Library Reports and Communication   University Libraries

3-6-2018

Establishing a Shared Vision for an Integrated Approach to Collections and Scholarly Communications

Annie Bélanger
Grand Valley State University, belange1@gvsu.edu

Sarah Beaubien
Grand Valley State University, beaubisa@gvsu.edu

Annie Benefiel
Grand Valley State University, benefiea@gvsu.edu

Jacklyn A. Rander
Grand Valley State University, randerja@gvsu.edu

Matt Ruen
Grand Valley State University, ruenm@gvsu.edu

See next page for additional authors

Follow this and additional works at: https://scholarworks.gvsu.edu/library_reports

Part of the Archival Science Commons, Scholarly Communication Commons, and the Scholarly Publishing Commons

Authors

Annie Bélanger, Sarah Beaubien, Annie Benefiel, Jacklyn A. Rander, Matt Ruen, Leigh Rupinski, and Matt
Schultz

Establishing a Shared Vision for an Integrated Approach to Collections and Scholarly Communications

From a Facilitated Evolution of the Digital Collections Programs of the Grand Valley State University Libraries

Last updated on 08/21/2018 to include facilitation framework as Appendix F.

Written by Annie Bélanger, Sarah Beaubien, Annie Benefiel, Jacklyn Rander, Matt Ruen, Leigh Rupinski, and Matt Schultz in consultation with other participants: Robert Beasecker, Jeffrey Daniels, Kyle Felker, Alicia Huber, Diana Page, and Patrick Roth

Executive Summary

The Digital Objects Working Group brought faculty and staff from Knowledge Access & Resources Management Services, Special Collections & University Archives, and Technology together in order to carry out the Libraries' work of managing the digital collections and related digital projects. Over the last several years, this working group has grappled with unclear resourcing, changing leadership and shifting workload assignments. The group requested to participate in a facilitated process to establish an improved and streamlined set of practices and collaborations for this work. The scope quickly expanded to include the Collections & Scholarly Communications Department and the remaining members of Special Collections & University Archives.

A facilitated conversation framework leveraging Appreciative Inquiry, Divergent Design, guided conversation, participatory community development and values creation was developed, in collaboration with the group participants. The framework has been reviewed and revised as we moved forward with each of the facilitation phases:
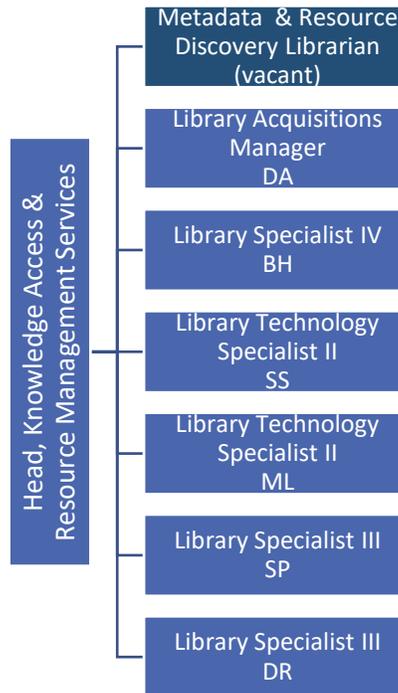
- August: Phase 1: Starting the work, establishing rules of engagement, task and skills analysis
- September: Phase 2A: Developing shared values, researching approaches to this work, identifying sub areas of the work (led by involved faculty)
- October: Phase 2B: Participants starting to develop a white paper documenting the work
- Late October/November: Phase 3A: Identifying our ideal state – questionnaire by email and in-person facilitated session. Reflection by email solicited after the in-person meeting
  - Phase 3B: In parallel, a solicitation of ideal state was done with a focus on special collections and university archives
- November: Phase 4: Public-facing work of the group: task and skills analysis
- December: Phase 5: Physical collections tasks and skills analysis
  - Developing consensus on the ideal feasible state in the afternoon
- January/February: Phase 6: Participants finalizing the white paper and consulting with University Libraries
- February/March: Phase 7: Consultation with University Libraries and stakeholders

The group has recommended moving forward with the development of a digital scholarship area. This means a number of positions moving into a newly re-envisioned Collections & Digital Scholarship Department. Further, the Director, Special Collections & University Archives has recommended his position become a Curator position, which would provide strategic and programmatic leadership for the rare and distinguished collections while collaborating deeply with this new "Department".

Proposed Organizational Chart: Collections & Digital Scholarship Department
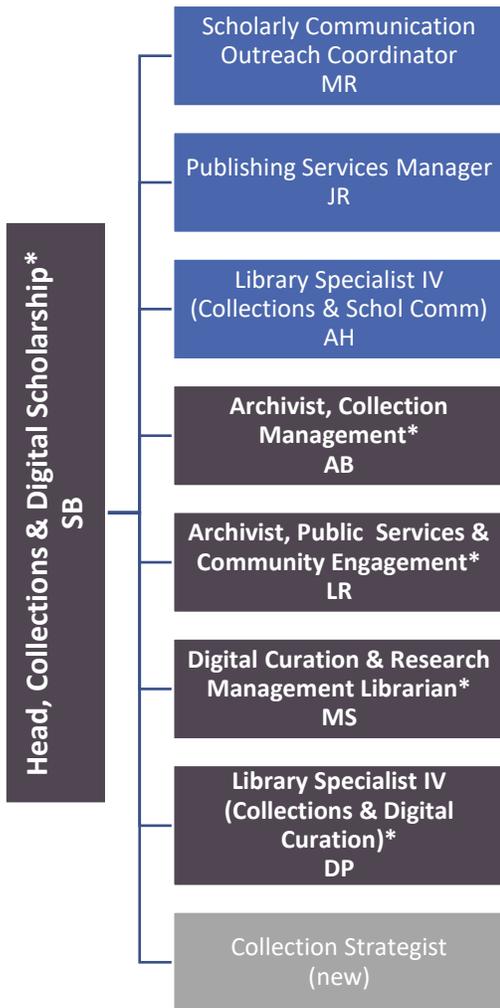
Proposed Organizational Chart: Knowledge Access & Resource Management Services

Proposed Position – Curator

Head, Collections & Digital Scholarship* SB

- Scholarly Communication Outreach Coordinator MR
- Publishing Services Manager JR
- Library Specialist IV (Collections & Schol Comm) AH
- **Archivist, Collection Management* AB**
- **Archivist, Public Services & Community Engagement* LR**
- **Digital Curation & Research Management Librarian* MS**
- **Library Specialist IV (Collections & Digital Curation)* DP**
- Collection Strategist (new)

Head, Knowledge Access & Resource Management Services

- Metadata & Resource Discovery Librarian (vacant)
- Library Acquisitions Manager DA
- Library Specialist IV BH
- Library Technology Specialist II SS
- Library Technology Specialist II ML
- Library Specialist III SP
- Library Specialist III DR

Curator, Rare & Distinguished Collections* RB

Positions with a reporting line change and a review of accountabilities are indicated through bolded text and an asterisk (*). Emerging position are either a) in dark blue if they are new and vacant (marked vacant), but approved for funding and recruitment or b) in light gray if they are new (marked new) and not yet funded.

Special Collections & University Archives would continue to exist as both a location and a suite of services. The separation of the organization framework from the public-facing service organization has precedent in our multi-locations as well as key services such as the Knowledge Market. This external identity is critical to donor relations and professional interactions at a state and national level.

Contents

Introduction

Over the past decade, the University Libraries' Digital Collections have grown from an assemblage of discrete projects into two distinct programs that curate, manage, and publish digitized and born-digital materials online for educational and scholarly uses by Grand Valley State University's community and the wider public. One of these Digital Collection programs originated out of the desire of archivists in the Special Collections & University Archives to share their rare or unique resources more broadly, and facilitate increased access and usability of historical photographs, moving images, oral histories, texts and manuscripts. As these collections have grown, the support for creating, sharing, and preserving these materials has expanded from the Special Collections & University Archives into Systems and Technology Services, Knowledge Access and Resource Management Services, and Scholarly Communications, which manages the Libraries' other Digital Collection program, consisting of the Institutional Repository (IR) and a suite of library publishing services.

Scholarly Communications, growing in parallel over the past decade, has seen its digital collections grow from a few initial departmental communities of scholarly and creative work, to an active repository including faculty publications, theses and dissertations, open educational resources, and a robust journal publishing platform of over twenty journals. Though historically somewhat more self-supported, the Scholarly Communications program has also needed additional interdepartmental support for managing and preserving digital content, providing outreach, and developing its services. While these cross-departmental collaborations have been fruitful, the library staff and faculty responsible for these separate Digital Collection programs are exploring structural evolution that will unify their parallel efforts in order to support a more holistic Digital Collections program that is sustainable and effective into the future.

This report summarizes the findings of the group's inquiry, which included reviews of the tasks, skills, and operations of the team, a review of digital collection programs at peer institutions, and review of aspirational digital collection programs. It includes the recommendations of moving forward, near future next steps, and opportunities and challenges to consider as we progress.

Moving Forward: Integrating for Deeper Collaboration Across the Spectrums of Collections and Scholarly Communications

Visualizations or narrative descriptions of an ideal state for supporting the work of Digital Collections and all those involved varied greatly among participants. They included visual metaphors, workflow or lifecycle diagrams, organizational charts, and an individual's list of desired areas of responsibility. These were solicited through exercises to "draw your ideal team and its interconnection into the Libraries and campus partners"[1] and through the Ideal State Guided Questions[2].

During a facilitation session focusing on the Ideal State[3], the Dean, acting as the facilitator, brought four models that had been created from the detailed, thoughtful, and in-depth responses to the Ideal State Guided Questions as well as the status quo. During the dialogue, participants:

- Gravitated toward an organizational model that integrated the greater portion of the current DOWG members who are currently organized across separate departments.
- Discussed the feasibility and realities they were working within, such as resourcing and short-term budget realities.
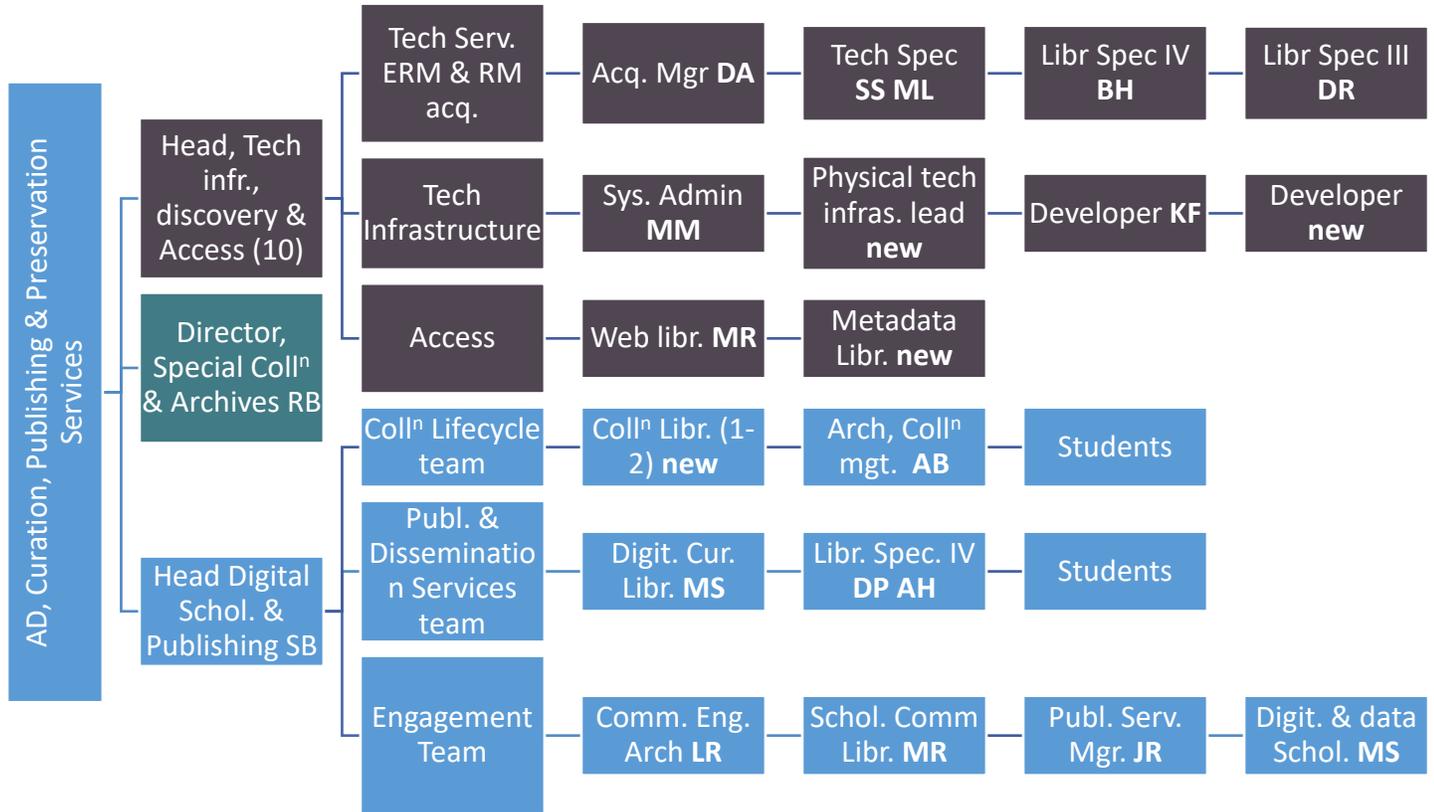
---

[1] Phase 2B – Exercise 4
[2] Phase 2C and 2D
[3] Part 3

- Revisited the tasks and skills grouping in light of the knowledge they now had to define some high-level functional groupings to consider later when drafting positions and team culture

Combined with the libraries' current move toward redefining the portfolio of responsibilities for the two Associate Dean positions, the model roughly took this shape within the exercise:

AD, Curation, Publishing & Preservation Services	Head, Tech infr., discovery & Access (10)	Tech Serv. ERM & RM acq.	Acq. Mgr **DA**	Tech Spec **SS ML**	Libr Spec IV **BH**	Libr Spec III **DR**
		Tech Infrastructure	Sys. Admin **MM**	Physical tech infras. lead **new**	Developer **KF**	Developer **new**
	Director, Special Coll^n & Archives RB	Access	Web libr. **MR**	Metadata Libr. **new**		
		Coll^n Lifecycle team	Coll^n Libr. (1-2) **new**	Arch, Coll^n mgt. **AB**	Students	
	Head Digital Schol. & Publishing SB	Publ. & Dissemination Services team	Digit. Cur. Libr. **MS**	Libr. Spec. IV **DP AH**	Students	
		Engagement Team	Comm. Eng. Arch **LR**	Schol. Comm Libr. **MR**	Publ. Serv. Mgr. **JR**	Digit. & data Schol. **MS**

After this facilitation, the facilitator sent a set of reflection questions[4] to the participants. The above model continued to resonate most strongly. The reasoning largely focused on:

- alignment of core skills and functional area
- ability to develop clear project leadership and accountabilities within the boundaries of department goals and workload planning
- shared approaches and workflows for varied outcomes
- shared expertise
- greater opportunities for close collaboration
- formalization of work and expectations

Concerns centered on:

- transition period and timeline
- physical adjacencies
- need for delineation of roles and responsibilities
- what would the team concept mean? Would there be team lead?

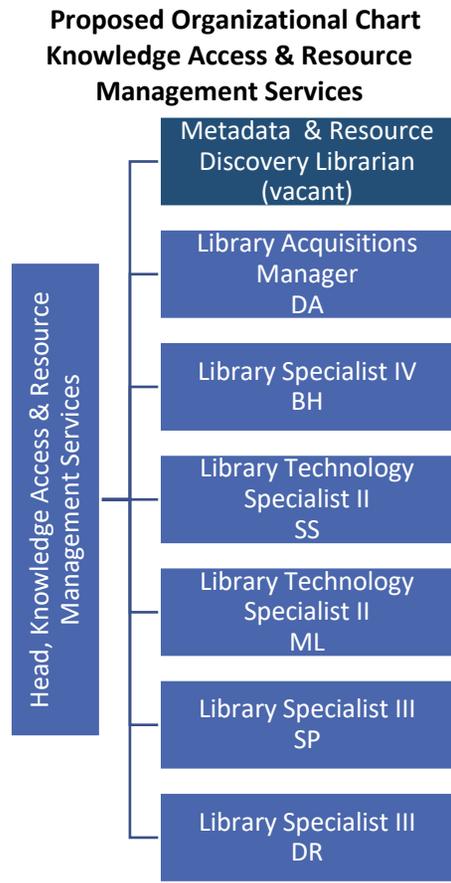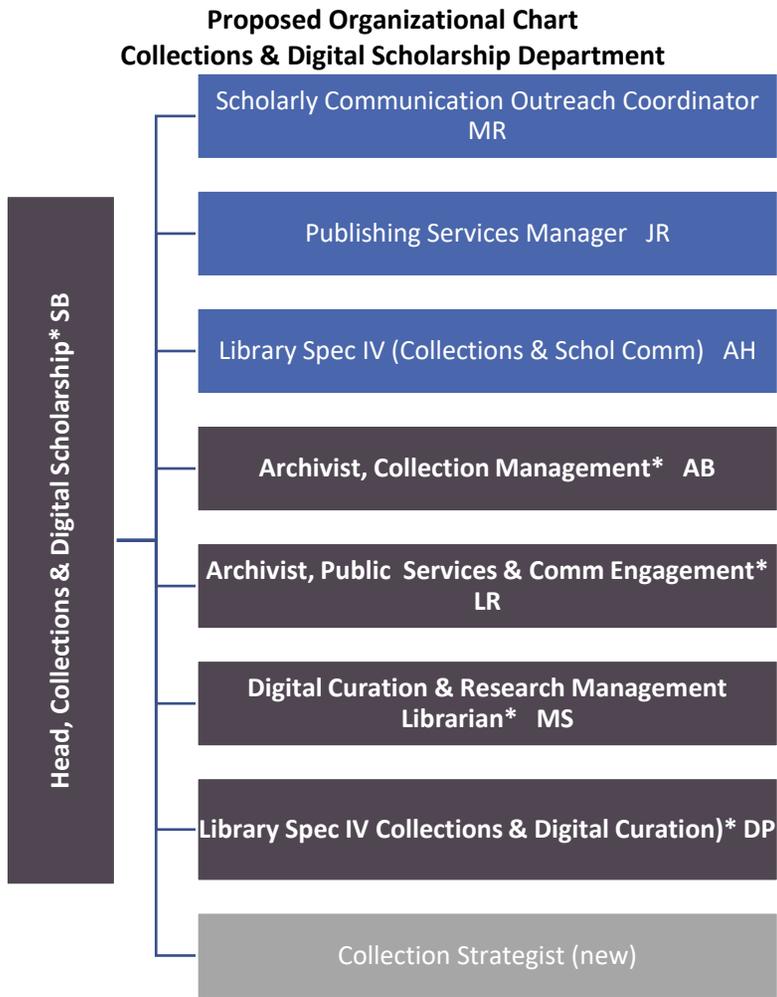
[4] Part 3B – Ideal State Resonance

The scope of proposed changes were outside what was feasible within this facilitation's scope, primarily because the proposed structure would have restructured departments and groups not part of this facilitation. This would not be in line with the consultation and commitment to engage incumbents before their work changes. The scope of the transformation suggested had to be right-scaled to the scale of the membership of the facilitation and the level of agency they had in co-creation. In other words, the proposed model could only directly affect those in the facilitation process.

Two follow-up facilitations occurred to ensure a fuller image of the work that was at hand: a facilitation incorporating those who engage in instruction and engagement related to collections and scholarly communications (and within the DOWG framework) and a facilitation incorporating those who manage digital and physical collection accessioning[5]. In parallel to the facilitations, dialogue with the Director, Special Collections & University Archives, began about the future directions and strategic needs within the position.

The model was refined with these inputs and the input of the Dean and Associate Deans for feasibility in light of faculty adjunct overload budget level, feasibility of position funding[6], and University Libraries' strategic priorities. The proposed model became as described in the following organizational charts. Reporting to the Associate Dean, Curation, Publishing & Preservation Services:

---

[5] Part 5
[6] Including self-funded positions

Proposed Organizational Chart
Collections & Digital Scholarship Department

Head, Collections & Digital Scholarship* SB

- Scholarly Communication Outreach Coordinator MR
- Publishing Services Manager   JR
- Library Spec IV (Collections & Schol Comm)   AH
- **Archivist, Collection Management*   AB**
- **Archivist, Public Services & Comm Engagement* LR**
- **Digital Curation & Research Management Librarian*   MS**
- **Library Spec IV Collections & Digital Curation)* DP**
- Collection Strategist (new)

Proposed Organizational Chart
Knowledge Access & Resource Management Services

Head, Knowledge Access & Resource Management Services

- Metadata & Resource Discovery Librarian (vacant)
- Library Acquisitions Manager DA
- Library Specialist IV BH
- Library Technology Specialist II SS
- Library Technology Specialist II ML
- Library Specialist III SP
- Library Specialist III DR

Proposed Position – Curator

Curator, Rare & Distinguished Collections* RB

Positions in the proposed new department with a reporting line change and a review of accountabilities, indicated above through a bolded title and asterisk, are: Head of Collections & Digital Scholarship, Archivist for Collection Management, Archivist for Public Services & Community Engagement, Digital Curation & Research Management Librarian, and Library Specialist IV – Collections & Digital Curation. The Curator of Rare & Distinguished Collections is a standalone position with a reporting line change and review of accountabilities.

The proposed position of Collection Strategist, within the Collections & Digital Scholarship Department, is new but not yet funded, while the new position of Metadata and Resource Discovery Librarian in the Knowledge Access & Resource Management department is approved for funding and recruitment but not yet filled.

Position titles may be changed as we progress and the scopes of the roles will be determined in the near future by the group as part of the position description development process.

Digital Curation & Research Management Librarian: The exploration of changes to the current Digital Curation & Metadata Librarian began last spring as a result of the growth in the metadata work, the growth of the research data/big data activity on campus, and the continuing development of our digital curation efforts across our digital collections programs. This exploration led to the development of the Metadata & Resource Discovery Librarian position.

Collection Strategist: Proposed position, which would coordinate collections lifecycle management, coordinate collection assessment, lead exploration of new collection development models, promote and engage campus stakeholders in the use and evaluation of library collections.

Metadata & Resource Discovery Librarian: Reporting to the Head of Knowledge Access and Resource Management Services, this position is primarily responsible for cataloging and metadata support to promote the discovery of library resources in a variety of formats and languages. This position also engages in forward-looking research and assists with the development and implementation of policies, procedures, and documentation related to resource discovery.

Curator, Rare & Distinguished Collections: Provides strategic and programmatic leadership for, and enhances and promotes the rare books and distinguished collections. Among other duties and responsibilities, the Curator works closely with the Head, Collections & Digital Scholarship ensuring ongoing development of special collections and to advise on digitization projects. Further, the Curator enhances, promotes, and instructs on rare and distinguished collections.

Integration Benefits Beyond Digital Programs

The model separates our organizational structure from our areas of works, allowing a formal alignment of shared expertise across mediums and formats. It allows us to provide infrastructure for the project-based nature of the work that has and continues to emerge. By integrating the spectrum of collections from general to distinguished and to rare, a shared vision for collections can develop over time to ensure a healthy integration and shared understanding of expertise across collection categories. This shift enables and reflects the collaborative nature of the work, which increasingly is project-based and benefits from a shared approach and resourcing. Areas of collaboration that will become closer by an integration include:

- digital collections
- accessioning copyright-sensitive collections

- developing new resources and publishing services
- collection engagement programming
- developing new partnerships and related MOUs
- project management approach
- discovery approaches

- leveraging existing collections for campus benefits
- Spectrum of scholarly communications in all formats and mediums
- Opportunities for text and data mining corpus development

A full range of shared activity (all caps along the side) occurs across the full spectrum (cursive along the arrow):
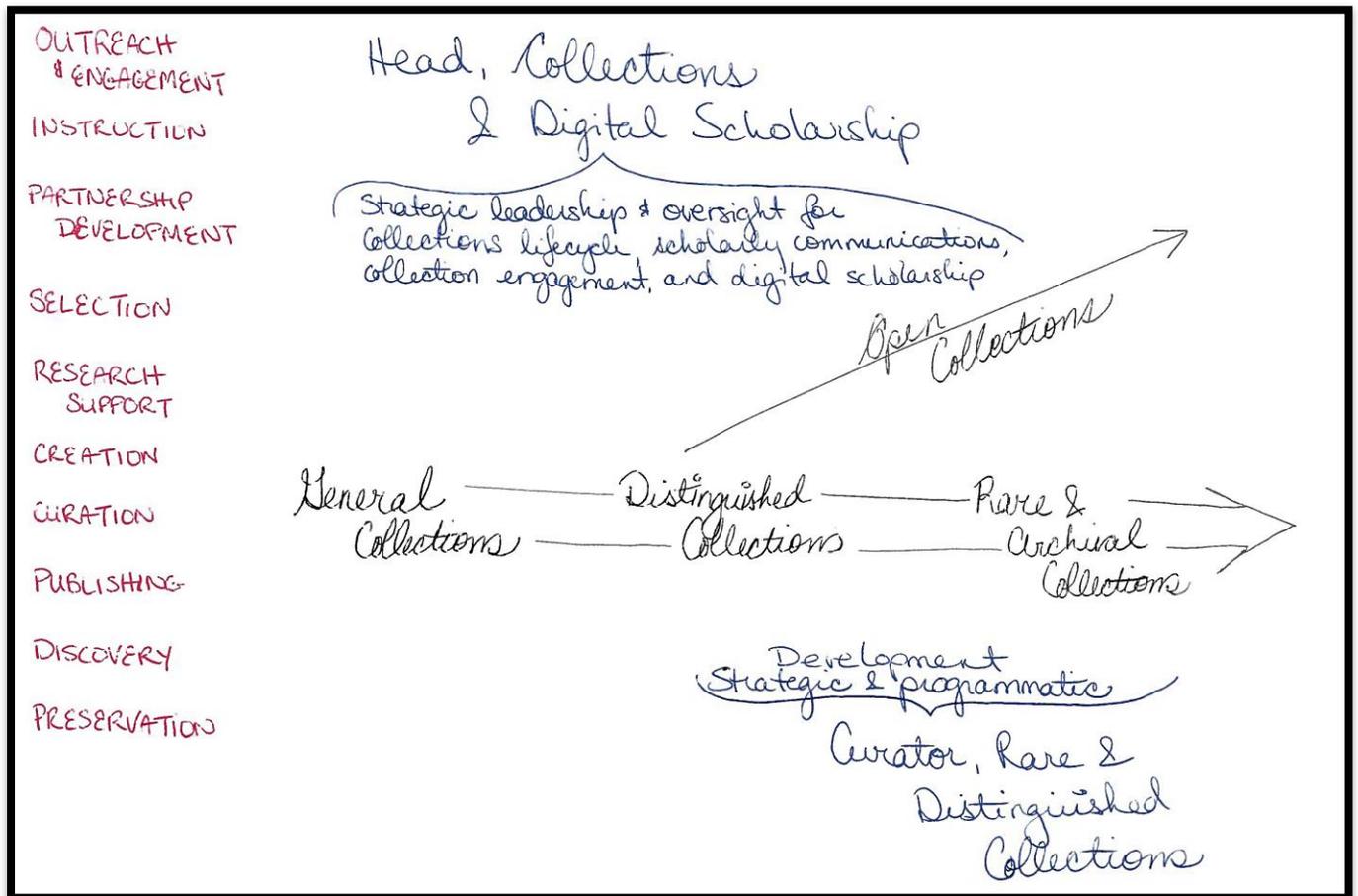

FIGURE 1 - COLLECTIONS SPECTRUM & THE TWO LEADERSHIP ROLES

Special Collections & University Archives as an Identity

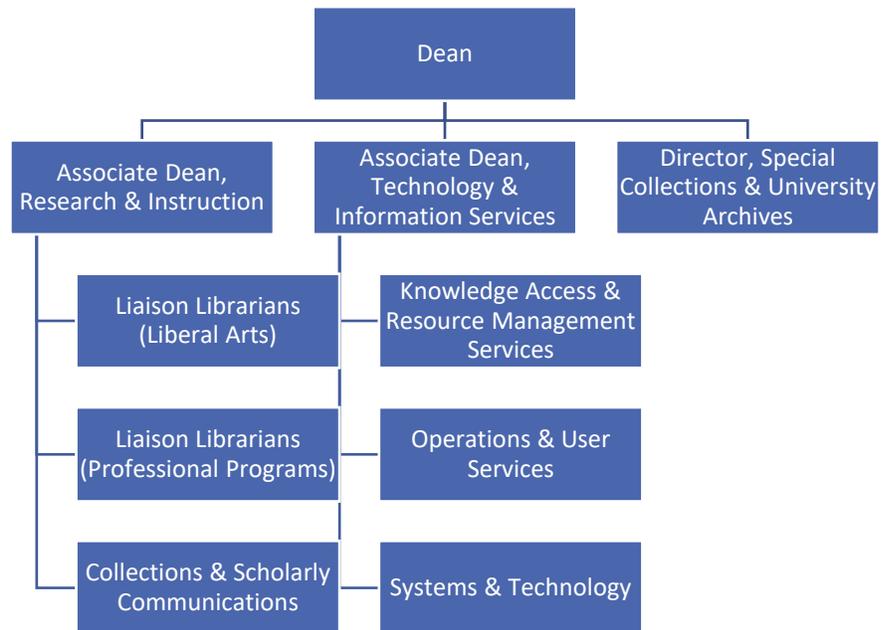Special Collections & University Archives would continue to exist as both a location and a suite of services. The separation of the organization framework from the public-facing service organization has precedent in our multi-locations as well as key services such as the Knowledge Market. This external identity is critical to donor relations and professional interactions at a state and national level.

Background

Trends in the Field

Group participants were tasked with exploring GVSU's peer institutions as well as aspirational models at other institutions. Comparators included digital collection and institutional repository platforms, types of materials in the collections, organizational structure of the library, and language revealing the collecting policies, missions, vision, or goals of the digital collection programs.[7]

Digital Collection and Institutional Repository Platforms and Contents

A high-level summary of the research findings reveals that GVSU's digital collections have historically developed in very similar ways as our peer institutions – particularly in regards to the use of the Digital Commons platform for supporting the institutional repository (IR) and library publishing content and the use of CONTENTdm to support digitized Special Collections & University Archives materials. Compared with those of institutional peers, GVSU Libraries' Digital Collections generally contained more collections with a greater diversity in subject matter, content types, and file formats. Looking beyond our institutional peers, participants found that GVSU Libraries' move to the use of locally-supported, open-source platforms such as Omeka, was more in line with digital collection practices at institutions with a greater emphasis on research. As the primary mission of Grand Valley is undergraduate education rather than research, it is not surprising that the depth and breadth of our digital collections is not as extensive when compared to those institutions. We also found a comparatively smaller number of specialized staff and technology resources available at GVSU Libraries when compared with our aspirational models.

This review of the contents and supporting technologies of Digital Collections at GVSU Libraries situates us somewhere in between our peer institutions and our aspirational models. As we move toward defining an ideal state, it will be important for us to be mindful of our broader institutional mission and strategic goals, in order to strike the right balance between supporting the needs of our academic community and our own desires for enhancing our Digital Collections and services.

Organizational Structure

The current organizational structure and culture of GVSU Libraries is both hierarchical and highly collaborative. The libraries have two primary divisions reporting to the Dean of University Libraries: the

---

[7] Institutions reviewed and research questions can be found in [Appendix A](#).

Research and Instruction Division and the Technology and Information Services Division. Outside of these divisions and also reporting to the Dean lies the Special Collections & University Archives Department. The Research and Instruction Division is further divided into the Collections and Scholarly Communications Department and the two departments of Liaison Librarians supporting the Liberal Arts Programs and Professional Programs. Technology and Information Services is also subdivided into Systems and Technology, Knowledge Access & Resource Management Services, and Operations and User Services.

Work supporting Digital Collections is carried out in a highly collaborative manner by members of Special Collections & University Archives, Collections and Scholarly Communications, Knowledge Access & Resource Management Services and Systems and Technology. Staffing levels of the Digital Objects Working Group include:

- two faculty Archivists from Special Collections & University Archives
- one faculty Metadata & Digital Curation Librarian
- two professional support staff, including a Metadata & Digital Curation Specialist and a Technology Specialist in Electronic Resources Management from Knowledge Access and Resource Management Services
- one faculty Scholarly Communications Outreach Coordinator
- one administrative professional Publishing Services Manager
- one professional support Scholarly Communications Associate from Collections and Scholarly Communications;
- one Digital Initiatives Librarian (vacant) from Systems and Technology

Additional technical support is sometimes provided by one faculty Web Services Librarian, one administrative professional Library Technology Manager and one administrative professional Library Application Developer in Systems and Technology. The staffing levels described do not include the administrative heads of various departments, and do not account for the entirety of responsibilities within the portfolio of each team member. It is also worth noting that the entire University Libraries organization may be undergoing structural evolution as roles and positions outside the interest of this review clarify and change.

While not all peer institutions reviewed had organizational charts available online, the majority of those that did adhered to a traditional hierarchical structure. Among peer institutions, it appeared
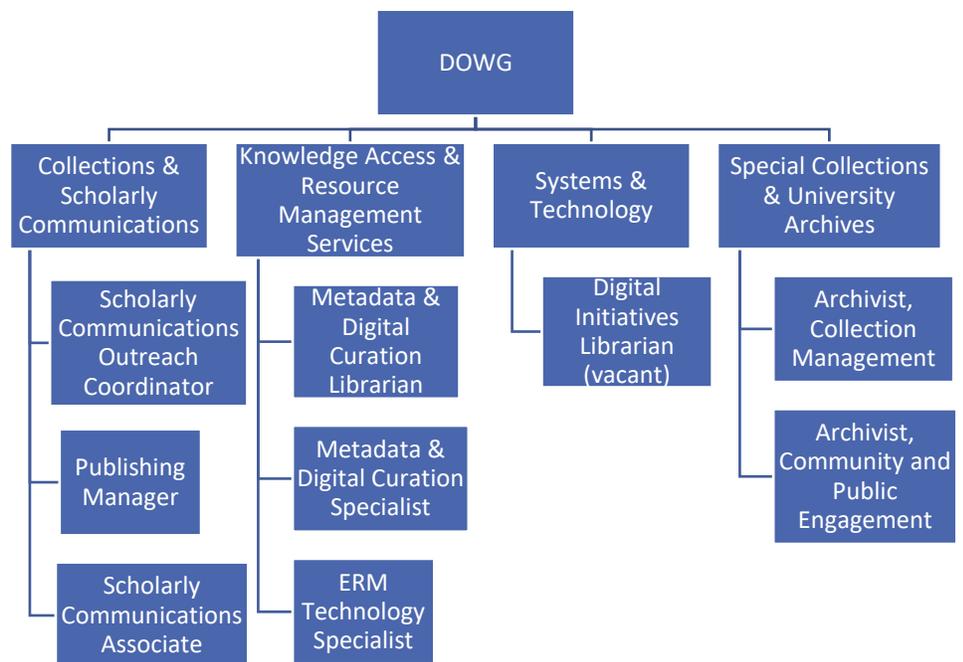
that the bulk of material transformation/digitization, metadata creation, and other digital collection development activities were managed by the staff of the Special Collections and/or Archives department. A Scholarly Communications, Digital Scholarship, or Publishing department appeared to manage the IR and/or publishing services. In most peer institutions, it was unclear from organizational charts and department directories where the responsibility for digital curation and preservation lay.

Among the aspirational models reviewed, particularly those with higher library staffing numbers and strong research focus, digital collection work was frequently managed by a self-contained department or unit that often combined digital transformation/production, digital curation, metadata creation and management, and ingest to one or more platforms supporting special/archival collections and institutional repository collections. In some cases the Digital Collections (or Digital Initiatives) unit was organized within the Special Collections and/or Archives, while in other cases the department was outside of that structure and the work was managed collaboratively between the two departments. The situation of the IR and library publishing services within library organizational structures also varied widely. At one end of the spectrum, there was no formal unit or position coordinating these roles, and at the other, the IR and publishing services were part of a distinct unit reporting to the library dean.

Terminology

The terminology of the Digital Objects Working Group (DOWG) has, to date, often been misunderstood by the GVSU library community as well as our extended university community. Because many of the libraries' collections and resources are in a digital or electronic form, the phrase "Digital Collections" has been noted by some librarians as confusing and inadequately descriptive. During this discussion, group participants sought to bring clarity to the terminology used both internally by the University Libraries when talking about the work of managing and sharing digital objects as well as the terminology used externally to describe the collections and tools to our user communities.

In attempting to define the scope of "Digital Collections" at Grand Valley, the group ultimately centered on the following:

Digital materials that are unique, distinctive, or special to Grand Valley State University, are curated or published by the University Libraries, and are shared online.

It was noted during the peer review process that many academic libraries use the terminology "Digital Collections" to describe those collections of uniquely-held digitized or born-digital holdings, often originating from the library's Special Collections or University Archives. Frequently, other institutions' Digital Collections are also included in the Institutional Repository of the university – containing the scholarly and creative output of the students, faculty, and staff as well as digitized university publications, reports, and other institutional records, and may or may not support library publishing services. It should also be noted that "shared online" is a key delimiter in scoping this definition of Digital Collections. There are library digital materials, such as those held within the Special Collections & University Archives (both born-digital and digitized) that are preserved and made available locally to researchers, but are not appropriate for online publication.

After considerable discussion, the group agreed that adhering to this common understanding of the phrase "Digital Collections" served the library's mission in fostering informational literacy and repeatability in our community's ability to locate similar information resources in different contexts. However, the group acknowledged that more work is needed to clarify the terminology, positions, roles,

and scope of Digital Collections work within the University Libraries. Those participants regularly tasked with outreach or community engagement were optimistic about the prospect of educating our internal community on Digital Collections terminology.

Core Values

The group engaged in a shared values exercise to develop a framework that would bring some structure to the team but also allow for engagement, encourage radical collaboration, and foster a practice of pragmatism.

Articulated through group discussion, the shared values of the members of the facilitation are as follows:

- Aligns with the student- and community-focus of the GVSU mission
- Follows a practice of informed risk taking which seeks to make the best use of resources while being innovative and entrepreneurial
- Aligns with teaching and scholarly/creative needs of the GVSU community
- Contains materials intended for educational and scholarly access and use
- Is based on established collection development policies, repeated request, and user demand
- Fits within the larger vision and strategic directions of GVSU Libraries

In addition to this overarching set of values, participants identified individually held values, which were shared between group members. Though not an exhaustive list of values held amongst the group, the following list contains those values most commonly held: Support for individual growth, clarity of roles and responsibilities, integrity and accountability, empowerment, mutual respect, cooperation, collegiality, empathy, patience, and joy/play/fun.

Scope and Contents

Bounded by the working definition of Digital Collections at GVSU, participants identified a number of sub-collection types, which are currently curated or published by either the Scholarly Communications team or the Special Collections & University Archives department of University Libraries. These sub-collections are, at least in part, guided by the collection development policies of the two departments. Within the chart below, those sub-collections marked with an asterisk (*) were identified as areas of needed growth for building services and capacity.

| Scholarly Communications	University Archives	Special Collections
GVSU Faculty and student scholarly and creative output	GVSU historical moving images	Oral histories (complex digital objects)
Electronic theses and dissertations	GVSU historical still images	Digitized text and manuscripts
Research data	GVSU historical sound recordings	Still images
Library-published journals	Digitized and born-digital GVSU publications	Moving images
Library-published books*	GVSU Web archives	Sound recordings
Open educational resources*	Institutional records*	

New Digital Collection Opportunities

Also identified were digital object types that the group agreed may fall into the future next steps scope. These included digital exhibits, digital humanities projects, 3D models, social media, republished public-domain content (such as government datasets), and interactive media.

Tasks and Activities

During the initial phase of exploration, the team identified a set of skills needed by each team member, though acknowledged that some positions required more or less expertise or aptitude for certain skills, depending on roles and responsibilities. Team skills include digital literacy, a working knowledge of platforms, understanding of accessibility requirements for the position, attention to detail, communication and writing, goal setting, time management, critical thinking and problem-solving, patience and perseverance, empathy, and flexibility.

In addition to the shared team skills that all team members need, the group identified specific tasks that fell into the broad categories listed below:[8]

- Planning and Implementation
- Relationship Management
- Agreements Structure and Scope
- Intellectual Property
- Information Security
- Technology Development and Support
- Descriptive Metadata Creation and Management
- Digital Curation
- Scholarly and Creative Activity
- Materials Transformation
- Archival Theory and Practice
- Communication and Engagement
- Assessment
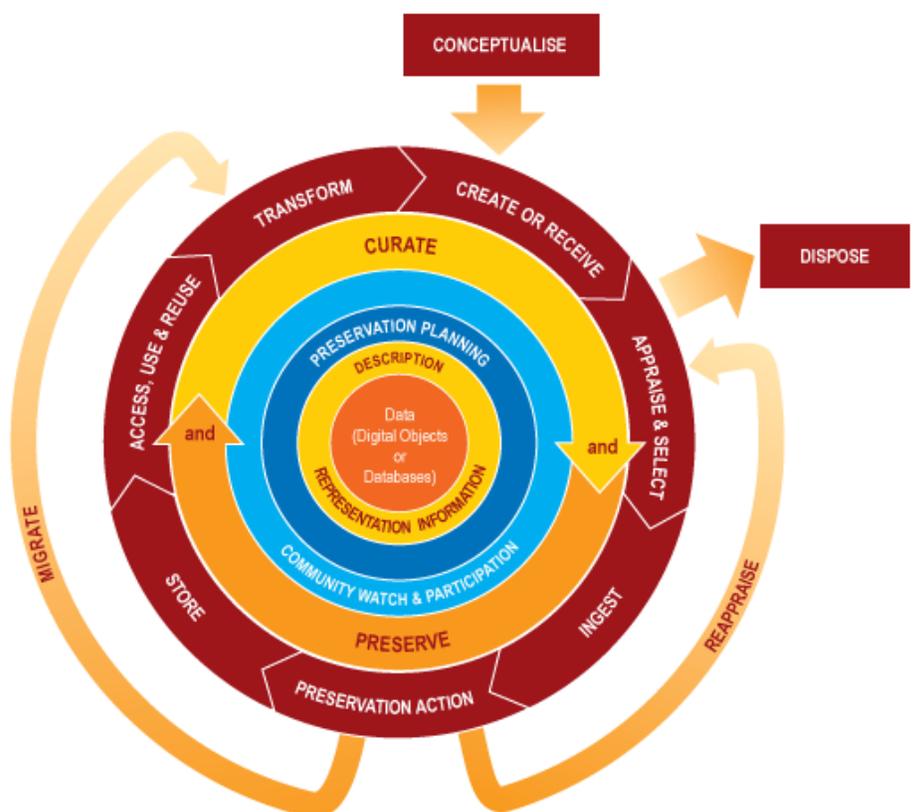
Digital Curation Lifecycle Tasks and Activities

Time was spent documenting individualized and routine tasks related to the care and maintenance of the digital collections as defined in the Scope and Contents section listed above. Work was then

---

[8] A detailed matrix of skills identified within these categories is available in Appendix B.

undertaken to plot these tasks on a Lifecycle model adapted from the [Digital Curation Centre's popular and well-embraced digital curation lifecycle](). While the original model focuses on the curation of the individual digital object, our adaptation broadens that scope to include the activities necessary for managing a multitude of digital objects in a programmatic manner. This mapping illustrates where effort is concentrated through each of our distinct roles and at different stages in the overall management of our digital collections. This will help form a baseline picture of our current state and help point the way toward filling gaps and reaching new ideal states.

Professional/User Community Watch & Participation

Spanning the entirety of the lifecycle are activities that involve keeping current with community activities, participating in the development of shared tools, standards, and software. The Digital Initiatives Librarian, Metadata & Digital Curation Librarian, Archivist for Collection Management, Archivist for Public Services and Community Engagement, Scholarly Communications Outreach Coordinator, Publishing Services Manager, and Scholarly Communications Associate all stay abreast of trends and best practices in their respective areas. All group members participate in regional and national user groups, professional associations, and list-servs. Many of the DOWG members engage with software, technology, and vendor communities and work toward developing best practices and participate in leading communities of practice.

While some of the particular communities we participate in are specifically tied to digital collections work, many others reflect the broader scope of the people whose work includes some element of digital curation. Communities around archival practice, openness in research and education, library marketing, digital scholarship, data management, and instructional design all offer valuable professional development, relationships, and opportunities for engagement that extend across the complete range of our activities, whether physical or digital, collections or services, curatorial or promotional.

Preservation Planning

This phase of the lifecycle should also be considered encompassing many of those detailed in sequence below. All of our work requires building in time to look beyond our current state and anticipate future needs and challenges for sustaining our digital collections. For better or worse, much of this current work is being undertaken with a view toward our future platforms and technology choices. The Digital Initiatives Librarian and the Metadata & Digital Curation Librarian have been actively testing new software and tools, dialoguing with University Information Technology Services to explore current and future platform implementations, evaluating gaps in our technologies, and incrementally advocating for more resources.

Conceptualization, Creation & Receiving

The areas of work covered in this early phase of the lifecycle include digitization (both within Special Collections & University Archives and the IR and library publishing programs), creation of new digital object records (primarily within ScholarWorks and Omeka platforms), as well as descriptive metadata, transcription, outlines, and optical character recognition (OCR). This phase of work also encompasses planning for accomplishing the ongoing successful deposit, access and publishing of digital objects. Attending to work within this phase of the lifecycle are both Archivists, the Metadata & Digital Curation Librarian and Specialist, the Technology Specialist in Electronic Resources Management, the Scholarly

Communications Outreach Coordinator, Publishing Services Manager, Scholarly Communications Library Associate, and student workers in all three departments.

Appraisal, Selection & Disposition

This phase of the lifecycle is focused primarily on selection of materials in need of digitization and digital archiving (e.g., institutional websites); producing new born-digital primary source content (e.g. oral history projects) with non-library campus partners; and recruiting scholarly and creative works in need of a dissemination venue. Appraisal and selection decisions for Digital Collections materials follows the collection development policies of the two associated curatorial units. The Scholarly Communications policy is well documented and lends clarity to its appraisal procedures. However, collecting policies for the Special Collections & University Archives' collections are underdeveloped and under-documented. Decision making for selection of digitization or born-digital projects has happened on a situational basis with selection criteria based on user requests, the condition, content, and comprehensiveness of specific physical collections, and through both verbal and written agreements with campus partners. Currently the task of selecting digital projects originating in Special Collections & University Archives falls to the Archivist for Collection Management working through the DOWG planning process established by the Digital Initiatives Librarian.

This phase of work also encompasses copyright review, both for Special Collections & University Archives and Scholarly Communications materials, activities performed by the Archivist for Collection Management, Publishing Services Manager, and Scholarly Communications Outreach Coordinator.

Ingest

Preparing digital objects for ingest into our various digital collection management systems is one of the principal and most time-consuming activities of our team's work thus far. This phase of work is highly colored by our recent migration activities and has enlisted most of those on the current DOWG. Going forward, this phase of the lifecycle can benefit the most from some thoughtful re-organization and streamlining. On practical levels it involves compiling metadata together with associated digital objects and performing uploads to our access platforms (e.g., Omeka, ScholarWorks, Archive-It). It also involves performing post-ingest quality control and occasionally technical troubleshooting, including some custom programming and vendor collaborations. Over the past year, nearly all members of the group have engaged in Ingest activities to some degree.

Preservation Action

A more "behind-the-scenes" set of work is currently undertaken to accomplish preservation actions within the lifecycle. Activities include creating technical and preservation metadata for all of our digital collections, including file format information and checksums, as well as performing file integrity checks. This phase of work also involves a high degree of file management (cleanup) and data standardization prior to long-term archival storage (see the next stage). This work falls primarily to the Metadata & Digital Curation Librarian with assistance from the Metadata & Digital Curation Specialist and the Archivist for Collection Management. The Publishing Services Manager and Scholarly Communications Associate have primary responsibility for file management duties with library-published and IR digital objects, which eventually has bearing on their long-term preservation.

Storage

This phase of the lifecycle involves management of both local infrastructure and off-site commercial storage services that address both immediate backup and long-term deep storage. The Metadata & Digital Curation Librarian, the Digital Initiatives Librarian, and the Archivist for Collection Management have the most interaction, responsibility, and oversight over these resources. Routine activities involve monitoring backups, performing data organization and transfers, and testing data retrieval.

Access, Use & Re-Use

Work in this phase is taking on fresh dimensions with the migration of some of our digital collections into new access platforms that are managed more directly by the Libraries—albeit still with some technology constraints. Broadly speaking the work covers publishing collections and making use of (and improving) access system functionality to facilitate search and discovery. Over the course of the migration of Special Collections & University Archives digital objects into Omeka, this work has largely fallen to the Digital Initiatives Librarian, the Metadata & Digital Curation Librarian, and Metadata & Digital Curation Specialist, with occasional additional assistance from the Library Technology Manager. With IR digital objects, this work is largely performed by the Scholarly Communications Associate, Publishing Services Manager, and Scholarly Communications Coordinator, with occasional additional assistance from the Metadata & Digital Curation Specialist and the Archivist for Collection Management. There is aspiration for better analysis and assessment of how the digital collections are being used so that access and use can be refined and improved further. In particular, web accessibility requirements set by the university have clarified this area as a priority for future development. Work in this area routinely involves platform/software troubleshooting, for example to ensure successful media playback or content display, and as such has pulled on expertise from the Digital Initiatives Librarian, the Metadata & Digital Curation Librarian, and Web Services Librarian. This will need to be continued with some configuration of support and expertise into the near future.

Transformation

This final phase of the lifecycle brings the overall set of work full circle and involves making sure that our digital collections can be adapted where needed to meet new use cases. This can involve file format migrations, content quality enhancements, creation of new derivatives from master digital objects, and metadata enrichments, among other activities. This work has primarily fallen to the Metadata & Digital Curation Librarian, but has also been supported by the work of the Digital Initiatives Librarian and the Archivist for Collection Management.

Activities beyond the Lifecycle Model

Outside of the digital curation lifecycle model lie several groupings of programmatic tasks that connect back or overlap with the lifecycle at various points, but are aimed less at the management of individual digital objects and more at the overall direction, management, and development of the Digital Collections programs. Activities related to strategic leadership and direction, project management, process documentation, and relationship management are needed at a high level to keep the Digital Collections working effectively and sustainably. Over the past several years, such activities have been at times performed by Archivists or the Digital Initiatives Librarian with relation to the Special Collections & University Archives digital objects. For the IR materials and library publishing, these activities have been performed by the Head of the department with assistance as needed from the Scholarly

Communications Outreach Coordinator, Publishing Services Manager, and Scholarly Communications Associate.

Additionally, members of the DOWG perform a range of public-facing activities, which may encompass digital collections or related areas of expertise but may not necessarily interact with the digital curation lifecycle. The following section discusses these roles from a functional perspective, including both digital collections-related activities and other public-facing tasks.

Engagement, Outreach & Instruction Tasks and Activities

Public-facing work often involves representing particular collections and services to the rest of the Libraries, enabling our colleagues to perform their roles more effectively. The Archivist for Public Services and Community Engagement, Publishing Services Manager, and the Scholarly Communications Outreach Coordinator roles are differentiated from the rest of the DOWG team members in that they interact directly with users and stakeholders more frequently, at times taking on roles more closely aligned with Liaison Librarians and members of the Operations and User Experience Department in representing both the Libraries and particular services to audiences across campus. Their roles surround the digital curation lifecycle, providing input at both the beginning and end of the workflow. The public-facing team members were tasked with identifying activities that constitute their user-interfacing work.[93]

For IR and library publishing, the Scholarly Communications Outreach Coordinator and the Publishing Services Manager take the lead, keeping abreast of the scholarly and creative output of the University, educating community members about Open Access and copyright, and empowering faculty members to develop Open Educational Resources (OER) using the IR as a publication platform.

A parallel and more recent development in Special Collections & University Archives involves the Archivist for Public Services and Community Engagement. Part of this Archivist's portfolio involves actively engaging with Liaison Librarians and classroom faculty, and while integrating existing collection materials into classroom exercises and assignments, also soliciting feedback from faculty to inform the selection and appraisal process for digital and physical collections.

Promotion, Engagement, and Advocacy

The Scholarly Communications Outreach Coordinator, Publishing Services Manager, and Archivist for Public Services and Community Engagement advocate for their departments to the library, the University community, and other stakeholders in order to promote Library services and access to collections materials. This involves a wide-range of activities that promote collection materials, the IR, and the publishing services. This promotion applies more broadly as well to encompass primary source literacy, University history, open access, fair use, and OER. Promotion and engagement activities advance multiple goals, including increasing the use of collections, recruiting participation in services, and raising awareness of library resources.

One significant aspect of engagement activity is creating and planning promotional events. The Scholarly Communications team develops programming during Open Access Week to create an Open Access Reception to highlight members of the Campus community publishing in open formats. These kinds of

---

[3] Summary of the tasks from the day's facilitation can be found in Appendix C.

events encourage conversations about how to use open resources. Similarly, the Archivist for Public Services and Community Engagement creates programming related to archival events for campus such as American Archives Month, as well as crafting physical, digital, or hybrid exhibits and promotional materials, sometimes in collaboration with the Archivist for Collection Management.

Other engagement activities occur throughout the year in a variety of formats and media. The Archivist for Public Services and Community Engagement actively curates a social media presence on multiple platforms to promote the resources held in Special Collections and University Archives to the University, outside community, researchers, and other institutions. Similarly, the Scholarly Communications Outreach Coordinator uses social media and other communication channels to highlight noteworthy IR content or scholarly communication issues.

Relationship Management
A critical component of the public-facing work is building and maintaining relationships with user communities. Whether serving as a point of contact for potential users or collaborating with stakeholders on projects, these activities combine customer service, project management, and subject expertise skills. It is understood that relationship management involves handoffs between team members at times.

The Scholarly Communications team regularly communicates with several stakeholders outside the Library and University. The IR is a hosted platform that necessitates regular contact with the client service representative regarding changes and updates needed to the IR or publishing services. The Scholarly Communications Outreach Coordinator and Publishing Services Manager answer questions and provide information related to the IR and publishing services to both external and internal audiences. In addition, the Publishing Services Manager facilitates trainings in collaboration with the platform representative on the publishing tools and services to faculty and student journal editors as well as other stakeholders.

The Director of Special Collections, Archivist for Collection Management, and the Archivist for Public Services and Community Engagement all interact with donors and potential donors interested in giving materials to Special Collections and University Archives. The Archivist for Collection Management actively manages relationships with donors by providing guidance on the kinds of materials accepted, the donation process, copyright, and discussing access and preservation policies. Similarly, the Scholarly Communications team manages relationships for IR and library publishing services in order to determine what content to accept, improve workflows, and establish new partnerships.

Another considerable and time-consuming portion of relationship management involves educating project partners/content contributors to use the library technologies, standards, and tools in order to generate content for the library to publish and manage. These tasks have been performed by the Archivist for Collection Management, Metadata & Digital Curation Librarian, Scholarly Communications Outreach Coordinator, and Publishing Services Manager. Similarly, the Archivist for Collection Management engages with faculty who are planning potential digital projects to assess their potential for inclusion in the Digital Collections. At times, initial project plans need the input of the entire DOWG to move forward with crafting a Memorandum of Understanding with the project partner and all the way through to project planning and implementation.

Support Quality Education and Scholarly Practices

Similar to Liaison Librarians, the Archivist for Public Services and Community Engagement provides instructional support for faculty members interested in having their classes engage with primary sources. The Archivist for Public Services and Community Engagement promotes primary source literacy and building document analysis skills through tailored lectures and exercises for each course. A wide array of departments use the Special Collections and University Archives materials including, but not limited to: Art, Classics, Digital Studies, History, Journalism, Liberal Studies, Women and Gender Studies, and Writing. While each course may emphasize using physical materials, there is always a component of the digital involved, and the Archivist for Public Services and Community Engagement frequently trains students on how to navigate archival platforms. Additionally, the Archivist for Public Services and Community Engagement builds on relationships with faculty members to support curriculum development in both the physical and digital collections. The Scholarly Communications Outreach Coordinator also periodically supports classroom instruction, particularly with open access, copyright, and scholarly publishing topics.

The Archivist for Public Services and Community Engagement, Metadata & Digital Curation Librarian, the Publishing Services Manager, and the Scholarly Communications Outreach Coordinator provide consultations on topical issues related to their areas, which sometimes intersect with digital curation and digital collections. For example, the Scholarly Communications Outreach Coordinator assists faculty, staff, and students in exploring issues related to copyright, open access, and open educational resources. The Archivist for Public Services and Community Engagement provides consultations on primary source literacy in addition to reference consultations that utilize Special Collections and University Archives' materials. The Metadata & Digital Curation Librarian does similar consultation work to address data management needs, often in relation to faculty grant-funding projects. The Publishing Services Manager educates journal stakeholders on the benefits of open access publishing and advises on library publishing services.

In addition to individual consultations, members of the facilitation deliver a variety of educational programming, such as trainings and workshops, to faculty, staff, and students. These events range from library-organized activities to collaborative programming with campus partners including academic departments, the Pew Faculty Teaching & Learning Center, and the eLearning and Emerging Technologies division of Information Technology. The Archivist for Public Services and Community Engagement, Metadata & Digital Curation Librarian, and Scholarly Communications Outreach Coordinator also maintain and update LibGuides and/or appropriate web content related to their areas.

Evaluation and Reporting

This portion of the public-facing activities was identified as an area of growth. Currently, the team members run user assessment tools, evaluate programs and services, and evaluate collection usage for both physical and digital materials.

For our archival Digital Collections, the Archivist for Public Services and Community Engagement performs qualitative metadata review based on feedback from users. In addition, the Archivist keeps data on reference consultations and questions as well as researcher visits for evaluation of our services and collection usage.

The Web Services Librarian collects Google Analytics for the Digital Collections in the Omeka platform. As the migration of collections is still recent, these have not been analyzed systematically yet. For the collections in ScholarWorks, the platform provides a dashboard of usage-related statistics.

Previously, the Scholarly Communications team evaluated the current IR platform for accessibility, but plans to work on a broader evaluation related to library publishing and the IR services to determine if the current platform is the best option for the Library's evolving needs. The Publishing Services Manager developed and implemented a journal evaluation project to take a closer look at the health of the journals currently hosted, and to gather data on how well the publications are meeting the best practices in open access scholarly publishing.

DOWG participants engage in many forms of reporting to stakeholders in the Libraries and across campus. The Scholarly Communications team develops an annual report summarizing IR, publishing, education, and promotional activities. The Scholarly Communications Outreach Coordinator frequently shares usage data for IR and publishing service content. DOWG participants regularly report out on activities, collections, and new programs to colleagues within the Libraries, and both the Scholarly Communications Outreach Coordinator and the Archivist for Public Services and Community Engagement maintain relationships with University Communications staff as a venue for reporting out to the university community.

Collection Lifecycle Tasks and Activities
Though the focus of these facilitations has been largely centered on the activities and responsibilities of collecting, managing, preserving, and sharing digital objects, many group members have significant responsibilities for caring for physical library objects in similar ways. Thus, changing the current organization to better care for these digital objects will inevitably have an impact on the work of caring for the physical as well.

Collection and Curation
In Special Collections and University Archives, acquisition is the primary responsibility of the Director, with consultation and collaboration from both Archivists. Accessioning and physical processing is managed by the Archivist for Collection Management, with support provided by student assistants in the department. The Archivist for Collection Management also performs preservation assessments on archival collections containing a variety of media types, and may perform a range of preservation activities including cleaning, minor repairs, rehousing, encapsulating, creating preservation copies or reformatting. The Archivist is also responsible for liaising with vendors who provide more intensive conservation or reformatting services which require specialized equipment and expertise. Reappraisal and deaccessioning may be carried out by the Director (for book collections) or the Archivist for Collection Management (for archival collections).

The Libraries' general collections are overseen by the Head of Collections & Scholarly Communications. This position provides leadership and direction for the general collections, including policy development, collection lifecycle planning and implementation, assessment, budget planning, vendor relations, license negotiation, participation in GVSU's curricular review system, and representing University Libraries in statewide consortia. The Head of Collections & Scholarly Communications works closely with the Liaison Librarians, who select monographs and media materials, make recommendations on database renewals and trials, and participate in overall curation of the collection. In addition, the Head of Collections &

Scholarly Communications works closely with members of the Knowledge Access and Resource Management Services and members of the Systems & Technology Team, who are critical to the entire lifecycle of the collections, including purchases, subscriptions, invoice processing, reporting, implementation and maintenance of electronic resources, record maintenance, and piloting new acquisitions and e-resources models. Due to the nature of developing and managing collections at this scale, those most directly impacted by the DOWG facilitations were consulted in this process. Others, whose work is more peripheral to this particular facilitation, will participate in future discussions examining practices for the general collections.

Description and Discovery
In Special Collections & University Archives, cataloging of book collections is carried out by the Director, working in collaboration with the KARMS Cataloging Specialist. Creating and sharing archival descriptions (sometimes called finding aids) is managed by the Archivist for Collection Management. The Archivist also has primary responsibility for managing the archival collection management database, ArchivesSpace, and works closely with the Director to ensure that any archival descriptions he creates are successfully input and shared online. At times, the Archivist for Public Services and Community Engagement may also work on refining or improving archival description, as it fits into overall collection management needs and the Archivist's workload.

To improve discovery, the Archivist works closely with the Metadata & Digital Curation Librarian to ensure that archival descriptions can be found using the university libraries' main search interface. In the past, this work involved exporting, editing, and importing MARC records from ArchivesSpace to the library catalog. However, recent improvements to ArchivesSpace have enabled data harvesting through the OAI-PMH[10] protocol that allow the Summon search layer to retrieve the records directly from ArchivesSpace in an automated manner.

With regard to the general collections, description and discovery involves several members of the KARMS team, depending on the type of resource and method of acquisition. The Web Services Librarian also plays a key role in ensuring that collections are discoverable via the Libraries' web scale discovery service, Summon. Because this facilitation focused primarily on digital collections and the services related to them, workflows for the general collections are not impacted.

Details to Define in the Near Future

Adjacencies & Workspace Locations
Several members of the proposed Department have strong physical adjacencies to physical collections and the technologies required to process and digitize these collections as well as to each other in order to accomplish significant portions of their positions. Those with the strongest adjacencies to a physical space[11] are Archivist, Collection Management; Archivist, Public Services & Community Engagement; and

---

[10] Open Archives Initiative: Protocol for Metadata Harvesting (OAI-PMH) is a mechanism for interoperability between repositories that allows data providers to expose structured metadata, which service providers can then request and harvest.

[11] Archivists have an adjacency to the storage areas for special collections and university archives, which they access in order to curate, accession, provide research help, deliver class instruction, digitize, etc.

at times, the Library Specialist III, Cataloguing as she supports description. The next strongest adjacency was for the Digital Curation & Data Librarian to the Archivists, whom he interacts with frequently.

Several others had adjacencies to each other to facilitate weekly workflow, meaning they need to work in person at least once a week and work closely over email and phone:

- Library Specialist III, Cataloguing with the Library Specialist, Collections
- Library Specialist III, Cataloguing with KARMS
- Scholarly Communications & OER Librarian and the Publishing Services Manager with Library Faculty and campus Faculty
- Scholarly Communications & OER Librarian, the Publishing Services Manager, and the Library Specialist, Collections
- The Collection Strategist to the Acquisitions Manager and the ERM team within KARMS

In reviewing space allocations moving forward, adjacencies to work areas, materials and colleagues will be a primary factor as well as space availability.

Shared Culture through to Project Management Approach

The Digital Objects Working Group brought faculty and staff from Knowledge Access & Resource Management Services, Special Collections & University Archives, and at times, Technology as well as Collections & Scholarly Communications, together in order to do the work related to digital archives and preservation. This informal group over the last several years suffered from unclear resourcing, leadership and workload assignments. The group requested to participate in a facilitated process to establish a possible future for this work.

The process has outlined shared values, created shared understanding for large portions of each person's position, and determined some resourcing needs. It has not defined what project management approach will be appropriate for the department or how the leadership for projects will change. The Department Head will provide more leadership in terms of digital projects than has been provided in the past; yet, there is a level of project coordination and management that is appropriate to remain with the engaged faculty members and team members.

Developing a shared culture as a new Department will mean having more brave dialogue and learning about each other's work styles and communication preferences. Establishing shared understanding around communication workflows through to project management will be important.

Opportunities and Challenges

Opportunities

The benefits identified below largely depend on physical as well as organizational co-location, though they may also be possible to some extent without significant workflow rearrangement. DOWG members already engage in some forms of lightly-structured collaboration and coordination through the working group for digital collections projects and monthly conversations about outreach and engagement work. The interconnected nature of public-facing work means similar collaborative benefits and challenges could arise from close organizational or physical proximity to liaison librarians, user experience-focused faculty and staff, or other potential library teams.

The public-facing team members do see compelling value to a close connection between their work and the collection and curation work, both physical and digital, of other DOWG members. In particular, their roles supporting Liaison Librarians and representing collections and services to faculty and students benefit greatly from familiarity with the systems that are used for library publishing, the IR, digital collections, and SCUA services. Experience with the constraints, features, and content of the Libraries' services enables team members to present a more accurate and more useful picture of these services.

Informal Collaboration

The public-facing facilitation identified high value in an organizational structure that facilitates holding impromptu conversations, exchanging ideas with colleagues, and seeking input on the early stages of projects or ideas. The functional similarities between public-facing activities offer opportunities to make connections between individuals' library and campus networks and more fully represent colleagues' areas of expertise to campus audiences. Similarly, physical proximity of members engaged in physical and digital curation activities, either on a full-time or part-time basis, would enable those members to have more frequent spontaneous conversations and exchange of ideas. The proposed ideal state may offer more frequent opportunities for serendipitous sharing.

Communication Coordination

DOWG members already share similar responsibilities for promoting services and collections. The proposed evolution will make it easier to coordinate messages in order to connect services to more potential users, partners, or audiences. From an external perspective, having activities in a single organizational location will make it easier for users to find related resources and services.

Resource Sharing

The functional overlap, especially between engagement and educational activities, offers an opportunity for more efficient resource use. With co-location and collaborative planning, it would be straightforward to share audio or video production equipment, design or marketing software licenses, or student worker and/or practicum projects. Similar efficiency might be possible in professional development resources; for example, one person could attend a marketing design course and bring that knowledge back to a built-in team.

Formal Collaboration

A shared organizational and evaluation structure would offer a solid foundation for combined strategic planning and deliberate collaboration, whereas currently, plans for collaboration all too easily are superseded by unit-specific pressures and obligations. For public-facing work in particular, this would present an opportunity for deliberate cross-training or specialization to provide more in-depth support to users and to ensure continuity during transitions, vacations, or other disruptions. For the work of curation and collection management, having all of the work organized under a single organizational unit would bring clarity to questions of project prioritization, budgeting, and areas of responsibility.

Shared Digital Collections and Curation Practices

The long-term benefits of evolving towards an ideal state with collections and curation tasks may enhance public-facing services as well. Increased efficiency, standardized terminology or features across content areas, dedicated technological and technical resources, improved triage of content or users, and other synergies will give public-facing activities better services and collections to promote, teach, and

share. In some cases, collaboration on shared tasks may increase the time available for public-facing work, and cross-training may increase capacity for unexpectedly large audiences or complex projects.

Foundation for Future Growth

The proposed ideal state brings together people with thematically similar areas of expertise, and as such offers the Libraries a ready-made foundation for future evolution. Overlapping public-facing activities and skill sets around promotional communication, supporting research practices, or issues in digital scholarship could enable piloting or growing new areas of focus. Regular collaboration and shared planning among public-facing team members would make it easier for unit members and leadership to identify emerging needs across campus and to respond with new services or support. An evolved organizational structure which brings together public-facing positions could also present a ready-made organizational location for new positions or services which have functional similarities with these public-facing activities, but which span multiple areas within the Libraries or address interdisciplinary topics. An evolved organizational structure that combines the curation and collection management of all of the library's unique and distinguished holdings, both physical and digital, also carves out a potential administrative home for supporting new types of projects and library professionals as technologies and needs evolve.

Challenges

Any evolution of organizational structure includes potential pitfalls. Acknowledging these challenges to the unfolding evolution may allow for an intentional approach to minimize any negative impact.

Organizational Flexibility

Smaller teams are often more flexible in navigating outside circumstances; much of the successful growth in the Libraries IR and publishing services arose from responding quickly to campus needs or opportunities. Losing at least some of that flexibility is an unavoidable consequence that comes with the benefits of formal collaboration and shared organization. Coordinating communication messages, strategic planning, or professional development across previously-separate teams will require more time, even as these synergies improve some services. As this facilitated evolution takes effect, deliberate effort to reinforce and maintain the Libraries' value of entrepreneurial risk-taking can help retain the flexibility and responsiveness which have contributed to past successes.

Job Responsibilities

The opportunity for improved skill-sharing and communication coordination brings with it increased potential for blurred perceptions of roles and shifting responsibilities among the people who represent the unit's services and collections to external and internal audiences.

Clearly defined job responsibilities, where possible, will reduce internal confusion and help prevent overburdening team members. Awareness of this potential challenge from DOWG members and library leadership will allow requests for support, invitations to participate in projects, or other opportunities to be more easily directed to the appropriate colleague. Similarly, clear procedural documentation and policies will be needed to keep all of the newly combined members of the team members informed and working in the same directions.

Voices, Focus, and Priorities

With shared organizational structures and planning, strategic focus on one area of the evolved DOWG unit's responsibility has the potential to inadvertently divert resources from public-facing work that

supports other areas of expertise and responsibility. For example, an over-emphasis on OER support might pull the Archivist for Public Services and Community Engagement away from archival instruction, or an intense focus on increasing usage numbers for collections could implicitly discourage the Scholarly Communications Outreach Coordinator from actively pursuing new copyright outreach opportunities.

This challenge has surfaced at points in this facilitation process. The digital collections needs and opportunities which inspired this exploration naturally occupied the majority of DOWG discussions and attention. As an unintended consequence, however, this focus has sometimes resulted in less visibility for public-facing and non-digital-collections responsibilities of DOWG members.

The potential challenge here is not the reallocation of time or attention, but rather the potential for unintended impacts which can negatively affect otherwise valuable services or collections. Ongoing attention to the full range of responsibilities held by DOWG members will be essential in balancing specific collaborative priorities without eclipsing the unit's other valuable services and collections.

Appendix A. Review of Peer and Aspirational Institutions

Questions

- Can you locate their online digital collections and what kinds of materials do they encompass? What sorts of platforms are they using to provide access and/or preservation/curation?

- What do you like about their operations, services, programs and what (if any) aspects do you think could be adapted for our potential ideal state? Look at web pages describing the services, policies, programs, etc. as they relate to digital collections.

- What are the organizational structures that support the work of managing their digital collections? Look for org charts, identify management/leadership roles and titles, etc.

- Take some time to locate any recent (within the past two years) publications and/or presentations about their digital collections/programs given by key players - summarize or bring downloaded/printed examples to the meeting.

Institutions Reviewed

Peer Institutions	Other Institutions
Appalachian State University	University of Wisconsin – Madison
Boise State University	Ball State University
CUNY-Hunter College	Western Michigan University
James Madison University	University of Denver
Montclair State University	University of Miami
Portland State University	Villanova University
Towson University	Wayne State University
University of Nebraska – Omaha	University of Southampton
University of Northern Iowa	New York Public Library
Western Washington University	Duke University
Youngstown State University	Central Michigan University
	Purdue University
	University of Pittsburgh
	Michigan State University
	Hope College

Appendix B. Digital Collections Lifecycle Skills Matrix

Planning and Implementation	Communication and Engagement	Technology Development and Support	Archival Theory and Practice	Materials Transformation
Leadership	Harvesting and manipulating usage data	Platform expertise	Material preservation and handling (binding, media format and equipment)	Proper handling of archival materials
Strategic thinking	Writing reports	Platform ERM crosswalk	Privacy and confidentiality in oral history, image, text collections	Flatbed and book scanning (light exposure, standards, etc.)
Prioritization	Awareness of research trends	Sandboxing	Copyright and fair use in library and archival contexts	Image editing
Project management	Strategic thinking	Server administration	Awareness of research trends	OCR editing
Management facilitation	Lead-building	Regular expressions	Project management	PDF creation and editing
Supervision	Technical writing	Coding for universal design	Collection expertise	Audiovisual editing
Ability to articulate, assess, set scope and boundaries	Communications planning and management	OS Unix	Appraisal and evaluation of primary source materials	Transcription standards and editing
Proposal development	Marketing: social media	OS Mac/PC command line	Organization and file management	Vendor relations
Budgeting	Teaching and instruction	Software testing	Donor relations	File naming and file management
Ideation	External communication	REST and APIs	Technical writing	
Report writing	Marketing: messaging	Awareness of tech trends		
Communication planning and management	Primary source literacy	Platform command line		
Goal-setting	Stakeholder management, evaluation, and engagement	Advanced XML, HTML markup		
Project curation and collaboration		Coding: PHP, Python, Ruby		
Descriptive Metadata Creation and Mgmt	**Assessment**	**Relationship Management**	**Digital Curation**	**Intellectual Property and Information Security**
Knowledge of platform	Cost-benefit analysis	Negotiation	Knowledge of file transformation tools	Deep knowledge of data privacy, quality, security
Metadata manipulation (CSV/Excel; XML; scripting)	Evidence based practice	Stakeholder management, evaluation, engagement	Audit and fixity	Understanding of cloud networks at scale
Metadata cross-walking	Harvesting and manipulation of usage data	Donor relations	Technical metadata standards	Understanding of legal context
Metadata creation	Goal setting	IT and Vendor relations	Understanding quality as part of creation	Copyright in library and archival context
Metadata cleanup	Citation expertise	Ability to articulate, assess, set scope and boundaries	Technical literacy of quality control and translation	
Intermediate XML markup	Awareness of research trends	External communications		
Technical Writing	Citation tracking	Student training		

Appendix C. Summary of Engagement, Outreach and Instruction Tasks

Research Consult. (27)	Assist with reference requests (GC)	Consultations with library colleagues (finding resources) (L,S)	Evaluate journal quality -Consultations -OA Fund (S)	Consultations -Fair use -Copyright -Author rights (S/L)	Research (to answer questions, find resources) (S/L)
Prof Comm Engagement (22)	Participate in LPF (S)	Participate in SPARC (S)	Networking with experts at other institutions (S/L)	Keeping current with community activities (D, SC)	Engage in professional communities
	Participate in MMDP (SC)	Participate in DLF (S)			
Stakeholder Management (26)	Customer service (Skill)	De-escalate diff. situation	Refer/esc. diff. political topics	Communication with Bepress	Vendor relations (C)
	Writing donor agreements (D,SC)	Manage community partnership	Conversations with student editors (S)	Relationship management (donors) (D,SC)	Maintain (build) relationships across campus (L,S)
	Spin/quick thinking on your feet (Skill)	Ongoing support with platform (S)	Explaining policy (All)		
Evaluation and Reporting (28)	Conduct needs assessment at GVSU (D,S,C,L,SC)	Run user assessment tools	Evaluate collections (D,C,SC)	*= Report out to libraries (2)	Reporting, Schol Comm projects and sucs (S)
	Evaluate programs and services (S,SC,L)	Reporting/evaluation lib pub and IR services (S)			
Promotion Marketing (25)	Social media presence cultivation	Talk about (promote) trends and systems	Talk about (promote) services and resources)	Conversations with faculty (S)	Stay abreast of trends in library publishing (S)

	Stay abreast of trends and issues in scholarly publishing (S)	Stay informed with ScholComm/OA/OER/copyright/etc news and conversations (S/L)	Stay informed in data and digital publishing	Stay informed of trends in spec. and dist. colln	Internal conversations about publishing services (S)
	Promote digital objects via social media/blog (SC)	Market/promote GVSU Schol Comm services (S,l)		Market/promote GVSU collections (C,SC)	
Communicate and Engage (2)	*=Report/promote out beyond UL	*Outreach and promotion		?Digital presentation advocacy and outreach (A)	
Support Quality Education (24)	Stay abreast of development in GVSU cirriculum (D,C,SC)	Maintain and update SCUA Lib Guide (SC)	Develop OER Campus … (SLC)	OER Lib Guide (maintain, update) (S)	Partner with stakeholders on OER (D?,S,L,SC?)
	Chair OER advisory group (S)				
Maintain Web Presence (14)	*=Liase with platform vendor rep (IR)	*=Update and maintain web (access) sites	*=Manage SCUA website	LSC webpages (S/L)	
Advocacy (21)	Present and advocate to University Executive	Plan OA week events (S)		Develop OA strategy (D,S,C,L,SC)	
Collection Development (3)	Curate and collect OA Content (D,S,C,SC,L)	?=Recruit Born digital material	*=Provide copyright and fair use support, assess right to transform	*Recruit new IR and publishing services content (partners)	Triage/assess new material partners

Untitled	Internal Communication (A)	Communication (B)			
Instruction (20)	Internal education on collections and spec. coll. (C,SC)	Instruct on how to navigate platform(s) (SC)	Instruction for copyright and fair use (L)	Identify/share resources (S/L)	Instruction for author rights (S/L)
	Lead UL colleagues in learning about Schol Comm, OA, lib publishing (S)	Instruction on… (workshops, etc) #Open (S)	Provide data management support and educational programming (S)	Training on Platform (S)	Conversations with non-GVSU editors (S)
	*Integrate digital collections into instruction (2)				
Skills	Willingness to fail	Run meetings	Creativity	Prioritization and task-juggling	Executing ideas and projects
	Follow-through (follow-up)	Ability to take interest in other' interests/news/contexts	Generalist knowledge and/or expertise	Relationship stewarding	Willing to learn on fly
	Seeing connections	Written communication	Public speaking	Ability to discern when to compromise, when the advocate	Familiarity with trends and issues in Schol Comm, spec. coll., coll., etc.
	Comfort with emerging tech	Comfort with creative ambiguity	Enthusiasm and ability to communicate that to others	Ability to connect student learning and retention to our collections and services	Ability to prioritize time and resources

	Big picture thinking, i.e., not siloed approach to work	Listening		Explaining policies	Translating technical/legal/obtuse information simply	Navigate moving forward without being territorial
	Understanding context (empathy, situation, patience, embracing complexity)	Willingness to challenge your own assumptions		Interpersonal communication skills		

Appendix D: Current Position Descriptions in Scope

Director, Special Collections & University Archives

The Director of Special Collections plays a leading role in all aspects of library-wide planning, budgeting, operations, policy development, communications, and can expect to work closely with the Directors and Associate Deans of the other library units. The Director of Special Collections oversees all aspects of the Special Collections division of the Libraries. The Director of Special Collections is also to be expected to work closely and collaboratively with faculty and administrators from all colleges and with other campus units focused on research and learning.

RESPONSIBILITIES

GENERAL ADMINISTRATION

- Responsible for planning, direction, organization, and administration of the Special Collections unit
- Directly supervises the University Archivist and Special Collections unit staff
- Participates with the Dean of Libraries and the Executive Team in strategic planning, policy making and implementation, and decision-making for the Libraries
- Ensures alignment between the Special Collections unit and overall library mission, goals, and values
- Fosters collaboration and team work within the Libraries and University community
- Promotes customer service programs and initiatives with faculty and staff
- Authorizes Special Collections unit expenditures
- Develops and maintains relationships with key stakeholders at the University and within the community
- Serves as a mentor for library faculty and staff
- Coordinates recruiting, hiring, and retention of quality library faculty and staff for Special Collections
- Maintains an awareness of current University, regional and national trends and keeps abreast of advancements in academic libraries and information delivery; assures that the Libraries are at the forefront of best practices in delivering services
- Provides written reports, statistics, and proposals to the Libraries, University, and appropriate entities as needed

COLLECTION DEVELOPMENT

- Manages collection development responsibilities in existing collections strengths as well as in new ones where appropriate
- Oversees digital collection development
- Oversees collection development efforts

INSTRUCTION AND OUTREACH

- Ensures that Special Collections and services support curriculum and research needs by establishing and maintaining regular communication with faculty members and students
- Assists in preparing reports, such as curriculum planning, strategic planning and accreditation
- Proactively develops relationship with faculty to learn individual research interests and Special Collections support needs for teaching
- Promotes use of Special Collections by faculty and students, including such topics as advanced research, primary sources, and scholarly communication
- Keeps abreast of instructional and outreach trends in academic libraries and is able to employ these locally as appropriate

REFERENCE AND RESEARCH

- Promotes user-centered reference and research services
- Knowledgeable in current trends in reference and information services

EXPECTATIONS OF PROFESSIONAL BEHAVIORS & VALUES

- Develops and maintains thorough knowledge of job
- Works collaboratively and cooperatively with librarians and staff within unit, across the library organization, and across the university and the larger community
- Manages professional relationship and responsibilities in a manner that reflects well on the University Libraries
- Demonstrates flexibility, openness, and receptivity to new ideas and approaches
- Demonstrates innovation, creativity, and informed risk-taking
- Demonstrates effective and efficient use of resources
- Demonstrates commitment to the values and principles of librarianship

EXPECTATIONS IN SCHOLARLY AND CREATIVE ACTIVITIES

(see Library Guidelines in addition to general statements below)

- Participates in professional associations, societies, or consortia that can include serving on or leading committees or task forces
- Presents papers, publishes articles, leads workshops, and/or conducts training sessions outside of the University to share professional expertise
- Collaborates with colleagues at other institutions and libraries
- Engages in continuing education related to professional duties and assignments
- Conducts research for the betterment of library services and practice

EXPECTATION IN SERVICE

Regularly provides service to the unit, the libraries, the university and the profession; provides service to the larger community when opportunities arise

AREA OF SIGNIFICANT FOCUS

Every librarian will have the option of choosing an area of significant focus for the year. The area of significant focus can be derived from any of the areas of responsibility or it may be a special project in or out of the libraries or the university.

The area of significant focus will be negotiated early in the academic year between the librarian and his/her unit head or director. The results must be measurable and the related work should represent a commitment of about 10 hours a week on average

It must meet identifiable campus needs and fit within the resources and strategic plan of the libraries

Head, Collections & Scholarly Communications

GENERAL OVERVIEW

Reporting to the Associate Dean of Research and Instruction, the Head of Collections and Scholarly Communication manages collection development and collection management functions and provides leadership for campus scholarly communication activities, including: development of policies and procedures, coordination of the activities of liaison librarians related to collection development, negotiation of license agreements, assessment of the collections, and serving as primary contact for collections activities carried out through consortia. Facilitates and provides guidance to the campus in addressing scholarly communications issues, including copyright and open access. Works with individuals across the library and university to ensure the integrity of the collections.

May also serve as liaison librarian to one or more department, and as such, serves as the primary link between the academic department(s) he/she serves and the library.

BASELINE EXPECTATIONS IN PROFESSIONAL JOB KNOWLEDGE AND RESPONSIBILITIES

COLLECTION DEVELOPMENT AND MANAGEMENT

- Overall responsibility for Libraries' collection development program, including the development and administration of the Libraries' resource budget, the review and analysis of library collections and the development of collections policies and procedures.
- Maintains knowledge of current trends and issues in library collections.
- Supports liaison librarians in all aspects of collection development, facilitating training and the development of resources for all areas of collection development.
- Directs the evaluation of library resources for curriculum resource statements and accreditation reviews
- Establishes and actively maintains relationships with vendors, negotiating and interpreting licenses and contracts for library resources.
- Collaborates with the Head of Knowledge Access and Resource Management Services and other appropriate library personnel to facilitate the acquisition and management of print and electronic library collections
- Manages the evaluation, renewal and deselection of new and existing library resources, including facilitating the trialing of potential electronic resource acquisitions
- Manages and evaluates receipt of donations of books to the University Libraries

SCHOLARLY COMMUNICATION

- Oversees the Libraries' scholarly communication program
- Provides leadership in the Libraries' efforts to support new models of scholarly communication
- Directs the Libraries' programs to raise awareness and educate the University on trends and issues in the areas of scholarly communication, open access, and copyright
- Provides leadership and direction for the Libraries in the areas of copyright compliance, fair use, and other copyright issues, developing policies and practices
- Promotes the Libraries' web-based publishing and repository services, facilitated through the ScholarWorks@GVSU institutional repository
- Responsible for the direct supervision of the Scholarly Communication Outreach Coordinator, the Publishing Services Manager and the Collections and Scholarly Communications Associate
- Chairs the Libraries' Copyright Committee and serves as a member of the Scholarly Communications Advisory Committee

SECONDARY AREAS OF RESPONSIBILITY: LIAISON AND REFERENCE RESPONSIBILITIES

- May serve as a liaison to one or more departments, modeling best practices and performing all of the duties and functions of a liaison librarian, including collection development, instruction and outreach.
- May provide reference and research assistance and consultation and create and maintain subject resource pages or other bibliographic guides, modeling best practices and current trends in librarianship.

BASELINE EXPECTATIONS IN GENERAL PROFESSIONAL BEHAVIORS AND VALUES

- Develops and maintains thorough knowledge of job
- Works collaboratively and cooperatively with librarians and staff within unit, across the library organization, and across the university and the larger community
- Manages professional relationship and responsibilities in a manner that reflects well on the GVSU Libraries
- Demonstrates flexibility, openness, and receptivity to new ideas and approaches
- Demonstrates innovation, creativity, and informed risk-taking
- Demonstrates effective and efficient use of resources
- Demonstrates commitment to the values and principles of librarianship

BASELINE EXPECTATIONS IN SCHOLARLY AND CREATIVE ACTIVITIES

(see Library Guidelines in addition to general statements below)

- Participates in professional associations, societies, or consortia that can include serving on or leading committees or task forces
- Presents papers, publishes articles, leads workshops, and/or conducts training sessions outside of the University to share professional expertise
- Collaborates with colleagues at other institutions and libraries
- Engages in continuing education related to professional duties and assignments
- Conducts research for the betterment of library services and practice

BASELINE EXPECTATIONS IN SERVICE

Regularly provides service to the unit, the libraries, the university and the profession; provides service to the larger community when opportunities arise

AREA OF SIGNIFICANT FOCUS

Every librarian will have the option of choosing an area of significant focus for the year. The area of significant focus can be derived from any of the areas of responsibility or it may be a special project in or out of the libraries or the university.

- The area of significant focus will be negotiated early in the academic year between the librarian and his/her unit head or director. The results must be measurable and the related work should represent a commitment of about 10 hours a week on average
- It must meet identifiable campus needs and fit within the resources and strategic plan of the libraries

Archivist, Collection Management

General Overview

Reporting to the Director of Special Collections & University Archives, the University Archivist for Collection Management is responsible for managing the acquisition and accessioning of appropriate materials for University Archives and special collections of materials in a variety of formats that conform to the collecting policies of the University Libraries. The Archivist will also be responsible for processing and preserving collections in order to make them available for research use. The Archivist will collaborate with others to develop and promote the collections.

Responsibilities

- Collaborates with the Director of Special Collections & University Archives in collection development and donor relations, ensuring that the unit's collections and services support the curriculum and research needs of the university community

- Acquires, accessions, and processes special collections of historical research value and materials that document the history and operations of Grand Valley State University and its component parts

- Manages and maintains archival metadata and database; creates finding aids for collections

- Manages exports of Encoded Archival Description (EAD) and Machine-Readable Cataloging (MARC) to the Special Collections & University Archives website, library catalog, WorldCat, or other discovery platforms as needed

- Manages and maintains the Special Collections & University Archives website in consultation with the Web Services Librarian

- Manages compliance with copyright and privacy laws in accordance with gift agreements and University policies

- Collaborates with the Digital Initiatives Librarian and Metadata & Digital Curation Librarian on the development and support of digital collections and projects

- Collaborates with the Metadata & Digital Curation Librarian on the management and preservation of the University Libraries' digital assets

- Consults with the Director of Special Collections & University Archives in strategic planning, policy making and implementation, and decision making for the unit

- Maintains an awareness of current University, regional, and national trends and keeps abreast of advancements in academic libraries and information delivery, and archival theory and practice

- Develops and maintains relationships with key stakeholders at the University and within the community

- Collaborates with University Archivist for Public Services and Community Engagement to identify and prepare materials for exhibits, programming, instruction, digitization, or other public service uses

- Assists with archival reference, research services, and outreach as needed

- Curates physical and digital exhibits highlighting collection materials

- Oversees collection storage and preservation

- Supervises and trains student workers, interns, and volunteers and coordinates projects

Required education

- MLS degree from an ALA-accredited library school (or equivalent) with specialization in archives

Required experience and qualifications

- Experience providing reference services in a university special collections or university archives setting or experience processing archival collections and creating finding aids

- Experience with Archivists' Toolkit, ArchivesSpace, CONTENTdm, or other archival content management systems

- Knowledge of current archival theory, practice, standards, and proper handling of materials

- Basic understanding of current archival metadata and descriptive standards such as DACS, EAD, AACR2, MARC, Library of Congress authorities and subject headings, Dublin Core, etc.

- Excellent written, oral, and interpersonal skills

- Excellent organizational skills

- Ability to work independently and as part of a team

Preferred Experience and Qualifications

- Processing and description of archival and special collections materials

- One year experience working in a university Special Collections or University Archives setting

- Understanding of information technology applications in an archives environment

- Experience with digital collections practices

- Project management supervisory experience

Baseline Expectations in Scholarly and Creative Activities

- Presents papers, publishes articles, leads workshops, and/or conducts training sessions outside of the University to share professional expertise

- Collaborates with colleagues at other institutions and libraries

- Engages in continuing education related to professional duties and assignments

- Conducts research for the betterment of library services and practice

Baseline Expectations in Service

- Regularly provides service to the unit, the libraries, the university and the profession; provides service to the larger community when opportunities arise

Area of Significant Focus

- Every librarian will have the option of choosing an area of significant focus for the year. The area of significant focus can be derived from any of the areas of responsibility or it may be a special project in or out of the libraries or the university.

    o The area of significant focus will be negotiated early in the academic year between the librarian and his/her unit head or director. The results must be measurable and the related work should represent a commitment of about 10 hours a week on average

    o It must meet identifiable campus needs and fit within the resources and strategic plan of the libraries

Archivist, Public Services & Community Engagement

General Overview

Reporting to the Director of Special Collections & University Archives, the University Archivist for Public Services and Community Engagement serves as the primary contact for reference and research assistance for special collections and University Archives materials. The Archivist is also responsible for coordinating community engagement activities for the department, including exhibits, programming, and instruction of students, faculty, staff, and the wider community. The Archivist will collaborate with others to develop and preserve the collections.

Responsibilities

- Facilitates access and conducts research within archival, manuscript, and rare book collections to assist with in-person and remote inquiries

- Collaborates with faculty and liaison librarians for integration of archival and special collections material into course curricula and library programs

- Collaborates with the Head of Instructional Services to design, conduct, and assesses archival instructional services

- Ensures that Special Collections & University Archives services support curriculum and research needs of the University by establishing and maintaining regular communication with faculty and students

- Coordinates public programming, curates physical and digital exhibits, and promotes Special Collections & University Archives resources and services

- Consults with University Archivist for Collection Management and Director of Special Collections & University Archives about collection development and makes recommendations

- Consults with the Director of Special Collections & University Archives in strategic planning, policy making and implementation, and decision making for the unit

- Develops and maintains relationships with key stakeholders at the University and within the community

- Maintains an awareness of current University, regional, and national trends and keeps abreast of advancements in academic libraries and information delivery, and archival theory and practice

- Manages compliance with copyright and privacy laws in accordance with gift agreements and University policies

- Recommends, updates, implements, and assesses reference policies and procedures

- Coordinates reproduction services for the department

- Coordinates outgoing and incoming exhibition loans

- Compiles and analyzes reference and use statistics and generates reports for the department

- Collaborates with Digital Initiatives Librarian and Metadata & Digital Curation Librarian on the development and support of digital collections and projects

- Assists with processing, preserving, and acquisition of archival, historical, and special collections materials

- Assists with supervision and training of student workers, interns, and volunteers and coordinating projects

Required education

- MLS degree from an ALA-accredited library school (or equivalent) with specialization in archives

Required experience and qualifications

- Experience providing reference services in a university special collections or university archives setting or experience processing archival collections and creating finding aids

- Knowledge of current archival theory, practice, standards, and proper handling of materials

- Basic understanding of current archival metadata and descriptive standards such as DACS, EAD, AACR2, RDA, MARC, Library of Congress authorities and subject headings, Dublin Core, etc.

- Excellent written, oral, and interpersonal skills

- Excellent organizational skills

- Ability to work independently and as part of a team

Preferred Experience and Qualifications

- Experience teaching in a classroom setting

- Experience designing exhibits

- Understanding of information technology applications in an archives environment

- Project management supervisory experience

Baseline Expectations in Scholarly and Creative Activities

- Presents papers, publishes articles, leads workshops, and/or conducts training sessions outside of the University to share professional expertise

- Collaborates with colleagues at other institutions and libraries

- Engages in continuing education related to professional duties and assignments

- Conducts research for the betterment of library services and practice

Baseline Expectations in Service

- Regularly provides service to the unit, the libraries, the university and the profession; provides service to the larger community when opportunities arise

Area of Significant Focus

- Every librarian will have the option of choosing an area of significant focus for the year. The area of significant focus can be derived from any of the areas of responsibility or it may be a special project in or out of the libraries or the university.

  o The area of significant focus will be negotiated early in the academic year between the librarian and his/her unit head or director. The results must be measurable and the related work should represent a commitment of about 10 hours a week on average

  o It must meet identifiable campus needs and fit within the resources and strategic plan of the libraries

Metadata & Digital Curation Librarian

GENERAL OVERVIEW

The Metadata & Digital Curation Librarian provides leadership and guidance in the development and implementation of data management strategies that will support discovery, access, management, and preservation of the University's digital assets and resources; and assesses user needs in order to develop appropriate descriptive, structural and administrative metadata schemes for complex heterogeneous collections.

BASELINE EXPECTATIONS IN PROFESSIONAL JOB KNOWLEDGE AND RESPONSIBILITIES

- Provides advice for all metadata creation activities throughout the University Libraries and selects, designs, adapts and maintains appropriate metadata schemas, controlled vocabularies and data dictionaries to facilitate access to resources in the libraries' catalog, digital collections and institutional repository.
- Assists in setting policies, priorities and practices for the production, management and preservation of digital content.
- Performs original and complex metadata creation for all formats using a variety of metadata schemas, including Qualified Dublin Core, PREMIS, MARC and EAD, and content rules and standards, such as RDA, AACR2 and DACS.
- Tracks developments in metadata schemas and leads the ongoing development and implementation of metadata standards and best practices within the libraries and across the university.
- Collaborates with the University Archivist and the Scholarly Communications Outreach Coordinator to support the library's archival and scholarly communication programs.
- Collaborates with university administrative units and IT to plan and develop a records management and preservation strategy for the university.
- Collaborates with the Scholarly Communications Outreach Coordinator, Digital Initiatives Librarian, Liaison Librarians, faculty and academic units outside of the library to determine faculty data service needs and provides advice on the organization and description of research data produced.
- Collaborates with the Scholarly Communications Outreach Coordinator, Digital Initiatives Librarian, Liaison Librarians, faculty and academic units outside of the library to assist in writing data management plans for grant applications to ensure usability, preservation and access.
- Develops best practices for authority control for access points and provide resolution for heading conflicts in the Library's Catalog (Sierra), Institutional Repository (Digital Commons) and digital collection management and preservation system (Preservica).
- May coordinate and oversee the work of Professional Support Staff and student assistants on a project by project basis.

BASELINE EXPECTATIONS IN GENERAL PROFESSIONAL BEHAVIORS AND VALUES

- Develops and maintains thorough knowledge of job
- Works collaboratively and cooperatively with librarians and staff within unit, across the library organization, and across the university and the larger community
- Manages professional relationship and responsibilities in a manner that reflects well on the GVSU Libraries
- Demonstrates flexibility, openness, and receptivity to new ideas and approaches
- Demonstrates innovation, creativity, and informed risk-taking
- Demonstrates effective and efficient use of resources
- Demonstrates commitment to the values and principles of librarianship

BASELINE EXPECTATIONS IN SCHOLARLY AND CREATIVE ACTIVITIES

(see Library Guidelines in addition to general statements below)

- Participates in professional associations, societies, or consortia that can include serving on or leading committees or task forces
- Presents papers, publishes articles, leads workshops, and/or conducts training sessions outside of the University to share professional expertise
- Collaborates with colleagues at other institutions and libraries
- Engages in continuing education related to professional duties and assignments
- Conducts research for the betterment of library services and practice

BASELINE EXPECTATIONS IN SERVICE

Regularly provides service to the unit, the libraries, the university and the profession; provides service to the larger community when opportunities arise

AREA OF SIGNIFICANT FOCUS

Every librarian will have the option of choosing an area of significant focus for the year. The area of significant focus can be derived from any of the areas of responsibility or it may be a special project in or out of the libraries or the university.

- The area of significant focus will be negotiated early in the academic year between the librarian and his/her unit head or director. The results must be measurable and the related work should represent a commitment of about 10 hours a week on average
- It must meet identifiable campus needs and fit within the resources and strategic plan of the Libraries

Library Specialist IV – Metatdata & Digital Curation

Job Summary: Assists the Metadata and Digital Curation Librarian with processing of material ingested into library preservation software as well as assisting with data management projects for the University. Assists other members of the Knowledge Access and Resource Management Services team as workloads fluctuate

Responsibilities: The Knowledge Access and Resource Management Services team is responsible for the procurement, description, and management of all items purchased or subscribed to by the University Libraries. This team maintains access to the myriad of physical and electronic resources supported by the $4.7 million dollar annual budget

Essential Functions:

- Manages the upload of digital objects into library preservation software
- Assigns metadata to objects as they are ingested into library preservation software
- Manages the transfer of audio/video files and associated metadata between library preservation and access systems
- Digitizes and edits audio or video files, then uploads them and their associated metadata into the appropriate software package
- Communicates and works with entities outside the University to move preservation projects forward
- Manages record-keeping for data management and digital curation projects
- Assists with the development and maintenance of documentation associated with different processes

Non-Essential Functions:

- Assists the Acquisitions Manager with managing the electronic flow of critical information between vendors, the integrated library system, and the accounting department. May also include ordering, receiving, payment of invoices, and processing materials purchased for the library
- Assists in the management of electronic resources, including permissions confirmation, batch processing, statistical gathering, and troubleshooting
- Assists with the receiving, processing, and cataloging of government documents, print periodicals, monographs, or any other material received by the library

- Communicate and negotiate with vendors on the above listed functions
- Assists in the supervision of student employees and the coordination of their work
- Assists User Experience team by staffing the service point a few hours per week
- Assists with energy issues by monitoring and reducing the use of lights, power and water as appropriate
- Inform and explain to students and staff the energy compliance measures including light dimming and under floor air distribution systems

Required Qualifications:

- Minimum of 4 years related work experience and/or relevant training
- Ability to learn and apply complex file formats, metadata schemes and digitization standards
- Ability to prioritize multiple demands in a fast-paced work environment
- Ability to maintain positive interpersonal relationships with diverse populations
- Ability to work both independently and collaboratively
- Ability to use discretion and judgment in interpreting polices and applying procedures
- Ability to pay close attention to detail, conforming to set procedures and policies
- Ability to communicate clearly and tactfully
- Ability to solve problems quickly and independently, occasionally with limited backup resources
- Possess strong verbal and written communication skills
- Ability to learn specialized hardware and software
- Experience with computers, Word, Excel, databases, and the Internet
- Experience with data entry
- High school graduate

Preferred Qualifications:

- Bachelor's degree
- Familiarity and experience with an integrated library system (Innovative preferred)
- Familiarity with XML
- Experience with cataloging or related metadata assignment
- Experience with technical services best practices
- Experience with the management of digital objects
- Experience digitizing collections

Supervision Received: Receives supervision and work assignments from a designated supervisor, although other staff members in the unit may provide work direction.

Supervision Exercised: May be responsible for the coordination of work assignments for student employees.

Physical Demands: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Must have the physical stamina to work long hours at least five days per week. The requirements listed are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential function.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

Standard Hours for this position: 40 hour work week; Monday-Friday, start and end times to be agreed upon with supervisor.

Scholarly Communications Outreach Coordinator
GENERAL OVERVIEW

Reporting to the Head of Collections and Scholarly Communications, the Scholarly Communication Outreach Coordinator is responsible for the development and management of the Libraries' institutional repository and the management and execution of the Libraries' scholarly communication programs.

May also serve as liaison librarian to one or more department, and as such, serves as the primary link between the academic department(s) he/she serves and the library.

BASELINE EXPECTATIONS IN PROFESSIONAL JOB KNOWLEDGE AND RESPONSIBILITIES

SCHOLARLY COMMUNICATIONS

- Responsible for the overall management and direction of the Libraries' scholarly communication program
- Provides outreach to GVSU community on scholarly communications issues and services
- Provides leadership in the Libraries' efforts to support new models of scholarly communication
- Serves as a point of contact to one or more research institutes, programs, or centers on campus seeking opportunities to collaborate in areas related to scholarly communication and institutional repositories
- Identifies the scholarly communication support needs of liaison librarians and develops documentation and provides educational opportunities to meet those needs
- Serves as a primary point of contact on copyright issues, coordinating with other stakeholders within the Libraries, developing resources and providing training and instruction
- Develops and provides University-wide educational opportunities for sharing information about scholarly communications, open access, copyright and institutional repositories
- Stays abreast of trends and issues in scholarly communication, open access, institutional repositories, copyright and related areas
- Analyzes and regularly reports on the Libraries' scholarly communication initiatives
- Collaborates with Meta-data and Digital Curation Librarian to assist liaison librarians in determining faculty data service needs and to describe and organize the research data and other information they produce
- Collaborates with Meta-data and Digital Curation Librarian to assist faculty in writing data management plans for grant applications to ensure usability, preservation, and access
- Convenes and coordinates the Libraries' Scholarly Communications Advisory Committee and serves as a member of the Libraries' Copyright Committee
- Promotes and administers the Libraries' Open Access Publishing Support Fund
- With Publishing Services Manager, engages in planning and delivery of annual Author Recognition celebration

INSTITUTIONAL REPOSITORY

- Responsible for leadership and direction of the Libraries' repository services, facilitated through the ScholarWorks@GVSU institutional repository
- Coordinates with Publishing Services Manager to plan and develop journal and other publishing activities
- Advocates on behalf of the Libraries' institutional repository for alternatives to traditional publishing utilizing technology to increase the reach and impact of scholarship and creative practice
- Develops and manages a program that seeks to collect, preserve and disseminate faculty, student and institutional scholarship and creative outputs
- Manages and develops policies and procedures for the Libraries' institutional repository
- Oversees the content management of the institutional repository including system framework, workflows, and metadata standards
- Communicates with vendors and publishers as the primary point of contact regarding the Libraries' institutional repository
- Assists liaison librarians with the identification and addition of materials to the Libraries institutional repository from within their subject areas
- Coordinates with other digital collections within the University Libraries

LIAISON AND REFERENCE RESPONSIBILITIES

- May serve as a liaison to one or more departments, modeling best practices and performing all of the duties and functions of a liaison librarian, including collection development, instruction and outreach.
- May provide reference and research assistance and consultation; creates and maintains subject resource pages or other bibliographic guides, modeling best practices and current trends in librarianship.

BASELINE EXPECTATIONS IN GENERAL PROFESSIONAL BEHAVIORS AND VALUES

- Develops and maintains thorough knowledge of job
- Works collaboratively and cooperatively with librarians and staff within unit, across the library organization, and across the university and the larger community
- Manages professional relationships and responsibilities in a manner that reflects well on the GVSU Libraries
- Demonstrates flexibility, openness, and receptivity to new ideas and approaches
- Demonstrates innovation, creativity, and informed risk-taking
- Demonstrates effective and efficient use of resources
- Demonstrates commitment to the values and principles of librarianship

BASELINE EXPECTATIONS IN SCHOLARLY AND CREATIVE ACTIVITIES

(see Library Guidelines in addition to general statements below)

- Participates in professional associations, societies, or consortia that can include serving on or leading committees or task forces
- Presents papers, publishes articles, leads workshops, and/or conducts training sessions outside of the University to share professional expertise
- Collaborates with colleagues at other institutions and libraries
- Engages in continuing education related to professional duties and assignments
- Conducts research for the betterment of library services and practice

BASELINE EXPECTATIONS IN SERVICE

Regularly provides service to the unit, the libraries, the university and the profession; provides service to the larger community when opportunities arise

AREA OF SIGNIFICANT FOCUS

Every librarian will have the option of choosing an area of significant focus for the year. The area of significant focus can be derived from any of the areas of responsibility or it may be a special project in or out of the libraries or the university.

- The area of significant focus will be negotiated early in the academic year between the librarian and his/her unit head or director. The results must be measurable and the related work should represent a commitment of about 10 hours a week on average
- It must meet identifiable campus needs and fit within the resources and strategic plan of the libraries

Publishing Services Manager

Reporting to the Head of Collections and Scholarly Communications, the Publishing Services Manager is responsible for the development, management and maintenance of the University Libraries' publishing services program. This position serves as liaison between BePress and the individual, department, society or organization affiliated with the content in ScholarWorks.

RESPONSIBILITIES

PUBLISHING SERVICES

- Coordinates with the Scholarly Communications Outreach Coordinator to implement, facilitate, and provide support for publishing services projects in ScholarWorks
- Facilitates the set-up and design process for journals and conference & event communities in ScholarWorks@GVSU, provides ongoing support and maintenance
- Works with authors to facilitate addition of open education resources to ScholarWorks@GVSU, provides ongoing support and maintenance
- Develops and maintains relationships with authors, editors, or sponsoring entities; serves as liaison between bepress and the individual, department, or research center responsible for the content
- Identifies emerging and existing best practices for library publishing services, open access, and scholarly communications
- Initiates new services, expands existing services, and uses this information to inform library practices and to educate constituencies in the library and university community
- Works with the Scholarly Communications Outreach Coordinator to develop policies and procedures that support an active, sustainable publishing services program
- Coordinates training for editors and/or conference & event planners on Digital Commons platform
- In cooperation with the Scholarly Communications Outreach Coordinator, may develop and deliver educational programming and/or events related to publishing program
- Helps address technical issues with the Digital Commons platform
- Consults with Metadata & Digital Curation Librarian and/or Knowledge Access and Resource Management staff on record creation, maintenance, and metadata standards
- Assists with submitting ISSN applications, facilitates DOI assignment and registration, facilitates inclusion in directories such as the Directory of Open Access Journals
- Coordinates with Archives and Special Collections, and other digital collections within the University Libraries
- Collaborates with Scholarly Communications Associate to facilitate digitization and uploading of content
- Provides download reports to authors, editors, or other constituents
- Conducts analysis of publishing services
- In cooperation with Scholarly Communications Outreach Coordinator, may provide guidance on author rights, copyright, and Creative Commons licensing

AUTHOR RECOGNITION

- With Scholarly Communications Outreach Coordinator, engages in planning and delivery of annual Author Recognition celebration
- Collaborates with library and university faculty and staff to promote submission of citations for annual Author Recognition Bibliography
- Oversees development of annual Author Recognition Bibliography
- Assists with inclusion of Author Recognition content in ScholarWorks@GVSU

GENERAL DUTIES & REPOSITORY SERVICES

- Participates in Scholarly Communications Advisory Committee
- Assists with general scholarly communications and repository services, including uploading content, advising Scholarly Communications Associate on workflows and best practices, or assisting faculty and liaison librarians with questions related to ScholarWorks@GVSU
- Collaborates with Library Program Manager and Web Services Librarian to develop programming and web content related to publishing services

EXPECTATIONS OF PROFESSIONAL BEHAVIORS & VALUES

- Develops and maintains thorough knowledge of job

- Works collaboratively and cooperatively with librarians and staff within unit, across the library organization, and across the university and the larger community
- Manages professional relationships and responsibilities in a manner that reflects well on the University Libraries
- Demonstrates flexibility, openness, and receptivity to new ideas and approaches
- Demonstrates innovation, creativity, and informed risk-taking
- Demonstrates effective and efficient use of resources

QUALIFICATIONS

Required:

- Bachelor's degree
- Exceptional written and oral communication skills
- Experience with or knowledge of institutional repository software
- Demonstrated ability to prioritize and manage multiple projects
- Knowledge of emerging and best practices in open access scholarly publishing
- Flexibility, creativity, ability to work in a changing environment
- Ability to work independently and collaboratively
- Ability to work with diverse groups

Preferred:

- Experience working with Digital Commons platform
- Graduate degree or some graduate study

Library Specialist IV – Scholarly Communications

Job Summary: Provides technical and clerical support and assistance related to the management of the library's institutional repository and library collections.

Responsibilities:

This position reports to the Head of Collections and Scholarly Communications and is located within the Libraries' Collections and Scholarly Communications department, which manages the University Libraries' collection development and collection assessment activities for the Mary Idema Pew, Frey and Steelcase Libraries and for the Libraries' electronic resources. The department also provides direction for the University Libraries' scholarly communication activities and initiatives, which include library and teaching faculty training and development, as well as the management and development of the Libraries' institutional repository.

Essential Functions:

Serves as one of the primary contacts for questions and support regarding the Libraries' institutional repository.

- Works with institutional repository vendor to establish and design new communities, series, event sites and journals within the repository and to resolve issues with existing series and journals.
- Communicates with faculty, staff and students within and outside the library regarding repository issues.
- Manages the receipt, digitization and upload of repository materials.
- Manages the input of metadata for repository materials.
- Identifies publisher copyright and self-archive policies and communicates with publishers to clarify and request archiving permissions.
- Manages record-keeping for institutional repository.
- Assists with the development and maintenance of documentation for the institutional repository.
- Assists with the coordination and scheduling of scholarly communication and institutional repository meetings.
- Assists with, and may conduct, the training of university and library faculty and staff on the use of the institutional repository.

Assists with various collection development and management projects.

- Assists with both large-scale and ongoing monograph acquisition and maintenance tasks and projects.
- Assists with the annual review and renewal of periodical subscriptions, compiling and analyzing periodical usage data, contacting publishers for clarification on license terms, and working with vendors to acquire pricing information, managing record keeping for renewal, entering renewal information into vendor systems.
- Compiles and maintains collection statistics.
- Manages record keeping and documentation for library collections.
- Assists with database renewal process.
- Coordinates receipt of book donations to University Libraries, including providing donors with acknowledgement letters.

Processes and tracks awards and payments for the Libraries' Open Access Publishing Fund

- Coordinates the accumulation, organization and development of faculty bibliography for the annual University Libraries' Author Recognition.
- Compiles initial listing of author publications through use of library databases and review of university publications.
- Communicates with faculty to acquire citations to faculty publications.
- Formats citations into designated style.
- Assists with the editing of Author Recognition bibliography.
- Manages proof-reading of Author Recognition bibliography.
- Creates multimedia displays for Author Celebration reception.

Manages the dissertation, thesis and project workflow for the University Libraries.

- Serves as the University Libraries' primary point of contact for graduate students, faculty and the Office of Graduate Studies in relation to dissertations, theses and projects.
- Manages the receipt of dissertations and theses, and uploads content into the institutional repository.
- Receives graduate projects and based on unit requirements uploads content to the institutional repository or ensures delivery to the appropriate library staff for physical processing.

Supervises student workers

- Hires and trains student workers.
- Coaches student employees in communicating with clarity and tact and models appropriate behavior.
- Interprets and enforces wide-range of library procedures and policies; communicates those policies with clarity and tact.

Non-Essential Functions:

- Serves on library committees, as appropriate.
- Serves as a customer service contact, referring patrons to people and resources throughout the library system and generally assisting patrons in using the library.

Required Qualifications:

- Ability to anticipate and quickly adapt to any potential problems arising in the library
- Ability to maintain positive interpersonal relationships with diverse populations
- Ability to work both independently and collaboratively
- Ability to prioritize multiple demands in a fast-paced work environment while delivering exemplary customer service
- Ability to use discretion and judgment in interpreting polices and applying procedures
- Ability to communicate clearly and tactfully
- Ability to solve problems quickly and independently, occasionally with limited backup resources

- Minimum of 3 years related work experience and/or relevant training
- Skilled with computer interfaces, including Microsoft Word and Excel
- High school graduate

Preferred Qualifications:

- Bachelor's degree preferred
- Familiarity with HTML, Adobe Acrobat, Microsoft Publisher, Microsoft Access
- Familiarity with bibliographic management software

Supervision Received: Receives supervision and work assignments from a designated supervisor, although other staff members in the unit may provide work direction.

Supervision Exercised: Directs the work of student employees.

Physical Demands: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Must have the physical stamina to work long hours at least five days per week. The requirements listed are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential function.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

Standard Hours for this position: Monday – Friday: 8:00am – 4:30pm

Appendix E: Proposed DRAFT Curator, Rare & Distinguished Collections

Reporting to the Associate Dean, Curation, Preservation and Publication Services, the Curator, Rare & Distinguished Collections provides strategic leadership for, and enhances and promotes the rare book and distinguished collections.

The Curator is responsible for proactive and innovative collection development for rare books and distinguished collections; solicitation of gifts and grants; collaboration in research and instruction drawing on rare books; creation of bibliographies, instructional guides, etc. The Curator supports the development of exhibitions and other academic and public programs focused on rare books and distinguished collections. The Curator's responsibilities include working with faculty to integrate the rare book and distinguished collection into teaching and learning activities as well as campus events and other topics that serve to highlight the collection, providing reference for the collection, establishing a presence in the rare book community (local, regional and national) by forming relationships with rare book dealers, collectors, and participating in professional activities and organizations.

The Curator works in close partnership with the Head, Collections & Digital Scholarship as well the Archivist, Community Engagement and the Archivist, Collection Management. The Curator participates in the work of Library committees, in Leadership Team, and scholarly, professional, and bibliophilic organizations.

Duties and Responsibilities:

- Management: In collaboration with the Archivists, advises the public and technical services functions of the rare book collection, including development and implementation of strategic planning, best practice preservation and access policies and procedures. Generates budget and annual reports, especially related to material acquisitions and grant funded staff. Provide and/or improve discoverability of rare books holdings through description or other means. With other staff, ensures collection maintenance and security during existing and future Special Collections spaces.
- Teaching: Collaborates closely with academic departments, individual faculty, and other teaching librarians / archivists; instruct students about the creation and dissemination of knowledge as represented by the rare book and distinguished collections. Participates in the development of print and digital instructional materials and

exhibits as part of a wider Special Collections instruction program. Tailors instruction to support the goals of departmental information and archival literacy programs.

- Reference/Outreach: In coordination with the Archivists, manages and provides on-site and distance reference services and facilitate access to the rare book and distinguished collection to students, faculty, and other visitors. Participates in the Special Collections exhibition program and organize openings, readings, and other events to publicize holdings.
- Collection Development: Develops and maintains rare book and distinguished collections, cultivating prospective donors among alumnae, book artists, fine print community, encouraging gifts and selecting purchases. Collaborates with faculty and staff to build collections that reflect current and developing curricular and research needs in line with the University mission. Specifically, develops the collection to better align with the broad range of diverse voices, interests, and intellectual traditions present at GVSU. Manages the rare books acquisition budget and manages income from donations. Participates in collection development policy review at regular intervals. Develops criteria for and curates openly accessible digital special collections with strategic connection to GVSU curriculum, or regional area.
- Partnership: Partners with the Collection & Digital Scholarship Department to ensure innovative, proactive collection development in alignment with mission. Partners with Operations & User Services to ensure facilities maintenance and space needs. Partners with other stakeholders and organizations around the college in the teaching, learning, and research mission. Engages in other professional activities, especially in the Midwest, and keeps current with existing and emerging rare book and archival professional practices including methodologies, theories, and technologies.

EXPECTATIONS OF PROFESSIONAL BEHAVIORS & VALUES

- Develops and maintains thorough knowledge of job
- Works collaboratively and cooperatively with librarians and staff within unit, across the library organization, and across the university and the larger community
- Manages professional relationships and responsibilities in a manner that reflects well on the University Libraries
- Demonstrates flexibility, openness, and receptivity to new ideas and approaches
- Demonstrates innovation, creativity, and informed risk-taking
- Demonstrates effective and efficient use of resources
- Demonstrates commitment to the values and principles of librarianship

EXPECTATIONS IN SCHOLARLY AND CREATIVE ACTIVITIES

(see Library Guidelines in addition to general statements below)

- Participates in professional associations, societies, or consortia that can include serving on or leading committees or task forces
- Presents papers, publishes articles, leads workshops, and/or conducts training sessions outside of the University to share professional expertise
- Collaborates with colleagues at other institutions and libraries
- Engages in continuing education related to professional duties and assignments
- Conducts research for the betterment of library services and practice

EXPECTATION IN SERVICE

Regularly provides service to the unit, the libraries, the university and the profession; provides service to the larger community when opportunities arise

Appendix F: Facilitation Framework – Digital Objects Management Team

July 19, 2017
Edited: January 16, 2018
Annie Bélanger, Annie Benefiel, Jeffrey Daniels, and Matt Schultz

Context

The Digital Object Management Committee was originally created several years ago to address the rapid proliferation and growth of digital information in the landscape of libraries and archives.[12] The team has functioned since in a collaborative informal approach, seeking to preserve, organize and facilitate access to knowledge and support the teaching and research mission of the Library. There has been a desire within the team to formalize its work and perhaps its structure, and with the upcoming staffing change, the team would benefit from reviewing how it might accomplish its work and goals moving forward.

Purpose

To develop a shared understanding of the work needed and possible for the team by engaging all members of the Digital Object Management Team, and at times, include in the discussion select 'hand-off' point colleagues in other teams, to develop the following outcomes:

- Part 1:
    - Defining the work of the team in terms of tasks/processes and identify tasks/processes being done/could be done/would like to see being done
        - In other words, what are all the activities and duties that need to happen for the work of the team to be successful
    - Defining underlying skills needed for the tasks/processes
    - Identifying related tasks/processes in terms of process and in terms of skills
    - Identifying hand-off points and who should be consulted
- Part 2:
    - Do a gaps analysis from the ideal state to current state and define feasible state
- Part 3:
    - Defining a functional structure and relational grouping
    - Identifying concerns and support for structure
- Part 4:
    - Review propose structure
    - Identifying concerns and support for structure
    - Defining new job descriptions for the positions within the team

Working Assumptions – To be Reviewed with Participants

- We are working toward the formation of a shared understanding of the team's work.
- Past patterns need not define future patterns.
- Participating in the meeting:
    - Everyone has wisdom,
    - We need everyone's wisdom for the wisest result,
    - There are no wrong answers,
    - The whole is greater than the sum of its parts, and
    - Each person will hear others and be heard.
- You are empowered in your process.
- Clarifying questions are just questions.
- Each take care of comfort needs.
- At the end of each phase, the team will debrief

---
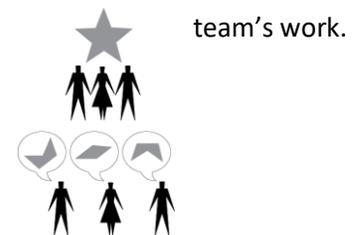
[12] Excerpt from Digital Objects Management Committee Final Report, undated.

Invited Participants

All members of the team are invited to participate as well as the members of leadership that provide support.

- Annie Benefiel
- Sarah Beaubien (second half)
- Robert Beasecker
- Kyle Felker
- Alicia Huber
- Diana Page
- Matt Ruen
- Patrick Roth
- Leigh Rupinski
- Matt Schultz

Facilitator: Annie Bélanger and Jeffrey Daniels

Participants may be broken down into sub-groups to further discussion on certain areas as these are identified.

Aims

1. Collaboratively create the new phase of the team's history by redefining work and associated job descriptions.
2. Team members feel ownership in the process and are consulted as part of the planning for and defining of the change.
3. Stakeholders are consulted and provide input that is considered.

Process

Part 1 – What is the DOWG Team?

- Question: **What is and could be the work of the Team?**
  - What tasks are being done?
  - What tasks do you depend on others to do?
  - What tasks are you not currently doing, but feel you should be?
  - What tasks do you wish you could do?
  - What tasks do you feel you should stop doing?
- All members of the team and core support/consultants will be invited to participate.
- A two half-day retreats will be used for this phase.

Brainstorm

1. Individually, list tasks on index cards and tag with the symbols of the 3 categories below:
   a. Tasks that are being done (*)
   b. Tasks that you depend on others to do (=)
   c. Tasks not currently doing, but you feel should/wish could be doing
2. Put the tasks up on the walls
3. As a group, brainstorm if there are other tasks missing
   a. Identify and remove duplicated tasks
   b. Identify hand off point tasks if not already up on board

Notes on this step:

- Everyone's ideas on tasks are put on the table; everyone has wisdom
- No major decisions made

LARGE BLOCK LETTERS
ONE TASK PER CARD
3-5 WORDS TO DESCRIBE (?)
MORE THAN 1 CODE CAN APPLY
NO NEED TO ID WHO DOES

Cluster & Name Tasks

1. ~~Cluster tasks based on Stop/Start/Continue~~

a. ~~Reach consensus and remove stop tasks from next steps~~
2. Cluster tasks based on types of tasks
    a. Discuss clustered card and seek clarification if needed
    b. Name task type categories based on focus and write on "Title cards"
3. Cluster tasks based on primary skill needed for task
    a. Discuss clustered card and seek clarification if needed
    b. Name task type categories based on focus and write on "Title cards"

Notes on this step:
- New insights into tasks can be created and old ones examined
- New patterns and relationships emerge
- Initial consensus is reached

Clusters names should be noun and descriptive adjective or action word
Consensus on the names is needed

Clusters & Relationships of "Title cards"
1. Review the title cards from each clustering exercise
2. Identify relationships between titles cards within each clustering exercise, creating groupings
    a. Document groupings
3. Identify relationships between titles cards across all clustering exercise, creating groupings
    a. Document groupings

Next Steps
1. Create document that lists the tasks in the different types of categories and relationships
2. Have team review the document

Part 2A Process – Digital Objects Management Team researches team samples and examples of ideal states and outcomes.
A. Define what is the "ideal state" of a digital collection team/working group/department/etc.
    - Identify skills, tasks, and resourcing of the "ideal" team
B. Conduct gaps analysis between current state and "ideal" state
    - What would we need to be successful in the ideal state that we do not currently have? What attributes, what resources, what skills, what partnerships, what relationships?
C. Define a feasible in-between state to move forward
    - Come back together with original facilitators and start a feasibility analysis of the ideal state and define a shared understanding of a new state of digital collection to seek input into
    - Identify stakeholders not already part of process in part 1 and possible consultation
D. Conduct stakeholder consultation of concept

Working Assumptions of framework to be used and outcomes
- Aligns with missions and roles/rules of GVSU; aligns with our student focus and user experience
- [Follows practice of] informed risk taking [which seeks to make] best use of resources [while being innovative and entrepreneurial]
- Aligns with curriculum and research [needs]
- Based on repeated request and user demands
- [Fits] larger vision and strategic directions
- Develops a framework that brings some structure but allows engagement
- Encourages radical collaboration
- Fosters practice of pragmatism

Participants
- Members (Writers):
    o Sarah Beaubien
    o Annie Benefiel (co-facilitator)

- o Kyle Felker
- o Alicia H.
- o Diana Page
- o Patrick Roth
- o Matt Ruen
- o Leigh Rupinski
- o Matt Schultz (co-facilitator)
- o Jackie Rander

Consultants (Input):

- Mary Morgan
- Matthew Reidsma

Support:

- Dean's Office Students
- Marcia Lee

Part 2B Process – Positive Divergent Thinking

Before the Day 1:

Look at one peer institution and two others of your choice. Bring findings with you, either as a summary or as printouts.

Research Questions

- Can you locate their online digital collections and what kinds of materials do they encompass? What sorts of platforms are they using to provide access and/or preservation/curation?
- What do you like about their operations, services, programs and what (if any) aspects do you think could be adapted for our potential ideal state? Look at web pages describing the services, policies, programs, etc. as they relate to digital collections.
- What are the organizational structures that support the work of managing their digital collections? Look for org charts; identify management/leadership roles and titles, etc.
- Take some time to locate any recent (within the past two years) publications and/or presentations about their digital collections/programs given by key players - summarize or bring downloaded/printed examples to the meeting.

Peer Institutions	Other Institutions
Appalachian State University	University of Wisconsin – Madison
Boise State University	Ball State University
CUNY-Hunter College	Western Michigan University
James Madison University	University of Denver
Montclair State University	University of Miami
Portland State University	Villanova University
Towson University	Wayne State University
University of Nebraska – Omaha	University of Southampton
University of Northern Iowa	New York Public Library
Western Washington University	Duke University
Youngstown State University	Central Michigan University
	Purdue University
	University of Pittsburgh
	Michigan State University
	Hope College

Day 1 structure – Positive Divergent Thinking Day
A day to come together in order to allow creativity and broad thinking. No censure being done, no editing. Some shared understanding being further cultivated.

Exercise 1 – Our core values

- What must we move from the present into the future in terms of attributes?
- Write on cards all positive values and attributes
- Post on wall in a column by person
- Clarify
- Use twine to define shared values between individuals
- Develop working definition of those shared values (can hold until later)
- Supplies: Note cards, twine, tape, markers, sticky tack

Exercise two – Our working definition of Digital Collection

- In two or fewer sentences, define "Digital Collections."
    - Write on cards individually
    - Cards shuffled and read aloud by facilitators
    - Discussion on how ideas of digital collections have changed based on others' ideas
    - As a group, redefine "Digital Collections" or create a better descriptive term
- What types of things make up digital collections broadly (not just at GVSU)?
    - Group brainstorm – identify existing and potential "sub-collection" types
    - White cards for existing, other color card for potential "sub-collection"
- Supplies: Note cards, sticky tack, markers, whiteboard markers

Exercise 3 – Sub-collection Task Inventory Exercise

- Individually, write your name and a sub-collection you work with (you may have more than one)
- Then list the tasks you do on new cards and stack the task cards with the sub-collection for which you've done the task
- Discussion & recording discussion points
- Supplies: Note cards, markers, Phase 1 Task Cards, paperclips

Discussion – Research Findings

- What aspects of other programs & structures stood out to you?
- Identify positive aspects we may adapt / adopt. Don't worry about making it work here

Exercise four – Draw your ideal team – a visualization exercise

- Using 11x17 paper draw your ideal team and its interconnection into the Libraries and campus partners
- You can be as creative as you want to be
- Put up the drawings in a gallery style approach ahead of a break. Allow the group to view the drawings after and then individual can ask clarification questions.
- You could consider a pair/share approach to further delving into the drawings
- Supplies: 11x17 paper, markers, sticky tack

Following the Divergent Thinking Day, Matt Schultz and Annie Benefiel (co-facilitators) will collect the ideas generated into a white paper to share with Dean Annie Bélanger. They may check in with individuals for clarification as part of the writing process.

Part 2C Process - Ideal State Guided Questions
After having released a rough first draft to the group and received comments, Annie Benefiel and Matt Schultz (co-facilitators) ask the group to engage in a thought exercise around the following questions.

In this exercise, we are attempting to get closer to describing an "ideal state" of managing the libraries' digital objects and Digital Collections. **Please answer some or all of the questions below, focusing on those you feel most engaged by.** We have designed these questions to be intentionally personal, but we do not mean to imply that anyone's job is or will be changing along the lines you might describe. Ultimately we'll attempt to find a feasible middle-ground that we can all work with and that will be moving us in the right direction – while also consider individuals' interests in professional development and engagement.

Guided Questions

1. In your version of the ideal state:
    a. What regular routines and responsibilities would you perform for Digital Collections?
    b. Whom would you collaborate with regularly and on what tasks?
    c. What technologies would support the work you do for Digital Collections?
2. In the current state, what areas of your work do you feel would be better handled by someone with more specialized skills and expertise?
3. What areas of potential professional growth in the realm of Digital Collections are you excited by?
4. In the area of Digital Collections, how do you see current organizational structures transforming to meet your ideal state?

Part 2D - SCUA Ideal State Guided Questions

In this exercise, we seek to create an ideal state for Digital Collections, and by relation special collections and archives. **Please answer some or all of the questions below, focusing on those you feel most engaged by.** Though these questions are intentionally personal, but it does not imply that anyone's job will be changing exactly as describe. Ultimately, we will find a feasible middle ground that we can all work with and that will keep us moving in the right direction – while also considering individuals' interests in professional development and engagement.

Questions

1. What regular routines and responsibilities would you perform
    a. For Special Collections?
    b. For archives?
    c. For Digital Collections?
2. Whom would you collaborate with regularly and on what tasks?
    a. For Special Collections?
    b. For archives?
    c. For Digital Collections?
3. What technologies would support the work you do:
    a. For Special Collections?
    b. For archives?
    c. For Digital Collections?
4. In the current state, what areas of your work do you feel would be better handled by someone with more specialized skills and expertise?
5. What areas of potential professional growth or changes are you excited by?
    a. For Special Collections?
    b. For archives?
    c. For Digital Collections?
6. How do you see current organizational structures transforming to meet your ideal state? In other words, how is proper support given?

Part 3 – Convergent Thinking – Ideally Feasible State
- Question: **What may be the new organizational structure?**
    o All members of the group will participate.
    o Group will review and discuss the structures proposed through the guided questions.

- o   Job description changes will first be brought to the incumbent.
- Skills and Tasks sorting in light of a possible regrouping and newly gained knowledge.
    - o   Using the tasks and skills cards from Part 1, regroup based on shared understanding

Part 3B – Ideal State Resonance

As we discussed four ideal models, please review the four models below (images included) and answer the following questions:

- Which model resonates most with you?
- What about that model resonates with you?
- What concerns you about that model?
- What questions do you have?
- Having seen these models, what other thoughts do you have?

Part 4 Process – User Engagement and Teaching Session

Task and skills exercises of Part 1 were repeated with a focus on user engagement, outreach and teaching.

Part 5 Process – Physical Collections & Impacts

Task and skills exercises of Part 1 were repeated with a focus on physical collection selection through accession.

Part 2B Exercise 4

Part 3 using models shown in original Part 3

Part 6 – Feasibility

All core participants will work through an open dialogue of the ideal state resonance feedback. The Executive Team will discuss position line feasibility. Together, they will draft an organizational structure that can honor both the ideal stage that had the highest resonance and that is feasible in terms of resourcing.

After the group dialogue, an open survey to collect further input about the model defined will be sent to accommodate the participants that require time to reflect and who are less comfortable speaking up in the larger group setting.

Part 7 – White Paper Writing

Sub-groups will draft different sections of the paper. All participants will review the white paper and provide feedback. Those with significant feedback areas will be invited to provide input by writing a section.

Job description changes will be done with the impacted incumbent in parallel to the white paper and after.

Part 8 Process – Stakeholder Consultation

The white paper will be shared through the Libraries intranet. A town hall will be held to share the white paper and answer questions. The white paper will be published through our institutional repository.