health practices, and the licensing of digital databases highlighting multicultural issues in health care such as *Natural Medicines Comprehensive Database* and *Informe*.

The Library's current Diversity Plan dates from 2007, and was prepared in response to a call for plan updates from the consolidated University's executive leadership. The Plan included assessments of the Library's environment and climate, recruitment and retention efforts to attract and sustain a diverse faculty and staff work force, and goals for the coming years.

The assessment of the environment and climate was partially based on a survey deployed in 2004, nearly a decade ago, which: solicited responses to demographic questions allowing staff to self-disclose their diverse identities; captured data on staff involvement in diversity-related activities; asked staff to describe the current climate for diversity at the Library and on campus; and solicited ideas for supporting and encouraged diversity-enhancing activities.

Diversity as defined by the Library's Diversity Plan is more encompassing than traditional census-based demographic definitions of minority status and includes religious affiliations and sexual orientation.

> "Diversity as defined by the Library's Diversity Plan is more encompassing than traditional census-based demographic definitions of minority status and includes religious affiliations and sexual orientation."

Following are key findings of the *2004 Library Diversity Survey*:

- The overall response rate was 51%; 75% of faculty and 35% of Classified staff responded.
- Forty percent of all respondents self-identified as belonging to a minority group; 33% of faculty respondents self-identified as minority compared with 50% of Classified staff respondents.
- When asked what diversity-related activities they have engaged in, Diversity Week/Month activities were the most popular; 40% said they attended a related event.   Thirty-five percent said they engaged in no diversity-related activities.   Among the reasons given: lack of time and scheduling conflicts.
- Twenty percent of respondents serve on a campus diversity-related committee.

- In terms of climate, Faculty were overwhelmingly (83%) positive, or indicated that they saw signs of improvement, both on campus and in the Library. All Classified staff were positive about campus/library climate.
- When asked to describe the state of civility and respect in the Library and on campus, all Classified staff indicated that they were treated well. Faculty members were nearly as approving; 67% indicated that people here were treated with respect and civility. Twenty-five percent indicated there was a need for improvement. Several Classified staff and faculty mentioned communications problems with non-English native speakers.

Many suggestions were offered by survey-takers to enhance diversity-related activities in the Library and on campus, including Library Staff Development Committee-sponsored in-servicing, release time from duties to attend campus events, and proactive planning for anticipated demographic changes in terms of Library staffing and customer mix.

In response to open-ended questions, survey respondents expressed a number of concerns about diversity both on campus and in the Library, along with a number of suggestions. Among the challenges cited were: communications and a need on the part of Library and campus leadership to articulate diversity as a core value and goal; the need to put resources into diversity; and the need to encourage a less stressful work environment which is seen as a detriment to full engagement. According to one staff member, "I am not as aware of diversity efforts by the Library, although I know that the Library seizes hiring opportunities of faculty and staff of color and underrepresented groups when they present themselves." Another *Survey* respondent commented, "Differences in English fluency and diverse viewpoints are more often met with frustration than acceptance and sometimes different views are labeled "wrong" because they don't fit a person's own values."

Responding to the Survey – Diversity Goals:
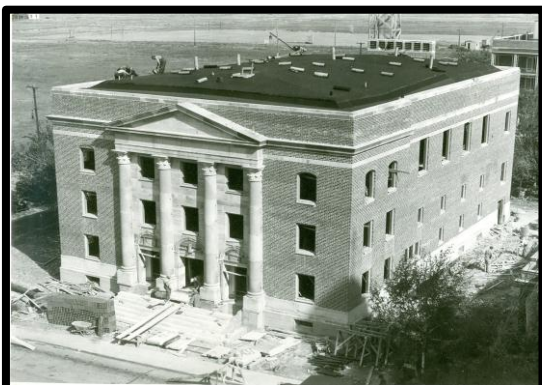
Denison Library

Upon relocation of the Library facility to the Anschutz Medical Campus in 2007, the Library's leadership team decided to put the Library's Diversity Committee on temporary hiatus, as our limited staff reported feelings of being overwhelmed by the details of relocating the facility's resources and services to the new campus and to a building twice the size of the previous.

Nonetheless, work towards the Library's Diversity goals as articulated in the Plan commenced and continue to this day. Following is an outline of those goals with a status update:

Goal 1: Recruit, Hire and Retain Diverse Personnel (Linked to HSL Strategic Plan Goals 1, 3, 4, 5, 6 & 7).

Objective 1 [Recruit].   Participate in the three-year grant, High School to Health Sciences Librarianship and Informatics Project, funded by the Institute for Museum and Library Services with seven other biomedical universities to develop, test, and evaluate effective ways of introducing secondary school minority students to biomedical information careers and the academic path that can lead them there. (Linked to HSL Strategic Plan Goal 4).

Status: Ongoing. While the grant has come to a close and funding is no longer available, the HSL continues to advance the agenda of the grant by focusing on pathway programing in partnership with the Office of Diversity and inclusion.   The grant produced a poster regarding the attractiveness of health information careers for traditionally underrepresented youth, and was most recently presented by faculty member Tina Moser at the Minority Recruitment Fair as part of the Association of American Medical College's 2011 Annual Meeting held in Denver, CO.

Objective 2 [Recruit, Hire, and Retain].   Create a Diversity Fellowship to attract and retain faculty or other personnel with essential skills with a diverse applicant pool, including persons from under-represented populations.   (Linked to HSL Strategic Plan Goal 5).

Status: The HSL was unable to secure funding for a Diversity Fellowship, despite efforts to advance the initiative collaboratively with peer CU System libraries.   In Sept. 2007, Library Leadership was able to obtain funding support from the CU President's Office, Diversity Office, to recruit and retain then Classified Staff member Tina Moser into a permanent faculty position as Assistant Access Services Librarian upon her completion of a Master of Library Sciences degree from the University of Denver.

Objective 3 [Retain].   Library staff will create a climate of diversity through participation in a variety of library, campus, regional, and national groups.   (Linked to HSL Strategic Plan Goals 4, 5).

Status: HSL staff and faculty are equally encouraged to participate in diversity and inclusion-related activities, including memberships in and service to local, regional and national affinity groups. Education and Reference Library Technician III Ruby Nugent is presently President of the Colorado Chapter of REFORMA, a national association supporting the library and information service needs of Latino/a identified individuals and communities.   Former Web Services Librarian Sheila Yeh served on the Anschutz Medical Campus' Faculty and Staff Multicultural Affairs Committee (FSMAC) and served as that Committee's representative to the CU System-wide FSMAC.   After Sheila resigned her position to take a leadership post at University of Denver's Penrose Library, Tina Moser of Access Services volunteered to serve on the Anschutz Medical Campus FSMAC and was recently appointed as the official representative to the System Committee.

The Library's Staff Development Committee typically schedules four library-wide development events a year, including diversity-related activities.   Past programming has included managing conflict in the workplace with diversity as a value, and working with disabled users.

Objective 4 [Recruit].   Increase efforts to recruit a diverse pool of job candidates, including persons from under-represented groups for both classified staff and faculty positions.   (Linked to HSL Strategic Plan Goals 4, 5, 6).

Status: The Library requires that all staff participate in Human Resources-sponsored training for insuring that all searches for both faculty and Classified Staff positions are inclusive.   When feasible, Library search committees include, at minimum, one member of a traditionally underrepresented group.   Search announcements are consistently and routinely distributed to a wide range of communication venues to attract a diverse applicant pool including those that target Asian, Hispanic, African-ancestry and GLBT and other diverse groups of health sciences librarians and staff.

Objective 5 [Assess].   Administer a diversity survey to all staff to assess the current state of diversity within the library. (Linked to HSL Strategic Plan Goals 4, 6, 7).

Status: This objective was completed in May of 2008 but has not been replicated since.   An updated survey will be considered as part of the Library's 2013-2017 Strategic Plan initiative.   It is anticipated that to achieve it will be necessary to "revive" the Library's Diversity Committee.

Goal 2: Provide library collections and services which reflect and address the needs of diverse library user populations at the Auraria and HSC libraries.   (Linked to HSL Strategic Plan Goals 1, 3, 4, 5, & 7).

Objective 1.   Assess current state of services and staff concerns regarding the needs of our diverse user base and identify 3-5 most important issues.   (Linked to HSL Strategic Plan Goals 1, 3, 4).

Status: The original intent of this objective was to partner with our "sister" Auraria Library to survey Library staff regarding concerns about library services to our diverse user base.   The relocation of the Library facility in 2007, and changes in leadership at the Auraria Library resulted in distraction away from this goal, which has yet to be realized.   Library faculty and staff will revisit this objective as part of its strategic planning initiative to determine if this is still a useful and worthy effort, and if so approach our Auraria peers to assess their interest.

Objective 2. Create a means for engaging our users in discussions and decisions regarding needs of our diverse user base. (Linked to HSL Strategic Plan Goals 4 & 7).

Status: This objective has yet to be accomplished, but will be considered as part of the Library's 2013-2017 Strategic Plan initiative.   It is anticipated that to achieve it will be necessary to "revive" the Library's Diversity Committee.

Objective 3. Provide training to address issues identified in objectives 1 and 2. (Related to HSL Strategic Plan Goals 4 & 5).

Status: This objective has yet to be accomplished, but will be considered as part of the Library's 2013-2017 Strategic Plan initiative.   It is anticipated that to achieve it will be necessary to "revive" the Library's Diversity Committee.

Objective 4. Provide a collection that incorporates health information relevant to diverse groups and facilitate access to materials.

Status: The HSL has managed to maintain the levels of fiscal support adjusted for inflation for resources related to diversity in health care, including major print collections.   Funding for the Strauss-Wisneski Indigenous and Integrative Medicine Collection is provided by a donor and the endowment established under his auspices, and interest payments are used to add volumes.   In 2009 and again in 2012 the Library was able to add significant numbers of volumes to this hallmark collection through the generous donations of Dr. Leonard Wisneski (Conifer, CO) and after whom the collection's name was adjusted in 2010; nearly 1,000 additional volumes in 2009 and approximately 400 in late 2012.   Usage analytics have not supported the ongoing subscription to several databases in this topical area, however, and based on evidence of low use and interest the Library has cancelled access to *Fuente Academica* and *Medica Latina.*

Goal 3: Meet ADA Standards. (Linked to HSL Strategic Plan Goals 1 & 2).

OBJECTIVE 1. Ensure facility compliance with ADA standards. (Linked to HSL Strategic Plan Goal 2).

Status: The Library facility is fully compliant with all ADA standards.   Soon after occupancy, the Library's Staff Development Committee and Access Services staff engaged the leadership of the Disability Services Office to provide awareness training for the Library's staff, and an exercise was conducted whereby staff were led into the building atrium, blindfolded, and asked to secure the assistance of Library staff at the Service Desk.   Simultaneously, other staff were taken to a nearby parking lot, asked to sit in wheelchairs, and then directed to use the chairs to gain access to the Library and request assistance at the Service Desk.   Both activities heightened staff awareness of the challenges faced by individuals with visual and ambulatory impairments, and made a lasting impression on participants.

Since opening the new facility in 2007, staff members in Access Services have worked closely with Disability Services staff to ensure accommodation with ADA requirements, and to make accessibility technologies available to users from the Service Desk, such as enhanced text readers and scanners.

**OBJECTIVE 2.** Ensure website compliance with ADA standards. (Linked to HSL Strategic Plan Goal 1).

Status: The Library's website is fully compliant with all contemporary accessibility standards.

Resources

Overview

The Library's budget presently stands at $5.1 M (FY '13).   Approx. 68% of revenue is derived from state general funds plus Tobacco Settlement Funds.   Nearly 11% of revenue comes from the Academic Support Fee paid by Anschutz Medical Campus students.   Approx. 6% of the Library's budget results from a fee-for-service contract held by the Library to be the information services provider to the University of Colorado Hospital (UCH).   Another 11% of the budget comes from a fee-for-service contract with the Graduate Medical Education (GME) Office.   The remaining 4% comes from a range of auxiliary programs managed by the Library, including a small allocation from the School of Medicine, and Finance and Administration/Indirect Cost Recovery income.

Snapshot of the HSL Budget for FY '13 - Total $5.1 M
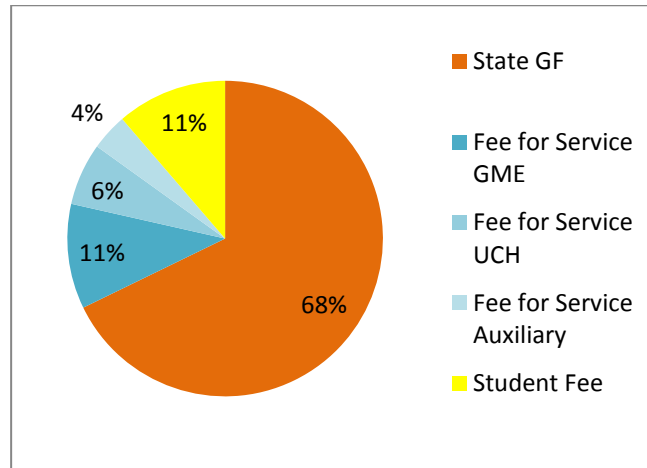
The following chart provides an overview of sources of revenue.   Seventy-nine percent of the Library's income is derived from state allocations, including Tobacco Settlement funds, and 18% comes from fees and fee-for-service contracts.

HSL Revenue
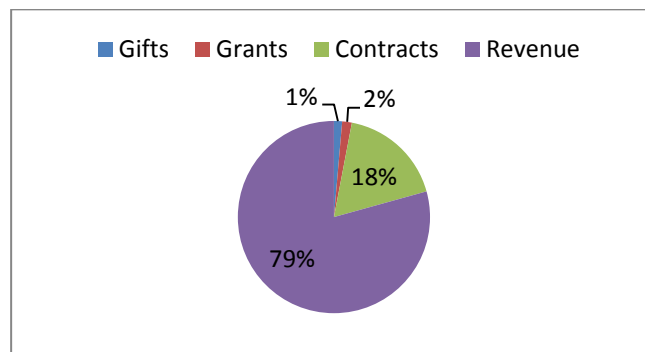
Library expenses are assigned to three key categories: Personnel (55%, total = $2.8M); Collections (37%, total = $1.9M); Operating (8%, total = $400,000).
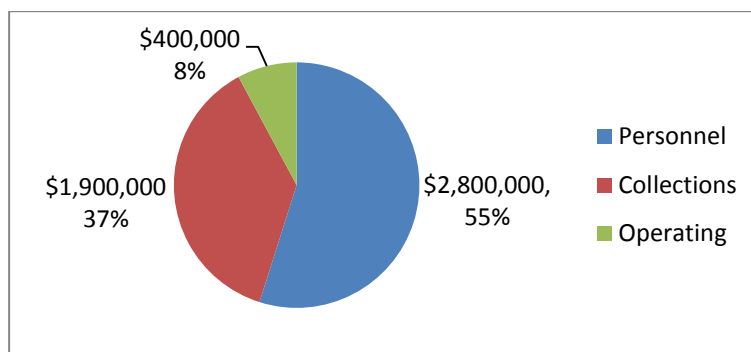
HSL Expenses

Funding for Access

The HSL's budget for collection resources for FY '13 is nearly $1.9 M.   The annual rate of inflation for collection materials (all formats) is presently estimated between 5 and 8%.   When compared against the academic health sciences libraries at our seven Regent-approved Anschutz Medical Campus peer institutions, for FY '11 (latest data) the HSL ranks 4th for collection expenditures (all formats, print and electronic), and 5th for overall expenditures (collections, personnel, capital).

A Key Challenge – **Cost of Subscriptions**

Roughly 97% of HSL collection expenditures are for ongoing subscriptions.   EBSCO, a trusted vendor to libraries, reports that *from 2007 to 2011, journal prices assessed to academic health sciences library increased a cumulative 33.2%.*   For academic health sciences libraries in the US, journal prices increased overall by 5.4% in FY '10, 5.83% in FY '11, and from between 4 and 6% for FY '12.   During this same period, the HSL budget has remained flat.   These trends are depicted below.

Percent Changes to HSL Budget Compared with Percent Changes to Journal Prices, FY's '10 – '13
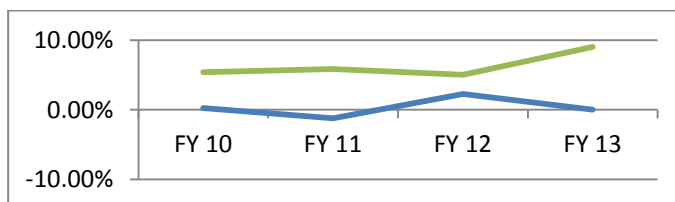
Green = Percent change of journal prices
Blue = Percent change to HSL's budget

Library Leadership appreciates the support the HSL has received during recent budget cycles. However, the HSL cannot continue to absorb annual subscription cost increases of 5.5% or greater without additional revenue. The alternatives are resource cancellations and/or relinquishing additional position lines.

Over the last three years, Library staff have *worked within our budget*, *protected access to information resources*, and *avoided cuts* by:
- Negotiating increases in support via our fee-for-service contracts with University of Colorado Hospital and Graduate Medical Education, with all new revenue used to support collections;
- Entering into a shared service agreement with Colorado State University to leverage their digital assets management software license (DigiTool) for a projected savings of nearly $12,000 per year;
- Using increased revenue from the Anschutz Medical Campus student academic support fee, generated by increases in enrollment, to offset cost increases for resources used by students;
- Re-negotiating terms for access to some online services; and,
- Rescinding and declining to fill 2 FTE positions; main impact is on ability to support clinical activities of all schools/college served.

Nearly 80% of the HSL's collections budget is invested in co-licensing agreements with other CU libraries or the Colorado Alliance of Research Libraries. As a result, the HSL offers access to over 34,000 e-journals. This was a strategic move to address longstanding complaints about the quality and size of the Library's collection. Economies of scale have served the campus well: per a study conducted by the University of Nebraska Medical Center, Anschutz Medical Campus' return on investment for collection expenditures on the HSL was $7.00 for every dollar spent (2009).

However, bigger may no longer be better. Scope of access has been achieved, but critical constituencies remain un-enfranchised (volunteer and clinical faculty, including preceptors). Further, a number of key resources have been widely adopted and deeply integrated into practice (ex. Elsevier journals, UpToDate), with use so robust that we find we must sustain access. For these tools and others, the HSL *must find capacity in its budget*. To achieve, and pending any new money, Library staff are conducting a systematic review of subscriptions and have started cancelling select resources, starting with clinical decision-making support tools such as the American College of Physicians' *ACP Pier*. Subscription packages are next. These review processes include input from stakeholders.

> HSL cannot sustain additional staff cutbacks without putting key services at risk.

Further, HSL cannot sustain additional staff cutbacks without putting key services at risk.

HSL is presently seeking an *ongoing increase to its collections base budget ($1.956 M, FY '13) of at least 6%* ($117,350 new funds for FY '14). This would constitute a modest 2.5% increase to the Library's overall base budget for FY '14.

In the meanwhile, fundraising and development activities, falling within the purview of Administration, have been escalated. HSL leadership works closely with the University of Colorado Foundation, known as the CU Foundation, on developing prospective donors, has a general case statement entitled "A 21st Century Library for 21st Century Healthcare" (please see Appendix F), and has crafted

specialized case statements promoting development in targeted areas of known interest to the Library's key donors.   The Director has participated in CU Foundation training.

Summary

Academic Master Planning now occurring on the Anschutz Medical Campus under the leadership of the Executive Vice Chancellor, and as required periodically by the Colorado Commission on Higher Education (CCHE), is actively reminding us of how rapidly the campus has evolved to fill its footprint and fulfill its mission.   Originally organized around the notion of neighborhoods with clinical, research and education communities, recent thinking encourages the integration of these critical mission areas through the sharing of space and corridors of activity.

In the original Master Plan for the campus, the HSL was envisioned as the gateway to the Anschutz Medical Campus, at the "crossroads" of the Biotech Park northwest of the facility, and the Town Center immediately north, welcoming the community to the campus, and the campus to community.   The "Great Recession" of the last few years has resulted in slower than anticipated commercial development of that Center; nonetheless, there is a noticeable pick-up in activity "across the street." Most recently, the state Department of Transportation has announced that development of the regional light rail scheme serving the campus area will commence, with a spur running along the north side of the Library building.   Construction of the rail line is slated to begin spring 2013 with the opening of a train station directly across the street from the Library as early as 2016.

The emerging vision of the campus as a place where the core missions are more explicitly integrated conceptually AND physically, and where physical access to the University will be greatly enhanced, suggests changes that the Library must consider and embrace.   A comprehensive user satisfaction assessment in the near year or two may be an important strategic move in preparing the Library for this dynamic future.   Further, the Library is READY for change.

The decrease in use of the print collection stored on the Library's 2nd and 3rd floors and its occupation of significant square feet of space is perhaps the most pressing recent development and suggests new possibilities and opportunities for the Library.   The third element of this "perfect storm" opportunity is the availability of storage capacity in the PASCAL facility run by the HSL here on the Anschutz Medical Campus, sufficient to house nearly the entire print collection.   Library Leadership is already imagining the transformation of this space in support of the campus' teaching and learning missions, where for example an active learning laboratory could be developed in former stacks space on the 3rd floor, and where technology-enhanced "solo study" spaces could be installed where print journal now stand on the 2nd floor.   To what other uses might we put such ample space?   Academic libraries all across the US and internationally are grappling with this question.   At the HSL, we believe that how that question is answered needs to consider the need and interests of the Library's key constituencies, further suggesting the need for user assessment.

As evidenced by its national rankings, the HSL is a potential leader among peer academic health sciences libraries and in particular in fulfillment of its teaching/learning mission.   However the Library manages its space opportunities, at the HSL we also believe that innovation and relevance must be front and center – a continuance of the Library's "crossroads" function.

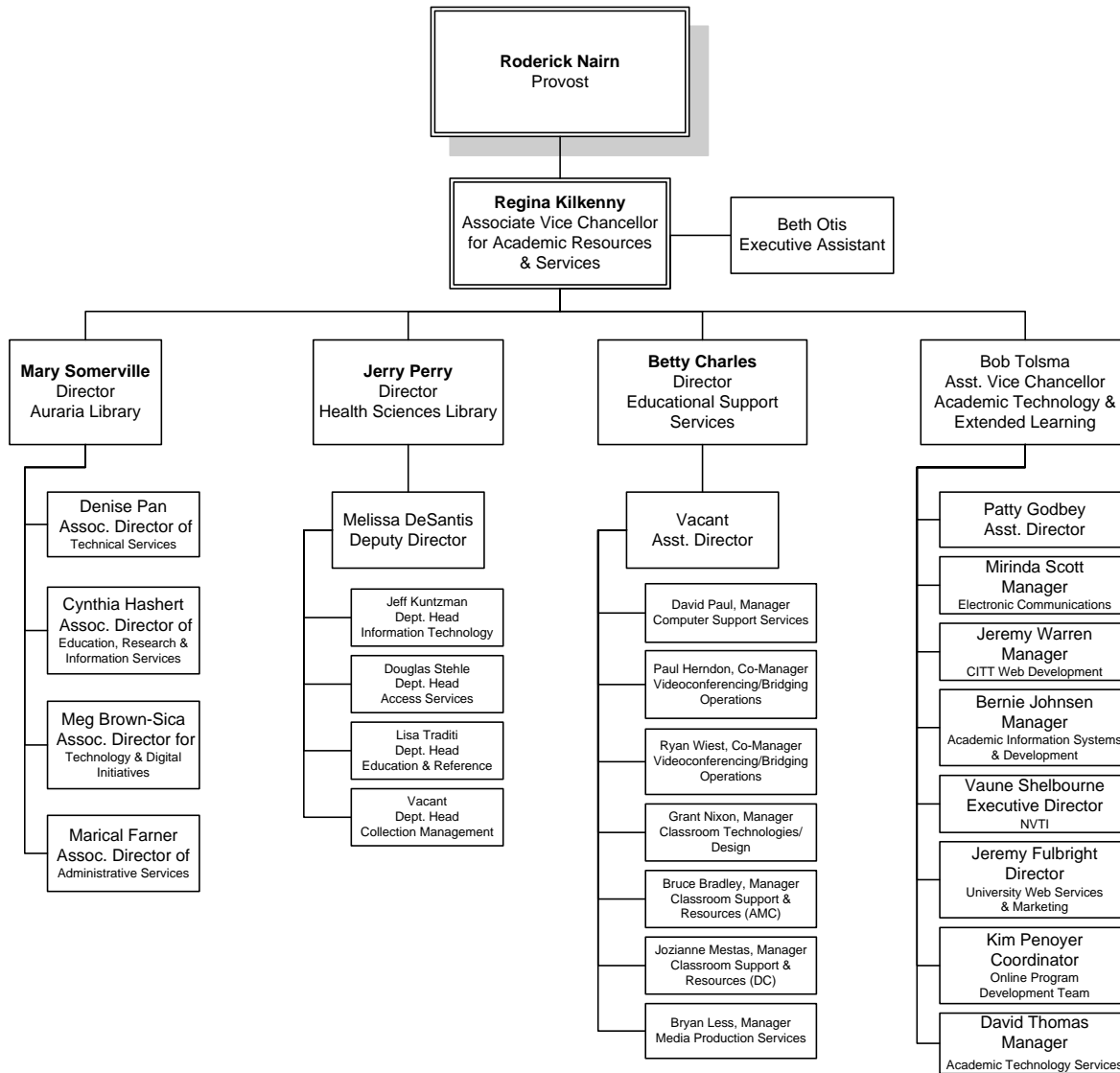"As evidenced by its national rankings, the HSL is a potential leader among peer academic health sciences libraries… "

Appendixes

A – OARS Organizational Chart
B – Regent-Approved Anschutz Medical Campus Peers
C – *Criteria and Procedures for Appointment and Promotion for Health Sciences Library Faculty*
D – HSL Organizational Chart
E – HSL 2008-2012 Strategic Plan
F – "A 21st Century Library for 21st Century Healthcare" Library Case Statement

Office of Academic Resources & Services

October 2012

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Provost

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Associate Vice Chancellor for Academic Resources & Services

Beth Otis
Executive Assistant

Mary Somerville
Director
Auraria Library

Jerry Perry
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Health Sciences Library

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Collection Management

Vacant
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David Paul, Manager
Computer Support Services

Paul Herndon, Co-Manager
Videoconferencing/Bridging Operations

Ryan Wiest, Co-Manager
Videoconferencing/Bridging Operations

Grant Nixon, Manager
Classroom Technologies/ Design

Bruce Bradley, Manager
Classroom Support & Resources (AMC)

Jozianne Mestas, Manager
Classroom Support & Resources (DC)

Bryan Less, Manager
Media Production Services

Patty Godbey
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Mirinda Scott
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Electronic Communications

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CITT Web Development

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Academic Information Systems & Development

Vaune Shelbourne
Executive Director
NVTI

Jeremy Fulbright
Director
University Web Services & Marketing

Kim Penoyer
Coordinator
Online Program Development Team

David Thomas
Manager
Academic Technology Services

Appendix B: Regents-Approved Anschutz Medical Campus Peer Institutions

- Medical University of South Carolina
- Oregon Health & Science University
- University of Arkansas for Medical Science
- University of Medicine and Dentistry of New Jersey
- University of Nebraska Medical Center
- University of Texas Health Sciences Center – Houston*
- University of Texas Health Sciences Center - San Antonio

*The UTHSC-Houston campus is served by the Houston Academic of Medicine's Texas Medical Center Library (HAM-TCM)

Appendix C – *Criteria and Procedures for Appointment and Promotion for Health Sciences Library Faculty*

Approved by the Provost and Legal Affairs, December 2011.

(Attached)

December 13, 2011

Jerry Perry, MLIS, AHIP
Director, Health Science Library
Anschutz Medical Campus
Campus Box A 003

Dear Mr. Perry,

I am pleased to inform you that the document you submitted to the Provost's Office, *Criteria and Procedures for Appointment & Promotion for the Health Sciences Library Faculty* has been approved.   The Legal Office has also reviewed the document and approved it for legal sufficiency.

I appreciate the dedicated work that you and your colleagues have given in the development and review of this document. I am sure that it will serve the Health Sciences Library well in the future.

Sincerely,

Roderick Nairn, Ph.D.
Provost

Concurrence:

12-13-11

Legal Office Signature and Date

Cc: Associate Vice Chancellor Goodwin

+

CRITERIA AND PROCEDURES FOR APPOINTMENT & PROMOTION

FOR HEALTH SCIENCES LIBRARY FACULTY

Health Sciences Library (HSL)
University of Colorado Denver
Anschutz Medical Campus

First Accepted by Denison Librarians
July 28, 1992

First Approved by the Office of Academic Affairs
July 29, 1992

Revised March 29, 2000
And Accepted by Library Faculty and OAA

Revised November 30, 2009
And Accepted by HSL Faculty Senate January 22, 2010

CONTENTS

INTRODUCTION

The University of Colorado Denver Health Sciences Library (HSL) on the Anschutz Medical Campus plays an integral role in supporting the university's academic, research and service missions – both patient care and community. The library strengthens the university's abilities to create, disseminate and apply knowledge by managing the university's single largest aggregation of biomedical and health information resources. The library provides information management education programs, collections and other resources desired by library users, and assistance in locating and obtaining relevant information. It also creates and maintains local databases that meet special information needs.

The library faculty is charged with the responsibility of facilitating the work of other Anschutz Medical Campus personnel by: assessing information needs; designing services to meet individual and group information needs; teaching information skills; collaborating with a wide range of campus personnel; selecting, acquiring, processing and preserving information resources; exploring the newest information technologies; planning for future delivery of collections and services; and providing leadership in resolving campus information management issues.

The policies and procedures for appointment and promotion of HSL faculty are derived from and in accord with the more general rules included in the University's/Regents' law and policies. In the event of a conflict, Regental laws and actions, Colorado legislative changes, and other policies and procedures of the university shall prevail.

DEFINITIONS

APPOINTMENT:

The act of initiating official paperwork to employ a person as a library faculty member is called an appointment if the individual's previous status was any of the following:

1) not in the employ of the University of Colorado Denver, or
2) in the employ of the University of Colorado Denver, but not in a faculty position, or
3) in the employ of the University of Colorado at one of the other campuses.

REAPPOINTMENT:

The procedure of evaluation for all library faculty that culminates in the issuance of a personnel action form by the Director. The Annual Performance Rating is completed by the faculty member's supervisor.

PROMOTION:

The normal procedure for advancement from one academic rank to another. When an individual has served the specified time in a particular rank, that individual may ask to be considered for promotion to the next academic rank, without necessarily changing job assignments.

TERMINAL DEGREE:

The American Library Association Master's degree in library or information science is considered the terminal degree for librarians. Faculty members with credentials in related fields must hold a terminal degree as defined by the common usage of that field and the position held in the Health Sciences Library.

ACADEMIC RANK

There are five levels of academic rank for faculty in the HSL. Rank is based first on consideration of academic credentials as described in the section on criteria for initial appointment, including terminal degree. All positions are non-tenure earning, ~~but~~and -enjoy all other faculty privileges ~~except for sabbatical leave.~~appropriate for this status.

INSTRUCTOR

This rank is generally the initial appointment of a beginning professional librarian or other faculty member without prior experience.

SENIOR INSTRUCTOR

The faculty member in this rank has demonstrated competence as a professional librarian or in a related field, either at the Anschutz Medical Campus, another health sciences center, or in another library setting.

ASSISTANT PROFESSOR

Appointment or promotion to this rank requires satisfaction of the criteria outlined in the section on promotion.

ASSOCIATE PROFESSOR

This rank is appropriate for faculty members who have demonstrated excellence in librarianship, teaching and/or research/publication as described in the section on promotion. This rank is usually awarded only after demonstrated excellence of service at the Assistant Professor level.

PROFESSOR

Professors have demonstrated outstanding performance over an extended period of time of service at the Health Sciences Library at the Associate Professor level.

CRITERIA FOR INITIAL APPOINTMENT

The criteria for initial appointment at the academic rank of **Instructor** are:

1. A terminal degree appropriate to the position within the library.
2. Potential for successful performance as a faculty member as judged from letters of recommendation and personal interviews.
3. Evidence of scholarly competence as judged from college transcripts or other documents showing completion of formal education.
4. Desirable knowledge and skills as judged from personal interviews and recommendations.

Criteria for initial appointment at a higher academic rank:

A. **Senior Instructor**: Individuals with prior professional experience may be appointed at this level, with higher recognition and salary. The appropriate terminal degree is required.
B. **Assistant Professor**: Individuals at this rank should be well qualified in librarianship or related fields so as to meet the promotion criteria for this level. The appropriate terminal degree is required.
C. **Associate Professor**: Associate Professors have the appropriate terminal degree, considerable professional experience, have contributed service to the information professions, and have a record of publication or promising accomplishment in research.
D. **Professor**: Professors have the appropriate terminal degree plus outstanding accomplishment in librarianship, teaching or research.

JOINT APPOINTMENTS

Joint appointments, while not common, are a mechanism that can encourage collaboration within the university and facilitate development of multi-disciplinary programs. The HSL Director follows the university's "Guidelines and Checklist for Joint Appointments of Faculty" when making the appointment and developing a Memorandum of Understanding that outlines how items such as salary, annual review, space assignments, and responsibilities will be handled.

CRITERIA FOR PROMOTION

As part of the general faculty, library faculty members will be evaluated in accordance with University-wide criteria in three broad areas:

1. Librarianship:

   Librarianship responsibilities are regarded as primary responsibilities of all library faculty. Performance in this general area carries the greatest weight in promotion decisions.

   Broadly defined, librarianship involves activities related to information access. Specialists with a variety of skills and experience collectively contribute to the goals of the library. These skills, proficiencies and responsibilities in support of the University's mission may include but are not limited to:

   - dedication to meeting the information needs of and saving the time of library users;
   - effective use of communication and customer service skills in meeting the information needs of library users;
   - selection, growth and management of the library's collection;
   - expertise in the application or design of technologies for information access and delivery;
   - systematic organization of library materials through the use of metadata;
   - effective management of library personnel;
   - effective administration of library budgets and overall financial proficiency;
   - collaboration with other members of the University community in support of the University's educational, research and institutional goals;
   - effective and innovative instruction on an individual or group level, including courses or workshops developed, curriculum planning, and academic supervision of students/interns/etc.

   Continual professional growth is an integral part of the practice of librarianship and may be demonstrated through various activities such as: continuing education or internships; application/adoption of new developments and technologies in the field; attendance and participation in professional meetings at the state, local or national level; and other opportunities for professional development.

2. Service:

   Performance of service may relate to the university, the community and the profession, and includes :
   - service on library or University committees;
   - active membership in professional associations;
   - planning or organizing meetings with measurable benefit to the profession;
   - receipt of honors or awards from professional or community groups;
   - promotion of diversity in the library or the University;

- holding a leadership position in a local, state, national or international association;
- service as an editor;
- service as a consultant.

3. <u>Creative Work and Scholarly Activity</u>:

These activities involve contributions to scholarship and to the profession such as the development of new principles and application of existing ones to theory and practice. Quality of work is more important than quantity. Such work may include:
- publications, exhibits or presentations;
- innovation in professional practice;
- development of databases or information systems;
- research (sponsored or not) in progress;
- developing scholarly expertise in an additional discipline through pursuit of a graduate degree.

The above general criteria are applied to specific ranks as follows:

A.   <u>Criteria for Promotion from Instructor to Senior Instructor</u>:

1.   Quality performance of professional responsibilities during the time-in-rank as judged by appropriate documents, including supervisory evaluation of achievement in relation to primary duties (as described in *Criteria For Promotion*, under the category "Librarianship") and written recommendations of professional colleagues or library users.

2.   Supervisory ability or contributions to human resource management as indicated by valuable innovations in work routines; formulation or reformulation of work processes; the successful hiring, training and supervision of personnel; or improving library-wide staff effectiveness.

3.   Evidence of continuing education directly related to primary job responsibilities.

4.   Participation in professional organizations at the local, state, regional or national level as indicated by holding an office, serving on committees, teaching workshops, etc.

5.   Membership in the Academy of Health Information Professionals at the Member or higher level, or similar certification in a related professional area associated with one's position and responsibilities.

6.   Any one other criterion as described in promotion guidelines for Senior Instructor to Assistant Professor, Assistant Professor to Associate Professor, or Associate Professor to full Professor besides the mandatory achievements.

7.   A minimum of two (2) years at the rank of Instructor.

Achievements number 1 and 7 are mandatory. At least three (3) of the remaining five (5) achievements must also be met.

B. Criteria for Promotion from Senior Instructor to Assistant Professor:

1. Quality performance of professional responsibilities during the time-in-rank as judged by appropriate documents, including supervisory evaluation of achievement in relation to primary duties (as described in *Criteria For Promotion*, under the category "Librarianship") and written recommendations of professional colleagues or library users.

2. Superior supervisory ability or contribution to human resource management as indicated by revamping a department, successfully resolving major personnel or other operational difficulties, or improving library-wide staff effectiveness.

3. Evidence of continuing education directly related to primary job responsibilities.

4. Mastery of a complex field of specialization, such as acquisitions, audiovisuals, cataloging, database services, history of medicine, information education, information storage and retrieval, management, reference services, resource development and sharing, serials, etc. This may be evidenced by formal service as a consultant, receipt of awards or other recognition.

5. Significant contributions to professional organizations at the local, state, regional or national level as indicated by holding an office, chairing committees, teaching workshops, etc.

6. Substantial contribution to the University through service on library committees, campus committees or significant participation in other campus-wide activities.

7. Membership in the Academy of Health Information Professionals at the Senior or Distinguished Member level, or similar certification in a related professional area associated with one's position and responsibilities.

8. Completion of a second graduate degree relevant to library operations.

9. Significant contributions to the study of librarianship, informatics or other related disciplines through publications, successful grants, funded research, conference papers, or other creative work.

10. A minimum of three (3) years at the rank of Senior Instructor.

Achievements number 1 and 10 are mandatory. At least five (5) of the remaining eight (8) achievements must also be met.

C.   Criteria for Promotion from Assistant to Associate Professor:

1.   Superior performance of professional responsibilities during the time-in-rank as judged by appropriate documents, including supervisory evaluation of achievement in relation to primary duties (as described in *Criteria For Promotion*, under the category "Librarianship") and written recommendations of professional colleagues or library users.

2.   Superior supervisory ability or contribution to human resource management as indicated by revamping a department, successfully resolving major personnel or other operational difficulties, or improving library-wide staff effectiveness.

3.   Evidence of continuing education directly related to primary job responsibilities.

4.   Mastery of a complex field of specialization, such as acquisitions, audiovisuals, cataloging, database services, history of medicine, information education, information storage and retrieval, management, reference services, resource development and sharing, serials, etc. This may be evidenced by service as a consultant, receipt of awards or other recognition.

5.   Significant contributions to professional organizations at the state, regional or national level as indicated by holding an office, chairing committees, teaching workshops, etc.

6.   Substantial contribution to the University through service on library committees, campus committees or significant participation in other campus-wide activities.

7.   Membership in the Academy of Health Information Professionals at the Senior or Distinguished Member level, or similar certification in a related professional area associated with one's position and responsibilities.

8.   Completion of a second graduate degree relevant to library operations.

9.   Significant contributions to the study of librarianship, informatics or other related disciplines through publications, successful grants, funded research, conference papers, or other creative work.

10.   A minimum of three (3) years at the rank of Assistant Professor.

Achievements number 1, 9, and 10 are mandatory. At least four (4) of the remaining seven (7) achievements must also be met.

D.   Criteria for Promotion from Associate Professor to full Professor:

1.   Superior performance of professional responsibilities during the time-in-rank as judged by appropriate documents, including supervisory evaluation of achievement in relation to primary duties (as described in *Criteria For Promotion*, under the category "Librarianship") and written recommendations of professional colleagues or library users.

2.   Superior performance in administration of a complex unit within the library or in overall administration as indicated by revamping a department, successfully resolving major personnel or other operational difficulties, or improving library-wide staff effectiveness.

3.   National professional recognition or honors such as serving as a visiting professor.

4.   Significant contributions to professional organizations at the regional or national level as indicated by holding an office, chairing committees, teaching workshops, etc.

5.   Substantial and recognized contribution to the University of Colorado Denver and/or University of Colorado through service on library committees, campus committees or significant participation in other campus/system-wide activities.

6.   Membership in the Academy of Health Information Professionals at the Distinguished Member level, or similar certification in a related professional area associated with one's position and responsibilities.

7.   Completion of a second graduate degree relevant to library operations.

8.   Significant contributions to the study of librarianship, informatics or other related disciplines through publications, successful grants, funded research, conference papers, or other creative work.

9.   Substantial university level teaching experience (credit-based courses) amounting to thirty (30) or more credit hours taught along with some record of activities such as student advising/mentoring, co-teaching and design of classes and curriculum, serving on student's dissertation committee, record of positive teaching evaluation from students/peers, etc.

10.   Five or more peer-reviewed publications.

11.   A minimum of five (5) years at the rank of Associate Professor.

Achievements number 1, 8, 10, and 11 are mandatory. At least four (4) of the remaining seven (7) achievements must also be met.

POLICIES FOR APPOINTMENT, REAPPOINTMENT & PROMOTION

Initial appointment:

New faculty members are normally appointed at the Senior Instructor or Assistant Professor level, except in cases where new professionals lack post-degree experience. Appointment at a higher academic rank is possible, depending on qualifications. The Director shall determine the starting salary based on considerations of education, experience, market conditions, and salaries of current HSL faculty members.

Appointments are non-tenure earning and can be made at any time during the year. Library faculty members in the rank of Instructor and above shall participate in the faculty benefits programs. Colorado state law (C.R.S. #24-19-104) specifically requires that non-tenure earning faculty be employees-at-will and that the following paragraph be included verbatim in letters of offer:

> *Your employment contract is subject to termination by either party to such contract at any time during its term, and you shall be deemed to be an employee-at-will. No compensation, whether as a buy-out of the remaining term of contract, as liquidated damages, or as any other form of remuneration, shall be owed or may be paid to you upon or after termination of such contract except for compensation that was earned prior to the date of termination.*

The provisions of this paragraph shall supersede and control any conflicting provisions of any University policy or employee handbook.

The library director holds a faculty appointment in the library, but, in addition, has primary appointment as a professional exempt employee in the Office of Academic Resources and Services.

Reappointment:

A faculty member's continuing appointment is contingent upon consistent superior performance as determined through the annual performance review. Each faculty member shall be reviewed annually based on the "Faculty Distribution of Effort Agreement", but will not be considered for promotion unless the individual so requests. A supervisor may suggest that promotion consideration is appropriate, but the individual must decide for her/himself and initiate the peer review process. Continuing reappointment at the same rank is possible. Promotion within a set number of years is not mandatory, but the library strongly encourages the continual professional growth and development of all faculty members.

~~Policies and procedures for nonreappointment, termination, suspension, and dismissal are covered in the University's/Regents' law and policies.~~

Annual performance and salary review:

At the beginning of each year every library faculty member will prepare a "Faculty Distribution of Effort Agreement" with her/his supervisor, subject to the approval of the Director. This agreement will reflect the primary responsibilities of the faculty member's position, the library's strategic priorities for the year, and any special arrangements for individual activities or circumstances. In the spring of the next calendar year all faculty will be evaluated based on this agreement.

A score will be given for each category of effort, and each score will be multiplied by the percent of effort. The faculty may also agree to include a behavioral or other rating instrument in the annual performance appraisal process. The total score will drive the distribution of merit pay. Merit salary increases will be based on comparison across all library faculty.

At the conclusion of the annual review cycle the Director will prepare a recommendation for every faculty member and communicate this to the Office of Academic Resources and Services. The Director will also include any special salary adjustment for factors such as special merit or equity. The Director will inform the faculty as to the range of merit increases distributed and an explicit statement as to whether or not special merit and/or equity adjustments were made.

Calendar:

Each year the HSL Deputy Director shall inform all faculty in writing of specific due dates for the evaluation process. Each faculty member shall complete a self-evaluation and submit this to her/his immediate supervisor. Supervisors shall prepare a written evaluation and meet with the faculty member to discuss both documents. Supervisors shall forward the self-evaluation and their own assessment to the HSL Deputy Director or Director. The Director shall prepare salary recommendations according to the current campus timeline.

If the faculty member wishes to be considered for promotion, s/he must so inform the Director in writing by November 15 along with the names and contact information of at least three references. At least one external reference is required. The faculty member must then submit the self-evaluation by December 15 to their supervisor. The supervisor shall prepare a written evaluation and meet with the faculty member by February 1 and forward all documents to the HSL Director within one week. For a list of all required documents, see 'Faculty Status Committee procedures' on page 15.

If the supervisor wishes to suggest that a faculty member request review for promotion, the supervisor will so advise the individual during the last week of October.

The Faculty Status Committee shall forward its recommendation to the Director by April 15.

PROCEDURES FOR APPOINTMENT & PROMOTION

I.   COMMITTEES AND ASSIGNMENTS

A.   **Search Committee**

The Director will select the members of this committee whose duty will be to assist the Director in filling a position on the library's academic staff. This committee will operate under the general campus guidelines for faculty recruitment.

B.   **Faculty Status Committee**

In a year when a faculty promotion application will be considered, an election of Faculty Status Committee members will be held in January. This committee is advisory to the Director and is responsible for reviewing and recommending action for all persons who request consideration for promotion. The committee generally consists of five members: at least three HSL faculty members, and at least one University of Colorado Denver faculty member appointed by the Director in conjunction with the Associate Vice Chancellor for Academic Affairs. The Director may not serve on this committee, but any library faculty member with an appointment of 50% or more is eligible.

In January of years where a Faculty Status Committee will be formed, the Director and Deputy Director will examine the available faculty pool, informing individual faculty members of their Committee eligibility. Eligible names will be entered onto a ballot. Elections will be held by/before the end of January. Each faculty member will vote for three candidates on the ballot. The current convener of library faculty meetings and the Deputy Director or Director will count the ballots. If there is a tie, the candidate with the longer seniority will serve.

In cases of potential conflict of interest, such as when a member of the committee has close personal ties to a candidate for promotion, the Director, in consultation with the other committee members, will appoint an ad hoc replacement. Similarly, a Committee member may be appointed when an upcoming faculty retirement or other unforeseen issue impacts the Committee membership.

Duties of the Faculty Status Committee:

The Faculty Status Committee will be responsible for reviewing and evaluating all pertinent records and documents for candidates requesting promotion. The committee will review these records and submit a written report and recommendation to the Director by April 15. The committee's function is to advise the Director.

Throughout the review process the committee will focus on the quality and significance of the performance, service, research, teaching and other activities as described in the documentation. The committee may request clarification or additional information but may not base its recommendation on personal knowledge or other information not reflected in the documentation. It is the determination of quality performance that will be the foundation of the committee's

recommendation, and the review must be an objective appraisal of tangible evidence.

Chair's duties:

Following the election of the Faculty Status Committee, the Director will convene the committee for the purpose of electing a chair. The committee may conduct this election as it deems expedient.

The Chair will be responsible for seeing that all members of the committee are familiar with the contents of this document. The Chair will also see that the confidentiality of all records is preserved as the committee carries out its duties. When the committee receives notice of the need to review a candidate for promotion, the Chair will set the time and place for meeting.

At the first meeting the Chair will remind committee members of the need to maintain confidentiality and the procedures to be followed in their review. Each candidate will have submitted the names of three references, and the Chair may poll the Faculty Status Committee and suggest additional individuals who have knowledge of the candidate's work.

Faculty Status Committee procedures:

All personnel records and files relating to candidates being reviewed by the committee will be kept in the Library Administration office when not in use by the committee. The Director will provide the committee with the initial documentation packet for each candidate, including:

* an updated curriculum vitae
* the candidate's self-evaluation and any supporting documentation:
  * evidence of professional activities
  * evidence of library or University service
  * copies of publications or other work
* the supervisor's evaluation
* copies of letters of evaluation solicited by the Director
  (from both internal and external evaluators)
* prior self-evaluations and supervisor evaluations may be included
* candidate's job description

The committee will meet as necessary to give fair and equitable consideration to each candidate. The Chair may ask to meet with the candidate to discuss the documentation. Any subsequent request for clarification or additional information must go to the Director, who will take prompt steps to obtaining such. Upon conclusion of its deliberations, the Faculty Status Committee will make a written recommendation to the Director, and return all documentation, any working files and computer records to be held in administration until after all steps in the promotion process have been completed.

Following consideration of the committee's recommendation, the Director may request a meeting with the committee or may proceed to make a decision regarding promotion. The Director will inform the candidate of his/her decision and provide a copy of the Faculty Status Committee's report and

recommendation. The candidate may request a meeting with the Director and the committee to discuss any questions regarding the decision. Efforts are made to resolve any disagreements at this time, before a recommendation is sent to the Office of Academic Resources and Services. Upon receipt of approval or disapproval of that recommendation, the Director will inform both the candidate and the Chair of the committee.

Committee report and recommendation:

The draft report is prepared and submitted to the Director by April 15th. Once finalized and accepted by the Director all temporary versions must be destroyed. The report will include:

* name of the person reviewed
* type of promotion under consideration
* a summary of major factors leading to the recommendation
* recommendation for or against promotion
* a minority dissension if appropriate
* names and signatures of committee members with the Chair so designated

C.   Review Committee

At his/her discretion, the Director may establish a Review Committee to aid in the evaluation of recommendations forwarded by the Faculty Status Committee. For example, a Review Committee would be formed to consider a disagreement between the candidate and the Faculty Status Committee. This Review Committee, chosen by the Director, shall consist of one member of the primary unit, one campus teaching faculty member, and one librarian from the University of Colorado system. Members of the Review Committee may serve on more than one review in the interests of providing consistency and continuity. The recommendations of the Director of the library and the Review Committee are forwarded to the chief academic officer.

HEALTH SCIENCES LIBRARY
HSL Faculty Distribution of Effort Agreement

_____   _____   _____
Name of Faculty Member   Academic Title   Year

Activity   Percent of Effort   Rating

I. *LIBRARIANSHIP*
    A. Supervision/administration   ____

    B. Primary job responsibilities   ____

    C. Collaboration outside library   ____

    D. Teaching   ____

    E. Professional Development   ____

    TOTAL LIBRARIANSHIP   ____   ____

II. *SERVICE*
    A. Institutional Service   ____

    B. Professional Service   ____

    TOTAL SERVICE   ____   ____

III. *CREATIVE WORK AND SCHOLARLY ACTIVITY*   ____   ____

TOTAL   100 %   ____

Planning the Annual
"Faculty Distribution of Effort Agreement"
(FDEA)

Effort for category I. Librarianship generally should not be below 75%. FDEAs and percentages vary from year to year. As they plan their FDEAs, faculty should take into consideration the criteria for promotion. Viewed over multiple years, a typical FDEA would have Librarianship in the range of 75 to 85 percent, leaving opportunity and time for elements of professional service and creative work and scholarly activities, which are required for promotion to the ranks of Associate and Full Professor.

I. **Librarianship**

A. Amount of time spent on supervision will depend upon number of staff supervised, length of employment of staff members, special training needs, or other human resource issues which must be addressed during the year.

Amount of time spend on administration will be based on anticipated introduction of new policies or procedures, significant changes to services, or other demands for planning and coordination.

B. Primary job responsibilities are covered in the position description for each faculty member.

C. Estimate the time that will be devoted to collaboration with faculty in other Schools.

D. For teaching, if calculating by hours for each hour of class time, multiply by 2 to estimate effort towards teaching. This includes but is not limited to regular library classes, teaching within the curriculum, grand rounds or other lecture presentations, special classes, consultations, semester long courses, and tours/orientations.

E. Professional Development: Activities included in this category are those in which faculty engage for the principal purpose of remaining current or advancing their knowledge and skills, e.g., attendance at professional or scientific meetings, conferences or seminars; continuing education enrollment; independent study; etc. The amount of such effort should not exceed 10 percent.

II. **Service**

A. Institutional service refers to activities that benefit the institution and includes involvement on library and university committees. Examples include participation on

committees related to staff development, emergency preparedness, strategic planning, web site development, student and alumni relations, fundraising, and public relations. Service on staff and faculty search committees fall into this category.

B. Professional service refers to activities that benefit the profession. Examples include: serving on committees for professional organizations; acting as a reviewer or editor of a professional publication; teaching continuing education classes; acting as a consultant.

III. **Creative Work and Scholarly Activity**

The time and effort remaining after categories I and II are totaled should be devoted to creative work. Given the small size of the library staff and service commitments, in most years this number ranges from 5-10% and should not exceed 10%. Such work may include: publications, exhibits or presentations; innovation in professional practice; development of databases or information systems. See pg. 7 under Creative Work and Scholarly Activity.

Health Sciences Library (HSL)
12950 E. Montview Blvd., P.O. Box 6508, Campus Box A003
Aurora, CO 80045
University of Colorado, Anschutz Medical Campus

ADJOINT LIBRARIAN POSITION
Application, Review and Renewal Policies and Procedures

Adopted by the HSL Faculty Senate, August 15, 2005
Approved by the Office Academic Resources and Services

INTENT OF THIS POLICY

The Health Sciences Library Faculty has established the title and position of Adjoint Librarian. This title recognizes librarians who are not full- or part-time paid employees of the library. They contribute to the mission of the library by assisting health sciences faculty, students and staff, affiliates and volunteers in improving their information mastery skills, or who work directly with Health Sciences Library faculty and staff in the provision of information services and resources.

APPOINTMENT

Appointment as an Adjoint Librarian is based on a commitment made by an individual to devote time and skills in support of the mission of the Health Sciences Library.

As a result of appointment, the Adjoint Faculty will have regular and direct contact with HSL patrons and/or staff. Examples of such patron/staff contact may include, but not be limited to:

- assisting patrons with finding appropriate health information;
- teaching and providing training workshops to library patrons;
- assisting staff in the development and enhancement of the library's technical infrastructures for delivering and extending access to knowledge based information resources and services, through the library's Web site and/or its integrated library system; or
- assisting staff in the description and management of knowledge-based resources.

Requirements:

A Master in Library Science degree, or its equivalent, is required. All library faculty, including Adjoint Faculty, assume responsibility for developing and implementing an annual personal plan in the form of a Faculty Distribution of Effort Agreement (FDEA), describing the nature and scope of their contribution in support of the library's mission, and detailing initiatives for individual continuing professional development.

There is no faculty rank nor reimbursement for services associated with the Adjoint Librarian position. Library faculty at HSL are at will, non-tenure track employees.

Due to the formal nature of an Adjoint appointment, and in recognition of the effort undertaken by library faculty in assessing candidate appropriateness, individuals interested in this status should anticipate making a contribution of effort to the library of no less than five hours per month, over the course of no less than one year.

Procedure:

Initial appointment follows an application process that can be initiated at any time during the year. An application portfolio consists of:

- current curriculum vitae,
- copy of the Master of Library Science diploma (or equivalent documentation);
- letter of support or recommendation, and
- letter from the applicant describing interest in attaining an Adjoint Faculty position, including suggestions of potential contributions the candidate anticipates making in the context of the library's mission.

Applications should be directed to:

Chair, Faculty Status Committee
Health Sciences Library, University of Colorado Denver
12950 E. Montview Blvd.
P.O. Box 6508, Campus Box A003
Aurora, CO 80045

The Faculty Status Committee, in consultation with the Deputy Director, will identify the appropriate Department Head to whom the candidate would report. The Deputy Director will in turn invite that Department Head to serve as a voting member of the Faculty Status Committee, for purposes limited to deliberations regarding that applicant's review.

The Committee will review the documentation and submit a letter of recommendation for or against appointment to the library Director.

FACULTY STATUS COMMITTEE REVIEW

In deciding whether to recommend appointment, the Faculty Status Committee will consider the following:

- presentation of a complete application portfolio consisting of a) curriculum vitae, b) copy of the MLS diploma (or equivalent) c) letter of support, and d) letter from the applicant describing interest in the library and its services;

- evidence of past professional development activities and/or service commitments to the profession in local, regional, and/or national organizations; and
- appropriateness of the candidate for appointment, including an assessment of the need and value of the potential contribution(s) to be made.

The Committee, including the invited Department Head, will draft a letter of recommendation to the library Director. The Director will notify the applicant of his decision, via a letter of appointment or a letter explaining why the application was turned down.

Letters of appointment will detail in which library department the Adjoint Faculty will work, and to whom the faculty member will report. Where and when appropriate, a copy of the appointment letter will go to the applicant's immediate supervisor.

RETENTION AND REVIEW PROCESS

Librarians holding an Adjoint Faculty appointment are appointed on a year-to-year basis, renewable annually.

Following initial appointment, the renewal process will involve presentation by the Adjoint Faculty of:

- an updated curriculum vitae,
- an updated FDEA,
- a self-review describing pertinent accomplishments attained during the past year in the context of the faculty appointment, and
- a letter of continued interest.

The HSL Faculty Distribution of Effort Agreement (FDEA) describes the nature and scope of a faculty member's contribution in support of the library's mission, and details initiatives for individual continuing professional development. The self-review documents accomplishments over the past year.

This documentation should be submitted to the Chair of the Faculty Status Committee, and is due by December 31 each year.

Reappointment is contingent on review by the Faculty Status Committee during January and subsequent approval by the library Director. Reappointment includes an updated letter to the faculty member and, if appropriate, copied to the supervisor.

RIGHTS AND PRIVILEGES

Adjoint Librarians are non-voting members of the library faculty. They may participate in HSL

Faculty meetings and library-sponsored staff development activities, and may be invited to participate in selected meetings, ad hoc committees or other activities within the home department into which the Adjoint faculty member is assigned.

Other rights and privileges may be negotiated.

OBLIGATIONS

Upon appointment, continued Adjoint Faculty status is contingent on compliance with Library and University of Colorado System policies, and the Laws of the Regents.

Adjoint faculty members are expected to develop and communicate, in collaboration with their assigned Department Heads, individual schedules that detail the days and times of day during which they will work.

All faculty members, including those with Adjoint status, may not:

- share or disclose personal University-assigned network identity information; or
- forward, resell or repurpose commercially licensed resources to non-affiliated individuals.

Access to the University of Colorado Anschutz Medical Campus computer network is subject to compliance with University policies as outlined in the library Computer Policy and the University of Colorado System's *Providing and Using Information Technology* policy (Section B, Statement of Policy, available at http://www.cusys.edu/policies/General/IT.html).

SUMMARY OF PROCEDURES

- Interested librarian prepares an application consisting of: curriculum vitae, letter of recommendation and letter of interest;
- Application is received and reviewed by the library Faculty Status Committee, and a letter of recommendation is submitted to the library Director;
- Application is reviewed and approved by Director;
- Successful applicant is notified by letter from the Director;
- Adjoint Librarian prepares an annual renewal application portfolio, consisting of: curriculum vitae, self-review, Faculty Distribution of Effort Agreement, and letter of continuing interest;
- Renewal portfolio is received and reviewed by the Faculty Status Committee, with its recommendation submitted to the library Director;
- Letter of reappointment sent by Director to Adjoint Faculty member.

Appendix D – Health Sciences Library Organizational Chart
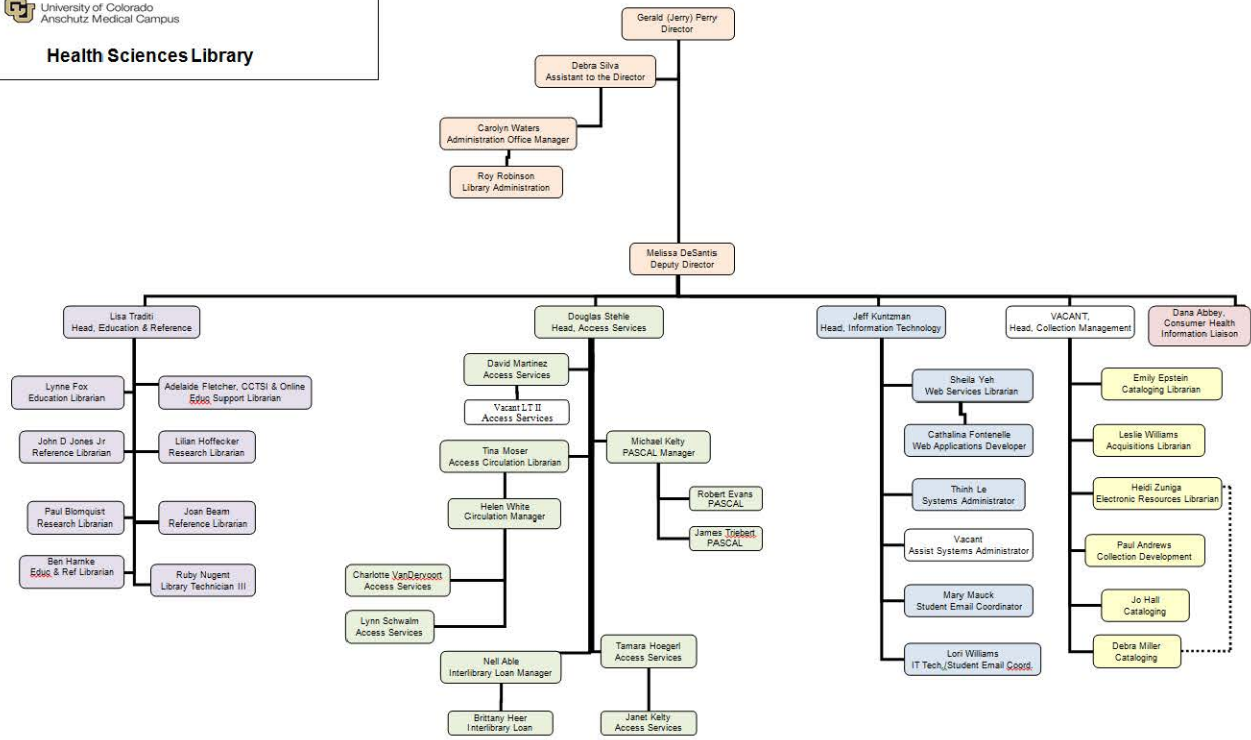
Appendix E – HSL 2008-2012 Strategic Plan

Health Sciences Library
Anschutz Medical Campus
University of Colorado Denver

Strategic Plan
2008 -2012

<u>Mission Statement</u>: The UC Denver Health Sciences Library links people, reliable health sciences knowledge, and technology in support of effective learning, quality health care, vital research, and community service.

<u>Vision Statement</u>: The staff of the library strives for the highest quality services as they enhance access to the knowledge base of the health sciences, instruct users in information retrieval and management techniques, and acquire and organize a specialized collection of electronic, print and other resources in a cost-effective manner.

<u>Library Values</u>:
- understanding and, when possible, exceeding users' need for access and information
- customer service that reflects professional, ethical, and courteous behavior
- active collaboration in the learning and discovery process
- engagement in reshaping scholarly communication and knowledge management
- commitment to diversity, intellectual freedom, and self actualization
- continuous learning, adaptability, innovation and enhancement of staff skills and services
- responsible and creative stewardship of limited University resources
- a rewarding work environment characterized by team spirit, flexibility, personal growth and a sense of humor
- a relaxed and welcoming environment for our users

<u>Primary Users</u>:
The Health Sciences Library's primary users are students currently enrolled at the University of Colorado Denver Anschutz Medical campus, health sciences faculty and staff paid by the University, University of Colorado Hospital employees and retired health science faculty.

<u>Goals</u>:

1. Provide service excellence and timely access to information in the health sciences, independent of user location and mode of access.
    Links to UC Denver Strategic Plan Goals 1.2, 1.5, 2.1, 3.6

2. Teach access to, retrieval of, and synthesis of information for education, clinical decision making, and research.
    Links to UC Denver Strategic Plan Goals 2.5, 2.6

3. Create a marketing and communication process that benefits our customers and the HS Library by delivering value through our products and information services.
    Links to UC Denver Strategic Plan Goals 1.8, 6.3, 6.4

4. Exceed user expectations as we manage the ongoing technological evolution of the library's resources and services, working in partnership with the other departments that comprise the Office of Academic Resources and Services.
     Links to UC Denver Strategic Plan Goals 1.6, 2.1, 3.6, 7.2, 7.3

5. Continue reshaping library resources, services and outreach in light of the transition to the Anschutz Medical Campus and the consolidated university's evolving mission.
     Links to UC Denver Strategic Plan Goals 1.3, 1.5, 1.6, 2.1, 3.1, 3.6, 6.1

6. Innovate collaboratively to improve scholarly communications and the management and delivery of information services.
     Links to UC Denver Strategic Plan Goals 3.6, 6.5

7. Build on staff resource strengths in order to enhance the library as a learning environment workplace, through effective communications and staff development, mentoring and succession planning opportunities.
     Links to UC Denver Strategic Plan Goals 1.4, 2.7, 2.8, 2.9, 3.5, 5.2

8. Become one of the top 10 state-supported university academic health sciences libraries in the United States.
     Links to UC Denver Strategic Plan Goals 1.6, 2.1, 3.1, 3.6, 7.2, 7.3

Objectives:

1. Provide service excellence and timely access to information in the health sciences, independent of user location and mode of access.

   1.1 Provide organized and convenient access to a core set of local print and remote digital resources.
        Action Steps: Identify; evaluate; license, lease or purchase; catalog or describe; and provide access-to information resources incorporating input from appropriate stakeholders.   Specific related goals to be developed by individual departments as part of the annual planning processes.
        Timeframe: Ongoing.
        Assessment: Input compared with outcomes from school and college accreditation bodies; input compared with outcomes from constituency representative groups (Academic Support Advisory Committee, Faculty Assembly Library Committee, feedback from school/college library liaisons).
        Responsible Parties: All library departments; assessment to be accomplished by Library Leadership (management team).

   1.2 Optimize technological and policy solutions for resource/user access.
        Action Steps: Continually assess and update access-related policies and procedures, and look for solutions to problems, leveraging technology, as they arise. Specific related goals to be developed by individual departments as part of the annual planning processes.
        Timeframe: Ongoing.
        Assessment: Public service stats; Improved means of access to resources as affirmed by stakeholders through surveys, focus groups, guided dialogs or other techniques as appropriate.
        Responsible Parties: Primarily Library Leadership, IT, Access and Collection Management, but also IRO.

1.3 Negotiate contracts and licenses for resources in order to permit the most advantageous access and use.

> Action Steps: Enhance both access to and scope of access to resources. Specific related goals to be developed by individual departments as part of the annual planning processes.
> Timeframe: Ongoing.
> Assessment: Relevance and accessibility of collections as measured by stakeholder groups through surveys, focus groups, guided dialogs or other techniques as appropriate.
> Responsible Parties: Primarily Collection Management.

1.4 Investigate options for enfranchising preceptor, volunteer and clinical faculty.

> Action Steps: Continue to adapt proposal to AMC leadership to fund extension of services; achieve enfranchisement based on funding.
> Timeframe: 6 months to one year.
> Assessment: Access by preceptors, et al. pursuant to funding.
> Responsible Parties: Collection Management, Access Services and Library Administration, working with AMC leadership.

1.5 Redefine electronic document order/delivery options for clients.

> Action Steps: Assess scope, quality and cost-for-value of ILL/Document Delivery services; submission of a set of recommendations covering the term of this plan.
> Timeframe: One year.
> Assessment: Submitted recommendations.
> Responsible Parties: Primarily Access Services/ILL and Library Administration, with input from some external sources (Auraria Library staff, the Alliance, etc.).

1.6 Define desired outcomes, devise metrics, gather and apply data and trends in resource and service usage.

> Action Steps: Establish a cross-departmental assessment team to propose and encourage the adoption of metrics relevant to this plan but also individual Department goals and objectives.
> Timeframe: Two years.
> Assessment: Establishment and adoption of new metrics as reported in updates to this plan.
> Responsible Parties: All Departments to be represented on team.

1.7 Devise master matrix for management of digital assets, access policies, ownership and use rights, and systems infrastructure.

> Action Steps: Develop and continually refine a working document organizing all relevant policies, sources of information and assessment metrics.
> Timeframe: Three years.
> Assessment: Ready access by appropriate staff to the working document/plan.
> Responsible Parties: Primarily Collection Management and Access Services, but also Library Leadership.

2. Teach access to, retrieval of, and synthesis of information for education, clinical decision making, and research.

2.1 Collaborate with UC Denver faculty to integrate evidence based practice and informatics skills and activities into the curricula of the schools.

Action Steps: Continue to work with school and college faculty and administrative leaders to identify opportunities for curricula integration.
Timeframe: Ongoing.
Assessment: Measurable increase in demand for and delivery of curricular-based instructional sessions.   Improved information literacy skills of session attendees based on pre- and post-assessments.
Responsible Parties: Education, IRO and the Teaching Team.

2.2   Use existing and emerging technology to design tutorials and other asynchronous educational offerings to support lifelong learning.
Action Steps: Continue to create, refine and market learning and instructional tools, based on need, demand and available resources.
Timeframe: Ongoing.
Assessment: Increased use of and positive assessments by users of available tutorials and related instructional tools.
Responsible Parties: Primarily Education and the Teaching Team.

2.3   Define and address library education needs of educators, clinicians, and researchers.
Action Steps: Continually assess user education needs and develop programming accordingly.   Specific related goals to subsequently be developed as part of the annual planning processes.
Timeframe: Ongoing.
Assessment: Programming informed by evidence from needs assessments.
Responsible Parties: Educational Services and the Teaching Team

2.4   Enhance training and support library staff in teaching roles.
Action Steps: Continue to provide support for library teaching faculty through in-service learning opportunities, ongoing assessment of instructor skills, and the provision of information literacy assessment metrics to be used by those faculty and staff in their teaching.
Timeframe: Ongoing; metrics to be made available within two years.
Assessment: Number of and relevance of in-service sessions as assessed by attendees.   Delivery of metrics for instructors' use.
Responsible Parties: Educational Services, with external input (Auraria Library teaching faculty, other CU library faculty, et al.).

3.   Create a marketing and communication process for the HS Library.

3.1   Document and analyze current communication and marketing efforts.
Action Steps: Assess current status of library communications and marketing efforts.   Submission of report to Library Leadership.
Timeframe: One year.
Assessment: Report submitted on time.
Responsible Parties: PR Committee, Library Leadership, with possible external input (UC Denver School of Business marketing faculty/students).

3.2   Develop staff skills in effective communication and marketing.
Action Steps: Identify available relevant learning opportunities; incorporate into pertinent staff work and professional development plans.
Timeframe: One-to-two years.
Assessment: Accomplishment of staff work and professional development plans as assessed through the annual review process.

Responsible Parties: Staff Development Committee, PR Committee, Library Leadership and supervisors.

3.3 Deploy a marketing plan for the library; define and measure outcomes.
Action Steps: Draft, vet and deploy a comprehensive marketing plan.
Timeframe: Two years.
Assessment: In-place plan.
Responsible Parties: PR Committee, Library Leadership, with external help (UC Denver School of Business marketing faculty/students).

3.4 Explore partnerships that will support this goal.
Action Plan: Identify, reach out to and secure collaborators.
Timeframe: One year.
Assessment: Documented success in receiving and integrating input from external stakeholders and/or others with marketing expertise.
Responsible Parties: PR Committee, Library Leadership, with external help (UC Denver School of Business marketing faculty/students, possibly CAL, CLIC, etc.).

3.5 Inform campus leaders about library services and resources, the importance of the library, and external image.
Action Plan: Devise strategies for informing campus leaders about the library; investigate what other libraries have done to inform their leaders.
Timeframe: Ongoing after accomplishing plan.
Assessment: Improved recognition of the value of the library by AMC leadership based on appropriate measurement techniques (survey, focus group, guided discussion, etc.).
Responsible Parties: PR Committee, Library Leadership

3.6 Provide statewide leadership in consumer health information services.
Action plan: Continue to sponsor and support the National network of Libraries of Medicine/Regional Medical Library Consumer Health Information Liaison/program.
Timeframe: Ongoing based on RML contract (in third year; contract open for renewal every five years).
Assessment: Accomplishments of the consumer health liaison in advocating on behalf of consumer access to health information.
Responsible Parties: The Consumer Health Liaison, IRO leadership, Library Administration, with input from external stakeholders (RML leadership, possibly AHEC Directors, network member sites).

3.7 Continue to define statewide role in outreach and as a resource to all of Colorado and seek funding support.
Action plan: Continue to advocate for funding to achieve recognition of the library in this mission area.
Timeframe: Ongoing.
Assessment: Funded programming; improved recognition by appropriate stakeholder groups of the library as measured by surveys, focus groups, or other appropriate techniques.
Responsible Parties: Library Administration; Library Leadership; IRO; Consumer Health Information Liaison.

4. Exceed user expectations as we manage the ongoing technological evolution of the library's resources and services, working in partnership with the other departments that comprise the Office of Academic Resources and Services.

   4.1 Continue to improve the library's web interface.
   Action Plan: Continue to research and test new ways to make the library's web interface easier to navigate, more stable and secure.
   Timeframe: Ongoing
   Assessment: Positive feedback from users through comment cards, email, or verbal comments; absence of web interface down time; increased web security; increased and improved emergency recovery for the web interface.
   Responsible Parties: Primarily IT; also Web Committee, Library Leadership, ITS

   4.2 Upgrade and better integrate public printing with relevant other services on the Anschutz Medical Campus.
   Action Plan: Continue working with ESS to create and implement a process to allow students to select either the Library's printing system or ESS's printing system to pay for public printing in the library.
   Timeframe: 1 year
   Assessment: Students will be able to pay for public printing with either the Library's printing system or a system maintained by ESS and the Bookstore.
   Responsible Parties: IT, ESS, Bookstore, Public Services staff

   4.3 Present the full range of resource assets (print, digital, expertise, etc.) in advancing the education, patient care and research missions.
   Action Plan: Continue to market all of the library's resource assets, regardless of their formats, to all users.
   Timeframe: Ongoing
   Assessment: All resource assets, regardless of their formats, will be utilized by users.
   Responsible Parties: All library staff, but primarily PR Committee, Teaching Team, IRO Liaisons, and Public Services staff.

   4.4 Refresh as needed the library's IT infrastructure.
   Action Plan: Create a plan/schedule for IT infrastructure refresh and secure permanent funding for technology refresh.
   Timeframe: Ongoing
   Assessment: Permanent funding for IT infrastructure refresh will be secured; A schedule of when to replace which IT technology in the library will be created.
   Responsible Parties: IT, Administration, Library Leadership

   4.5 Improve user access to Health Sciences Library resources through mobile devices.
   Action Plan: Continue investigating and evaluating new resources for mobile devices; Continue marketing current library resources for mobile devices; Increase accessibility of the library web interface on mobile devices.
   Timeframe: Ongoing
   Assessment: Number of library resources available to mobile devices will increase.
   Responsible Parties: Primarily IT Web Unit, Teaching Team and IRO, also Public Services staff.

   4.6 Explore new technologies to better connect with users and outreach clients.

Action Plan: Continue to learn about and experiment with a variety of technologies that could be used to connect with users and outreach clients.
Timeframe: Ongoing
Assessment: Additional technologies will be used to communicate with users and outreach clients.
Responsible Parties: IT, IRO, Teaching Team, Administration and PR Committee

5.   Continue reshaping library resources, services and outreach in light of the transition to the Anschutz Medical Campus and the consolidated university's evolving mission.

5.1   Continue to implement and refine the unified service desk, including staff training and identification of impact assessments.
Action Steps: continue to recruit and train other library department staff to work the SSD; include SSD staffing in the Performance Plans for staff that are trained for the SSD; continue SSD participant meetings to get new innovative ideas for improving customer service.
Timeframe: Ongoing
Assessment: Positive feedback from users regarding customer service
Responsible Parties: All SSD participants

5.2   Complete the expansion of PASCAL 2.
Action Steps: continue to participate in OAC meetings and follow-up with any action that must be taken to ensure the building is built as specified in the Master Plan.
Timeframe: December 15, 2008 completion.
Responsible Parties: Pat Nelson, Jerry Perry and Michael Kelty

5.3   Work with campus Facilities Dept. staff to resolve building infrastructure problems and issues.
Action Steps: Make routine walks through the library looking for any issues.   Call Facilities immediately when a problem occurs; follow-up that the problem is resolved.
Timeframe: Ongoing
Responsible Parties: Debra Silva, Carolyn Waters, Roy Robinson and library staff including evening staff and work study students.

5.4   Support and advance the Clinical Translational Science Award initiative and the new multi-institutional Colorado School of Public Health.
Action Steps: Identify appropriate stakeholders for CTSA and SoPH, work with them to support their programs
Timeframe: One year for initial contact & learning; ongoing for support
Assessment: Will have programs in place to support CTSA and SoPH
Responsible Parties: Primarily Education, Access, and IRO.   Other staff involved as needed

5.5   Analyze funding needs and participate in fund raising and development efforts to complete program plans for the new building.
Action Steps: Create a budget for the areas of the plan that are not complete. Determine a strategy for acquiring the funds like a naming opportunity, a possible grant, or collaboration with another Campus unit.
Timeframe: Ongoing
Assessment: A furnished and functioning unit within the library.
Responsible Parties: Library Leadership

5.6   Track, record, and share building experience and lessons with library colleagues.
Action Steps: Create a log with pros and cons of our new building.   Include our experiences with moving and the first year in the building.   Consider submitting for presentation at professional meetings

Timeframe: One year
Assessment: A finished record.
Responsible Parties: Administration with input from all staff

5.7 Plan for logical relationships with library/information services in peer institutions on the Anschutz Medical Campus and in adjacent neighborhoods/the broader Aurora community.
Action Steps: Identify collaborators at TCH, VA, Bioscience and in the public libraries; Investigate ways to work together.
Timeframe: One year for contacts, then ongoing
Assessment: Our list of partners and outreach efforts in the community and on campus will increase.
Responsible Parties: IRO and Education departments

5.8 Participate in and contribute to organizational changes resulting from campus consolidation.
Action Steps: Continue to recognize areas to collaborate with the downtown Denver campus.
Timeframe: Ongoing
Assessment: To see the two campuses working as one in more areas
Responsible Parties: All staff

6. Innovate collaboratively to improve scholarly communications and the management and delivery of information services.

6.1 Work with state, regional, and national colleagues on licensing of electronic products.
Action Plan: Strengthen existing partnerships and identify and approach potential new partners in licensing electronic products
Timeframe: One year, then ongoing
Assessment: Measurable increase in resources available along with measurable decrease in number of resources HSL supports alone.
Responsible Parties: Library Leadership, especially Director, Deputy Director, and Head of Collection Management

6.2 Work with Health Sciences and CU faculty to explore ramifications of open access publishing and make wise decisions.
Action Plan: Create open access publishing working group made up of members from UC Denver campus and library faculty to explore this goal.
Timeframe: two years, then ongoing
Assessment: written recommendations to schools, colleges, and departments about how UC Denver supports open access in purchasing resources and faculty publishing.
Responsible Parties: Library Leadership, especially Director, Head of Collection Management, and Head of IRO

6.3 Identify, prioritize and deploy library resources for future digitization in light of membership in the Colorado Alliance of Research Libraries and the CU Digital Libraries initiative.
Action Plan: Participate in digital libraries initiative in partnership with Auraria Library. Create timeline, policy and procedures for digitization of library resources. Consider campus resources to be included in repository.
Timeframe: Create plan within 2 years, then ongoing
Assessment: Number and use of digitized assets. Recognition of library as partner in digitization projects within campus and university.

Responsible Parties: Library Leadership, especially Head of Collection Management, Technical Services Coordinator, IT and Head of Access Services.

7. Build on staff resource strengths in order to enhance the library as a learning environment workplace, through effective communications and staff development, mentoring and succession planning opportunities.

7.1 Continually enhance internal- and external-constituency communications.
Action Steps: Continue to participate in formal (liaison program, campus committees, departmental meetings, etc.) and informal methods to stay connected with our co-workers, users, the campus and our external affiliates.
Timeframe: Ongoing
Assessment: Increased number of contacts on campus; Informed library staff
Responsible Party: All Library staff

7.2   Plan for staff transitions and capture policy and procedural legacy information.
Action Steps: Implement cross-training and back-up of duties in departments; Regularly update policy and procedures and save them to places easily accessible by all staff.
Timeframe: Policy placed in easily accessible location – 1 year; Cross-training, and policy updating – Ongoing
Assessment: A specific location accessible by all library staff will be designated to save policies and procedures; policy and procedures will be updated regularly; Staff will be able to assist with other duties than their main duties.
Responsible Party: Library Leadership and all staff

7.3   Encourage formal and informal mentoring partnerships to enhance staff growth and development.
Action Steps: Encourage staff to serve as mentors to co-workers; Provide training/reading material on mentorship; Investigate setting up a mentor for all new library staff; Investigate possible mentors at other libraries in the area (Auraria, public libraries, other health sciences libraries, etc)
Timeframe: Ongoing
Assessment: Staff will have a better understanding of what it means to be a mentor and a mentee; Staff will be recognized for these actions in their annual reviews.
Responsible Party: Library Leadership and all staff

7.4   Provide opportunities and resources for staff development in order to advance leadership capacity throughout the staff.
Action Steps: Staff Development Committee will regularly make staff aware of training opportunities; Library Administration will continue investigating additional funding for staff development; Library staff that attend development sessions will share information gained.
Timeframe: Ongoing
Assessment: An easily accessible list of possible courses will be available to library staff; Sessions to share knowledge gained at development activities will occur regularly.
Responsible Party: Staff Development Committee, Library Leadership

7.5   Advocate for enhancing staff resources in light of evolving service and resource demands.

Action Steps: Continue searching for additional funds to be used for staff resources.
Timeframe: Ongoing
Assessment: More funding will obtained for staff resources.
Responsible Party: Library Administration, Library Leadership

8. Become one of the top 10 state-supported university academic health sciences libraries in the United States.

8.1   Define, identify and track performance measures, from AAHSL and other sources, of top ten (10) academic health sciences libraries at U.S. state-sponsored universities.
Action Steps: Define comparators through discussions with university and library leaders, identify metrics to be used and their sources, and set up a systematic approach for gathering data longitudinally.
Timeframe: One year.
Assessment: In-place databank of assessment data representing identified comparators.
Responsible Parties: Primarily Library Administration, in partnership with OARS directors, university leadership, Library Leadership, and external parties as appropriate.

8.2   Identify elements that separate the Health Sciences Library from this top tier and what must be done to close the gap.
Action Steps: Identify areas where the HSL wishes to accede to top tier excellence, and track data assessing performance, longitudinally.
Timeframe: Set-up in year one, ongoing thereafter.
Assessment: In-place system for tracking HSL achievements in critical areas and benchmarked against top 10 tier.
Responsible Parties: Primarily Library Administration, but also involving Library Leadership, perhaps external parties as appropriate.

8.3 Devise strategies to address each gap and communicate to campus leaders.
Action Steps: Assess gaps in achievement against comparators, strategize on action plans for addressing, and implement those plans pursuant to available resources.
Timeframe: Set-up in year one, ongoing thereafter.
Assessment: In-place action plans, embedded in library priorities and departmental plans, for addressing gaps.
Responsible Parties: Primarily Library Administration but also Library Leadership.

8.4   Identify clear links between campus success in meeting its aspirational goals and concomitant measures in the library.
Action Steps: Map campus success to appropriate library metrics.
Timeframe: Two-to-three years.
Assessment: Demonstrable linkages between library annual priorities and accomplishments and campus priorities and accomplishments (resulting from the goals and objectives of AMC schools, college and administrative units).
Responsible Parties: Focal point for "mapping" will be Library Administration, but all library departments will be responsible for relevant achievements.

8.5   Develop collaborative projects and tap external funding resources to meet this and other strategic goals.

Action Steps: Advance Intentional Collaborations with the Auraria Library and extend to include sister units within OARS, and external parties as appropriate.   Seek funds through budget process and extramural sources.
Timeframe: Ongoing.
Assessment: Success in advancing Intentional Collaborations as documented in periodic reports and library performance assessments.
Responsible Parties: Focal point will be Library Administration but all library departments will be involved; Associate Vice Chancellor for Academic Affairs; OARS directors.

Appendix F: Library's Case Statement

A 21st Century Library for 21st Century Health Care:
The Health Sciences Library at Anschutz Medical Campus

The Library links people, reliable health sciences knowledge, and technology in support of effective learning, quality health care, vital research, and community service.

"I have come to see the Library as the hub of the campus and community.   It's the foundation of what we do as healthcare providers as we apply knowledge gained to benefit the sick."

J. Ely Walker, MSIII, UC Denver School of Medicine

The Signature of Excellence

The Health Sciences Library at Anschutz Medical Campus is the premier academic health sciences library in the state and region.   The Library offers integrated information services on our rapidly-expanding Aurora campus and is a resource for Colorado.   A beautiful and warm "signature" building, the Library is the physical and digital hub of knowledge on campus, coordinating access to information in support of learning, research, clinical care, and service to the community.

Our Mission

The Library serves the University of Colorado Denver's Schools of Medicine, Dental Medicine, the Skaggs School of Pharmacy and Pharmaceutical Sciences, the College of Nursing, the consolidated Graduate School, the Colorado School of Public Health, and works in partnership with the University of Colorado Hospital and Children's Hospital Colorado.

Teaching health information research skills and meeting the information needs of our students, staff and faculty are our paramount concerns.   The Library supports the competency-based curricula of our schools and college, evidence-based patient care as the national standard for clinical practice, and rigorous and accessible research.   The Library seeks to deliver data, information, and knowledge to local and remote users through state-of-the-art technologies and at "point of need".

The Library also supports community service by enhancing information access throughout the Rocky Mountain region.

Colorado's 21st Century Health Sciences Library: Building Highlights

The Health Sciences Library opened in October 2007 and is strategically located on campus, adjacent to the educational quad and at the crossroads of the Anschutz Medical Campus, the city of Aurora Biotech Park, and the Town Center.

The Library is the optimal venue for welcoming campus members and the public to the dynamic new Anschutz Medical Campus and its thriving health sciences community.   The Library is:

- accessible by the public, who may visit and use library resources such as databases and online journals, and consult with librarians;
- a state-of-the-art facility reflecting Colorado's natural environment in its furnishings;
- user-friendly with ample natural light, café, gallery, patios, reading and meeting rooms;
- replete with collaborative workspaces and comfortable quiet study areas, with thirty group study rooms to support small group learning;
- outfitted with wireless access points that permit network and Internet connectivity;
- a focal point for informatics education with hands-on teaching laboratories; and,
- a technology hub with two "Information Commons" areas consisting of over 50 computer workstations connected to the campus network and the Internet.

Support Our Promise of Leadership

The Health Sciences Library on the Anschutz Medical Campus is a unique asset for Colorado but one that, in light of constraints on state funding, needs additional support in order to achieve its potential. Philanthropic support will allow the Library to realize the promise of excellence symbolized by our exceptional facility.   Additional and strategic funding will advance the Library towards becoming the premier academic health sciences library in the Rocky Mountain Region.

Support for the Library will allow us to improve levels of service, design new programs, and utilize the innovative features of our building.   Philanthropic support will help the Library to:
- *expand* consumer health outreach initiatives for the benefit of Coloradoans by extending our instruction programming on locating and evaluating health information;
- *enhance* and expand access to new resources by supporting the licensing of new electronic in-demand information products, such as additional peer reviewed journals and medical image databases;
- *secure* critical electronic resources collections such as those used in support of decision making in the clinic, the costs for which inflate on average between 8 and 10% annually and far outpacing growth in the library's budget;
- *insure and sustain* the integrity of the technological infrastructure of our "server" computers that are used to manage the library's online catalog, web site and printing services; users' computer workstations; and the systems connecting the library to the campus network and Internet;
- *innovate* in delivering information services regardless of time or place, using Internet-based interactive applications that permit real-time interactions between library users and staff; and
- *perpetuate* a rich legacy of national leadership, beginning in the 1930's with the opening of the Denison Memorial Library honoring the contributions to Colorado medicine by respiratory physician Dr. Charles Denison, through the leadership of the library in the 1960's and early 1970's by former National Library of Medicine Director Dr. Frank Bradway Rogers, and into the future through the integration of Internet-based services into the provision of exceptional quality instructional programming, reference and research consulting services and a top flight collection of electronic resources.

A "signature" building, the Health Sciences Library is one of the most visible and architecturally distinctive structures on the vibrant Anschutz Medical Campus, and offers an outstanding opportunity for showcasing vision and leadership through strategic funding support.