SUNY LIBRARIES

SUNY LIBRARIES

SUNY COUNCIL OF LIBRARY DIRECTORS

Contents

Introduction

The SUNY libraries assist the State University of New York's community of researchers, teachers, and learners across 64 institutions in the realization of their central mission to learn, discover, and serve. This community acquires and exchanges knowledge with the aid of our librarians and support staff. They search for and discover intellectual frontiers while exploring our collections of volumes, recorded media, and online resources. They serve a worldwide community to make a profound and lasting difference, and we align ourselves with them. Together, we form the nation's largest comprehensive system of public higher education. The SUNY libraries maintain cost-effective and authoritative knowledge resources that encourage our community of researchers, teachers and learners to grow and direct their skills toward new horizons of understanding in our complex society.

# Libraries: Authentic Centers of Academic Applied Learning

Jenica Rogers, SUNY Potsdam

LIBRARIES: AUTHENTIC CENTERS OF ACADEMIC APPLIED LEARNING

SUNY The State University of New York

Experience • Reflect • Become
Potsdam
CENTER FOR APPLIED LEARNING

"Making" in libraries used to be academic writing supported by textual research.

THAT PARADIGM HAS SHIFTED.

Drake Memorial Library
TechExpo
April 14, 2016

The College at BROCKPORT
STATE UNIVERSITY OF NEW YORK

CREATIVITY, INNOVATION, AND APPLICATION
of domain knowledge have always been the business of libraries, but now...
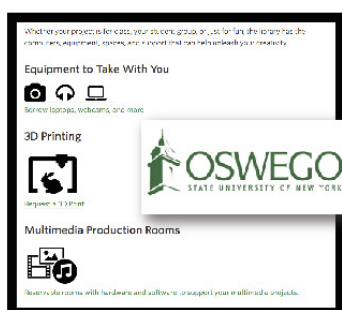
Library collections and services are focused on helping students use their classroom learning to MAKE AN IDEA TANGIBLE, in any format.

SUNY libraries extend our reach to support all kinds of learning AT POINT OF NEED.

Equipment to Take With You

3D Printing

Multimedia Production Rooms

OSWEGO
STATE UNIVERSITY OF NEW YORK

Long Island Library Resources Council Presents:
Mobile Makerspaces
Carving Out Space for 3D Printing and Video Creation
Suffolk County Community College, Eastern Campus
Room 214, Montaukett Learning Resource Center
Thursday, August 6, 2015
10:00AM-12:00PM

Suffolk COUNTY COMMUNITY COLLEGE

"You showed me the world."

INTERCONNECTED
GLOBAL

Potsdam

SUNY libraries are the
AUTHENTIC HOME OF APPLIED LEARNING.
Researchers, painters, composers, travelers, interns, entrepreneurs, teachers, nurses, scientists, and dreamers
RELY ON LIBRARIES
to support their exploration.

"You made me competitive."

TECHNOLOGY
NEXT GENERATION

Potsdam

Access • Completion • Success

4   SUNY Libraries

Abstract

Libraries have traditionally been text-based institutions, providing access to rich collections of published and printed materials. The breadth of access brought on by the digital age means our SUNY libraries now facilitate access to deeper and broader collections of information and inspiration – textual, audio, visual, technical, artistic, and more. When libraries were text-based, the creative process they supported was also text-based – good library research lies at the heart of millions of research papers. SUNY Libraries are on the cutting edge of supporting the creative process emerging from our digital information age, in which users not only write but also make, discover, and build, all on a framework of information and access coming from their campus libraries.

Meeting the Needs of 21st Century Students

Sarah Weisman, Corning Community College

Meeting the Needs of 21st Century Students

A stunning new addition and a top-to-bottom renovation:
Arthur A. Houghton, Jr. Library at Corning Community College

SUNY — The State University of New York
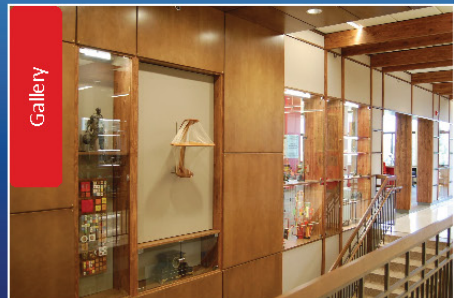

Program Space

Seating Options

Space-Saving Book Shelves

Technology Rich

Gallery

- Centralized tutoring in the Learning Commons
- Flexible, technology-enabled learning spaces
- Global and cultural awareness through art, displays, and programs
- New building partners – IT help desk, café, and faculty professional development

Learning Commons

Success • Inquiry

Abstract

The renovated and expanded Arthur A. Houghton, Jr. Library at Corning Community College positions the library as the central place for out-of-class learning for both students and faculty. Tutoring services in a new Learning Commons integrate with access to research services and materials, along with faculty professional development and information technology support. Technology-enabled study and instruction rooms provide the setting for formal and informal instruction and collaboration. A presentation space, integrated art displays, and café top off the inspiring renovation.

Serving Students through Repurposing Spaces

Patrick Callahan, SUNY Purchase

Abstract

The 21st century academic library is more than books. In addition to its large collection of digital resources the Purchase College Library has repurposed and renovated its physical spaces.

Library as technology hub is illustrated by the Digital Media Zone, part of a learning commons that includes 24/7 research assistance. The DMZ provides access for all students to tools previously available only to students in specialized conservatory programs. It contains Mac Video Editing, Digital Audio, and New Media labs for instruction and student use, plus an open computing area for collaborative work.

The Library is also a hub for special events and student exhibitions. Student art is displayed throughout the building on a rotating basis. Speakers such as renowned short fiction author, Lydia Davis, have appeared in the main reading. The space also hosts student art exhibitions, readings, and music performances.

The next phase will include other units dedicated to student success such as the Learning Center. The Teaching, Learning, and Technology Center, which supports faculty pedagogy, is already administratively and physically part of the Library.

From Collections to Creation: The Evolution of SUNY Libraries

Connie Holberg, Jefferson Community College

From Collections to Creation:
The Evolution of SUNY Libraries
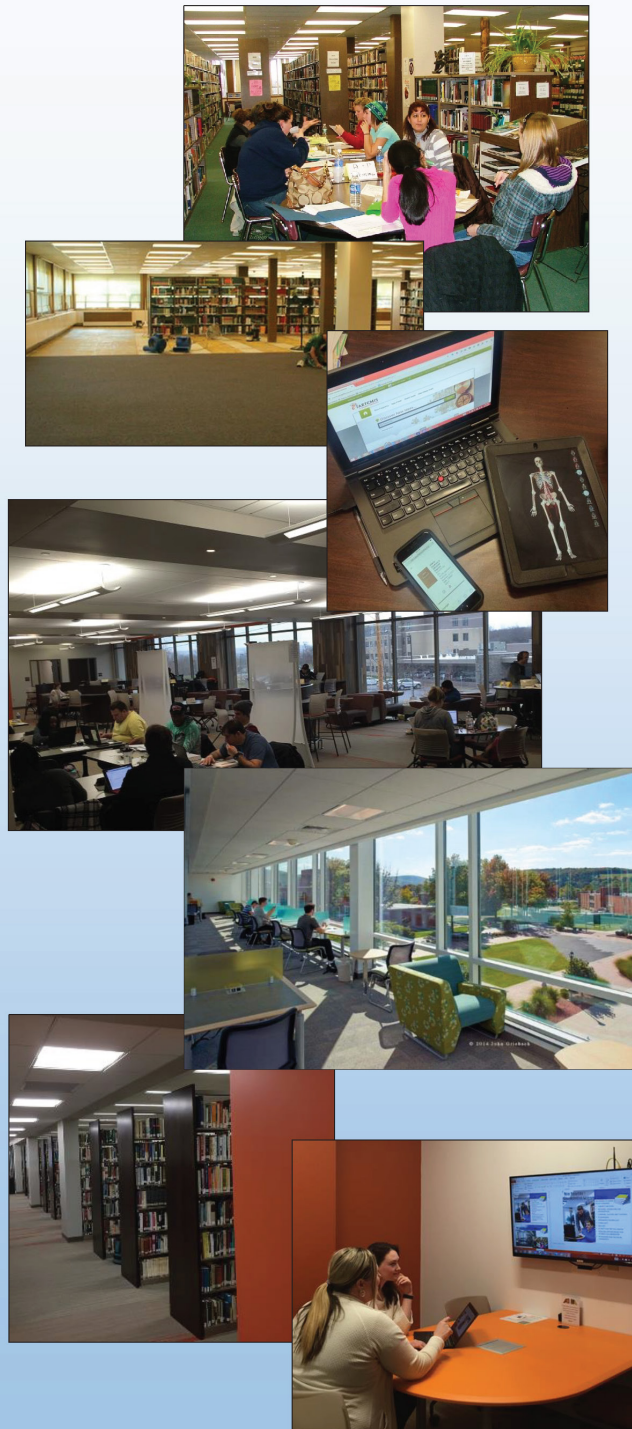
- Students were almost an afterthought. Space for students was crammed between bookshelves.

- As electronic resources have became more readily available, data shows print resources are used less.

- Resource sharing (ILLiad, the IDS Project, Empire Delivery System, UB Annex) means it is not necessary for each library to collect every print resource. We can reduce our print collection without compromising access.

- Library space is being repurposed for student support, new technology and areas for group work and knowledge creation.

- Library use and print circulation is up! Students have rediscovered their SUNY Library.

Access • Inquiry • Engagement

Abstract

SUNY Libraries are evolving from warehouses of print material to centers of creation by both librarians and students. The adoption of different resource sharing technologies such as the IDS Project and ILLiad, and the availability of the University at Buffalo Annex and the Empire Library Delivery service means libraries don't have to hold huge print collections. The space once occupied by print material can be repurposed to provide group work rooms, creation spaces with advanced technologies needed by today's student. While print collection curation has been a traditional facet of librarianship, librarians are now creating and curating Online Educational Resources that promote scholarship for all students.

Shared Services

Charles Lyons, SUNY Buffalo; Katie DeRusso, Monroe Community College

Shared Services

Libraries Partner on Workflows that are Increasingly Difficult to Accomplish Alone

Can libraries attain inter-campus efficiencies when one campus manages cataloging, acquisitions, interlibrary loan, or other operations for another library?

Here are some test cases:

Interlibrary Loan & Purchase On Demand

UB staff fulfill book & article ILL requests and purchase resources on demand orders for ESC students and staff throughout the Northeast.

Acquisitions & Cataloging

UB staff acquire and catalog materials (mostly books) selected by Delhi librarians. This program will expand to MCC during summer 2016.

Benefits

- Allows smaller libraries to redirect staff and resources to meet other more pressing or emerging needs.
- UB has expertise and staffing that can be leveraged by other libraries.
- Reduces system-wide operational redundancies.
- Next-generation library management system will enable more efficient cross campus workflows and create more shared services opportunities.
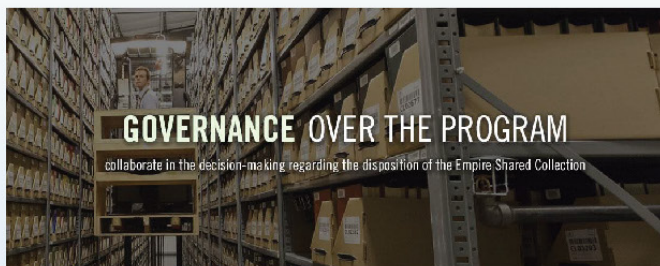
Access • Inquiry

Abstract

SUNY Libraries are exploring ways they can reduce system-wide operational redundancies by having one library manage certain workflows on behalf of another. The key questions are: do libraries at all 64 campuses across the SUNY system need to dedicate valuable staff time and other resources to the management of certain common types of library operations? Or can some libraries rely on another library in the system to handle this work for them? A key benefit of these sorts of shared services initiatives is that by relying on the expertise and knowledge at another library for the management of cataloging, acquisitions, inter-library loan, or other appropriate types of work, libraries can redirect their own staff and resources toward more pressing and emerging needs on their campus. Some examples already exist: the University at Buffalo (UB) currently manages the cataloging and acquisitions operations for Delhi Community College and this summer will begin a similar program with Monroe Community College. UB also manages interlibrary loan operations for Empire State College. The new SUNY wide library management system will afford even more opportunities for the efficient management of cross-campus workflows and create further shared services opportunities.

Empire Shared Collection

Charles Lyons, SUNY Buffalo

Empire Shared Collection

10 Member Libraries Across NY State:
Collaborative Management of Print Materials

D'Youville COLLEGE

Monroe County Library System
www.libraryweb.org

The College at BROCKPORT
State University of New York

GOVERNANCE OVER THE PROGRAM
collaborate in the decision-making regarding the disposition of the Empire Shared Collection

Potsdam
THE STATE UNIVERSITY OF NEW YORK

Buffalo & Erie County Public LIBRARY

BUFFALO STATE
The State University of New York

University at Buffalo
The State University of New York

DAEMEN COLLEGE

ESF
State University of New York
College of Environmental Science and Forestry

FREDONIA
STATE UNIVERSITY OF NEW YORK

Broadening Access to Library Collections:
31,459 Journals Comprised of 640,353 Volumes

EXTEND YOUR COLLECTIONS
count the Empire Shared Collection as part of your print collection

SPEEDY DOCUMENT DELIVERY
free and reliable document delivery of ESC materials to participating library users

Working Together to Preserve Library Materials Efficiently:
Saving Space and Money

OPTIMIZE LIBRARY SPACE
re-purpose library stacks space for other uses.

SAVE **MONEY**
off site storage is **1/10th** as expensive as traditional library open stacks
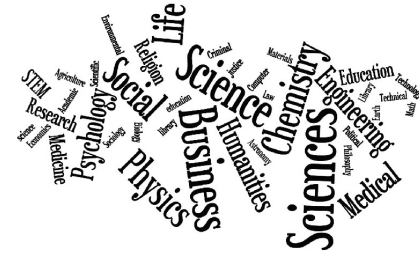
Access • Inquiry

Abstract

A group of academic and public libraries throughout New York state has banded together to form the Empire Shared Collection – a cooperatively managed collection of 31,453 print journals (representing over 600,000 individual volumes). A Steering Committee, consisting of one representative from each member library, is collectively responsible for creating and maintaining policies regarding the operations and future directions of the program. The collection is housed in the high-density storage Annex operated by staff at the University at Buffalo and is funded through annual membership fees. Member libraries contribute to the long-term preservation of library materials while also extending their collections. Membership in the program allows libraries to optimize their on-campus footprint by re-purposing library stacks space for other uses in accordance with local needs.

SUNY Connect: SUNY Libraries Sharing Services Since the 1990s

John Schumacher, Office of Library and Information Services

SUNY *Connect* Databases:

- Available to 60 SUNYs

- 40 files across academic disciplines

- Fifteen cents per full-text article download

- Campuses would pay 6 to 50 times as much for individual campus access to these resources

SUNY*Connect* Library Management System:

- **Same** system used across SUNY (ALEPH software from Ex Libris)

- Shared systems (57 SUNYs) managed by Office of Library & Information Services and ITEC

- Campuses would pay **7 to 13 times as much** for a campus-based standalone system

Inquiry • Engagement • Success

Abstract

The libraries of the State University of New York have been working together for many years. One of the major collaborative programs is SUNY*Connect* (Libraries Wherever You Are). SUNY participation in SUNY*Connect* encompasses 60 institutions of higher education. Components of the SUNY*Connect* initiative include a common library management software system, shared electronic resources, a digital repository/archive, a delivery service moving traditional library resources around New York State, and a growing program around open educational resources. The first two program components are highlighted here.

Cooperating on major portions of a modern digital academic library greatly expands information access, provides for common resources and tools across the university system, allows for the sharing of expertise and results in considerable financial savings. Tools such as a library management system and broad and deep information/research resources are essential for our student, faculty and staff inquiries in to the full range of academic/research topics. Library collections and resources available to all can engage our communities in an ongoing life of the mind. Vetted tools and resources for such inquiry provides for the success of our students, faculty and staff.

The SUNY libraries as well as the System's Office of Library and Information Services combine to provide resources that span the academic disciplines and expose hundreds of thousands of learners, tens of thousands of teachers and researchers to materials that many of our SUNY institutions would not be able to afford on their own. The power of this SUNY collective makes this access available at fractions of the cost that our schools would pay on their own.

Improving Access and Efficiency through Innovation and Collaboration
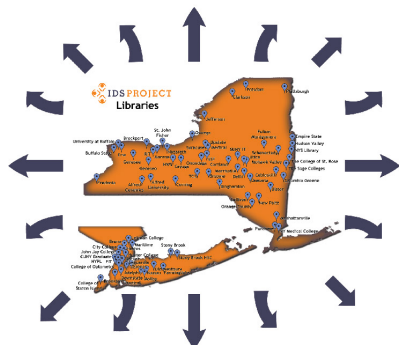
Shannon Pritting, SUNY Polytechnic
William E. Jones III, SUNY Geneseo

Improving Access and Efficiency through Innovation & Collaboration

SUNY — The State University of New York

IDS PROJECT

Expanding Collaboration Across the Nation

IDS PROJECT Libraries

Want to Learn More?
Contact membership@idsproject.org

Article Gateway
The Just-In-Time Alternative to Expensive Subscriptions

What does Article Gateway do?
- Automates checking intellectual property fees
- Finds least expensive provider based on data driven informed decision making
- Data driven request analysis finds least expensive provider
- Finds alternate options for delivery (Article Rentals)
- Customizable profiles for patron types
- Delivers requests in minutes

Developing Staff to Increase Collaboration and Innovation

Western User Group

Eastern User Group

METRO User Group

IDS PROJECT Workflow Toolkit

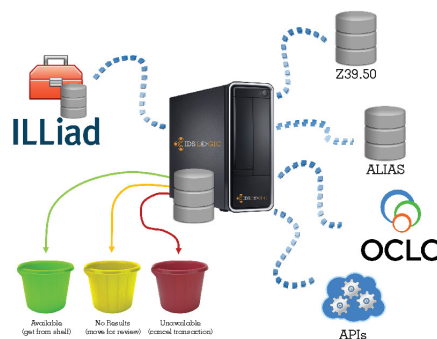Supporting **ILLiad** & Resource Sharing

Transforming Teaching & Learning

IDS PROJECT

Online Learning Institute

Current Courses:
Borrowing 101
Lending 101
Copyright 101

Future Courses:
Statistics
Acquisitions Integration
Webpage Design

Made possible in collaboration with:

GENESEO · NAZARETH COLLEGE · UNIVERSITY of NOTRE DAME Hesburgh Libraries · UNIVERSITY of DELAWARE Library · UNIVERSITY of ROCHESTER · UNIVERSITY LIBRARIES UNIVERSITY of WASHINGTON

IDS L⊕GIC

ILLiad

Z39.50

ALIAS

OCLC

APIs

Available (get from stacks)

No Results (move for review)

Unavailable (cancel transaction)

Freeing staff time for what they do best: help students and faculty.

Supportive Strategic Partners

ATLAS SYSTEMS — Library Excellence Through Efficiency · Copyright Clearance Center · CUNY The City University of New York · EBSCO · Empire State Library Network · OCLC · ProQuest Start here. · SUNY CONNECT Libraries Wherever You Are

Access • Inquiry

Abstract

Libraries of all types, especially SUNY Libraries, are struggling to maintain subscriptions to electronic research materials with prices increasing far faster than inflation. Initiatives such as SUNY Connect ensure access to a strong core set of research materials across SUNY, but almost all libraries across SUNY must also meet additional research needs through electronic subscriptions. Electronic subscriptions occupy an ever increasing majority of library budgets, and prevent them from expanding services in other areas. There are few attractive options for libraries who want to provide access to research materials to users in a way that is cost effective and simple for users. Libraries are caught between increasingly unsustainable "Big Deal" subscriptions to large research collections and article-level purchasing that is either not instant or must allow expensive access to everyone, greatly increasing costs. In the past, Resource Sharing and Interlibrary Loan has helped users gain access to research material far beyond what their libraries could afford as a single institution. Going forward, resource sharing can offer a variety of options for libraries to provide users instant access to research material in a way that is convenient yet cost effective. The IDS Project at SUNY Geneseo developed the Article Gateway software application that integrates with enterprise library software and vendor web services, providing SUNY libraries with more options for access to research materials. Using Resource Sharing technology, SUNY Libraries have been building a pilot project to automate verification of copyright and licensing, determine the best price for purchase from article vendors, and create user profiles and system configuration that will allow more refined purchasing of research articles and other content. This opens up another method for SUNY Libraries to meet the information needs of its researchers, faculty, and students, and helps to ensure that content is delivered in the most seamless and cost effective manner, which will allow libraries to redistribute funds tied up in subscriptions.

Library Assessment Initiatives

Mary Jo Orzech, SUNY Brockport; Holly Heller-Ross, SUNY Plattsburgh

Library Assessment Initiatives

The SUNY Council of Library Directors (SCLD) hosted an assessment pre-conference in Spring 2015. The session increased common understanding of the ACRL Value Project, research methodologies, and generated topic areas that SUNY libraries could study collectively. These topic areas informed the following questions:

- Does library instruction (and if so, what types) have an impact on student completion rates?
- Does students' use of textbooks that are available in the library lead to use of other library services?
- How does the retention and completion rates for student library workers compare to the general population?
- Making the connection between library use (ILL, circulation, reference, instruction) and student success measures.
- What is the effect of in-depth library consultations with 'at risk' and EOP students?
- What is the effect of library provided (OER, pay wall content) course materials on student retention and achievement?

Efforts to answer these questions are in various stages of progress. Some highlights of these efforts are outlined below.

The College at BROCKPORT
STATE UNIVERSITY OF NEW YORK
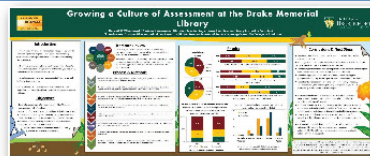
The College at Brockport participated in the first cohort of ACRL's Assessment in Action program. The resulting poster here outlines the action learning project developed and implemented by the Drake Memorial Library.
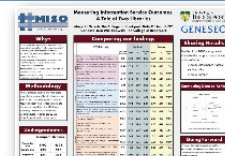
Both the College at Brockport and SUNY Geneseo participate in the MISO (Measuring Information Service Outcomes) survey that is held every two years. The resulting data allows us to assess our offerings and make actionable changes to improve library services.

Tompkins Cortland Community College

Tompkins Cortland Community College has focused their efforts on measuring the effect of in-depth library consultations with EOP students. Data collection is well under way and librarians have been meeting monthly to monitor and develop assessment efforts.

GENESEO
THE STATE UNIVERSITY OF NEW YORK

SUNY Geneseo has shown commitment to library assessment with the publication of two journal articles and various conference presentations outlining initiatives undertaken at the Milne Library. Their efforts have directly fed back into how the library provides resources and services to the Geneseo campus community.

Plattsburgh
STATE UNIVERSITY OF NEW YORK
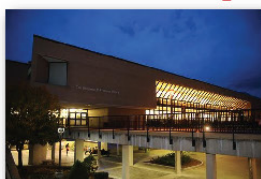
ACRL Assessment Immersion Program – August 1-3, 2016

This upcoming SUNY regional opportunity approaches assessment from a learning-centered perspective. Formative assessment is emphasized to explore its role in instructional and curricular design, in librarian/faculty skill development, and in development of Information Literacy programs.

Success • Inquiry • Engagement

Abstract

SUNY Council of Library Directors (SCLD) hosted an assessment pre-conference, Spring 2015. The session increased understanding of research methodologies and generated assessment topics that SUNY libraries might study collectively. Topics included:

- Does library instruction impact student completion?
- Does students' use of library textbooks lead to use of other services?
- How do retention and completion rates of student library workers compare to general population?
- What is the relationship between library use (ILL, circulation, reference, instruction) and student success?
- What is effect of in-depth library consultations with 'at risk' and EOP students?
- What is effect of library provided open education resources (OER) and pay-walled course content on student retention and achievement?

Working with SUNYLA, data collection is ongoing. Some examples from Brockport, Geneseo and Tompkins Cortland Community College are highlighted.

A culminating event for this year is the **ACRL Assessment Immersion Program** being held at SUNY Plattsburgh, August 1–3, 2016, to continue the discussion of how library assessment makes a difference.

Kate Pitcher, SUNY Geneseo; Allison Brown, SUNY Geneseo; Mark McBride, Monroe Community College

Open Educational Resources and scaling up Open SUNY Textbooks (OST)

SUNY The State University of New York

Sustainable Business Model for OER Adoption

The cost of textbooks and other learning resources have priced our students out of the market place. When students don't have materials they perform worse in class. Faculty rate OER equal or better than publisher content. But adoption has been slow for other reasons

6 out of 10 students don't purchase their textbooks.

8 out of 10 students say cost of materials impact their decision to take classes.

The Government Accountability Office found that **college textbook prices have grown by 82%** from 2002 to 2013, outpacing inflation by a factor of three - *United States Government Accountability Office, (2013)*.

"Faculty consistently listed the time and effort to find and evaluate open educational resources as the most important barriers to adoption."

(Allen & Seaman, 2014)

A NEW MODEL

The focus of OST will still be on open content, but OST is now broadening its scope to focus on remixing existing open content, openly licensed digital scholarship, metadata creation for open content, sharing resources locally and globally, and connecting with larger open initiatives. This model will engage an newly formed Advisory Council, a membership model, and existing OST staff. Additionally, the project will collaborate with the UB OER Research Lab.

CHALLENGES TO ACCOMPLISH

Discovery	Editorial Support
Training	Peer Review Process
LMS Integration	Lack of Campus Support (people and funding)
Platform for Creation	Time to Redesign

SYSTEMNESS FOR OER

SUNY

- Libraries
- Open SUNY Textbooks
- Partnership With OER Providers
- SUNY IITG
- Individual Campuses

FRAMEWORK

Training	Support	Review
Online Training	Open SUNY Course Support	Peer Review
Regional Trainings	OER Copy Editors	Open SUNY Textbooks
Mentorship Program	Applied Learning	Editorial Support
Regional Workshops	COTE	Applied Learning
Faculty Adoptors		
Faculty Creators		

Allen, I. E., & Seaman, J. (2014). Opening the Curriculum: Open Educational Resources in U.S. Higher Education, 2014. Retrieved from http://www.onlinelearningsurvey.com/reports/openingthecurriculum2014.pdf

United States Government Accountability Office. (2013). College Textbooks: Students Have Greater Access to Textbook Information (No. GAO-13-368). Re-trieved from http://www.gao.gov/assets/660/655066.pdf

Access • Completion • Success

Abstract

The new service model of the Open SUNY Textbook Project, positions the project to become the OER Hub of SUNY. The new service provides campuses with a support structure to help scale-up OER initiatives at the campus level and share their content with SUNY and the world. The service model provides:

1. Platform for OER creation, remixing and adoption
2. Exist Open SUNY Textbook services such as peer review and copy editing
3. Profession development opportunities and OER consultation
4. Membership in a robust OER mentorship program

The new model is designed through the work of several IITG funded projects for OER creation and dissemination. This new model allows for the existing SUNY OER community to connect within one organization and assist colleagues at other campuses with their OER initiatives.

Institutional Respositories
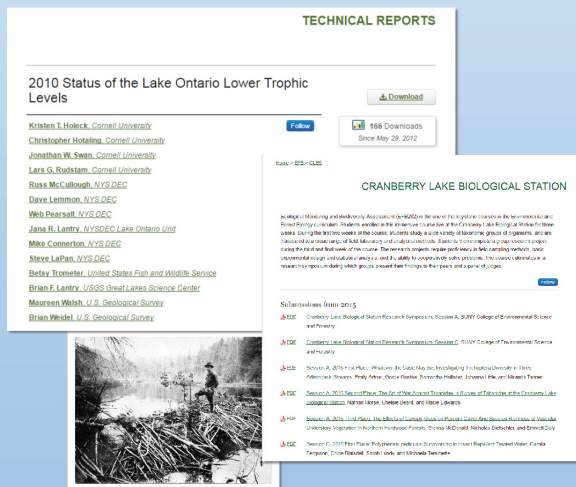
Jessica Clemons, SUNY ESF

Institutional Repositories

Demonstrating the research and creative output of SUNY institutions

"I gathered all my student posters from **independent study** research experiences ... to create a Center for Earth and Environmental Studies presence in the *Digital Commons*. ...As we teach our students the art of resume building, they now have a **hyperlink to their research that is searchable by the public**. This is a tremendous thing!"
–Plattsburgh faculty member

Curating and providing resources to engage the community

- OERs
- Images
- Journals
- Classwork
- Multimedia
- Research Data
- Journal articles
- Technical reports
- Conference proceedings

And so much more (50k items and growing)

Highlighting collaboration and knowledge dissemination across and outside institutions

"Students definitely looked at the papers before signing up for the class this year, and it seems to be **a resource for students investigating working with me** as well"
–ESF faculty member

Visibility and impact in New York and beyond
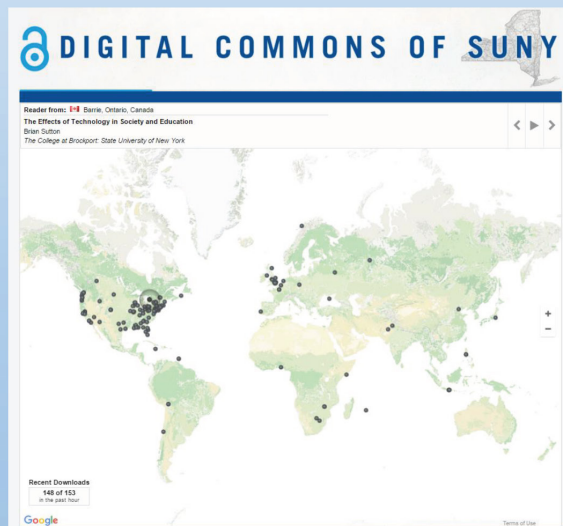
Inquiry • Success

Abstract

Institutional repositories (IRs) highlight the scholarly and creative output of our SUNY faculty, students, and collaborators. Libraries are the key players to help make this work visible, findable, citable, and celebrate the good work of our community. While the IR platforms may vary slightly from institution to institution, our mission is the same. We are demonstrating the power of IRs as open access platforms, publishing platforms, and resources for ourselves, the State of New York, and the world. Anyone can visit our IRs at any time to see how we are supporting student inquiry and success.

Faculty Assessment with Institutional Repositories

Jingfeng Xia, Rockland Community College

Faculty Assessment with Institutional Repositories

Using Metrics out of Institutional Repositories for Faculty Assessment

Benefits:
(1) Faculty controlled
(2) Bring value to libraries
(3) Free alternative to *Academic Analytics*
(4) Create cohesive interest in and support for IRs

Problems identified: Many research-oriented institutions have used assessment tools to evaluate faculty's performance in scholarship. Data contained in such tools are usually from the *Web of Science* with the amount and citation rates of faculty's publications. Both institutional administrators and faculty are not happy with the data because they are incomplete and do not cover other forms of publications than journal articles.

Solution suggested: Institutional repositories are a better solution because their content is deposited by faculty themselves who know their research better than anybody else.

A win-win situation: Most institutional repositories have been struggling in attracting faculty's attention to make contributions. Some strategies have been developed, such as self-archiving mandate policies; but the result is not as great. If an institutional repository becomes part of faculty assessment tools, faculty will have the incentive to self-archive all their research output. At the same time, a faculty assessment application will have a complete set of data.

How to integrate:
(1) Individual faculty deposits his/her scholarly work in a repository
(2) Citation data are captured from Google Scholar or other index tools
(3) Academic units rank publication venues to quantify the deposited work, e.g., a core journal is scored 10, an open access journal is scored 6, an unpublished report is score 5, etc., based upon the convention of an academic field
(4) The assessment tool calculates one's performance based on the above scores
(5) Faculty's performance is, thus, quantified
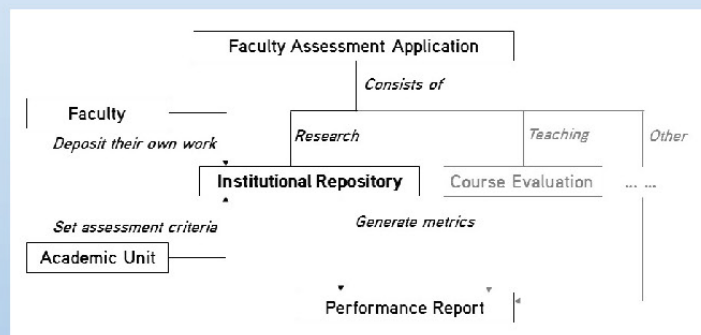
Challenges:
(1) Faculty's resistance to be evaluated quantitatively
(2) Criteria for ranking publication venues

Originality: There is no existing application that integrates institutional repositories into an assessment application. Similar applications on the market have apparent limitations exactly like the above identified problems. One of the applications is *Academic Analytics* created by a former dean and a professor of SUNY Stony Brook. Many faculty have criticized using metrics to evaluate their work (see a paper about Rutgers faculty's reaction to *Academic Analytics* in *Inside Higher Ed's* December 11, 2015 issue). But how about using the data entered by faculty themselves?

By Jingfeng Xia, SUNY at Rockland, and Kristin Hart, SUNY at Maritime, April 2016

Inquiry • Success

Abstract

This poster introduces the idea of integrating the content of institutional repositories (IR) into an institutional assessment (IA) system. We believe that items self-archived by faculty in an IR could represent the entirety of their intellectual work and provide the best evidence for the assessment of their scholarship. Such integration will help institution administration to quantify the performance of their faculty, and also help promote self-archiving among faculty for IRs. It is a cost-efficient model for the creation and management of both IR and IA, e.g., a better alternative to open access mandate policies, and will bring values to libraries that initiate and supervise repositories.

A Survey of SUNY Institutional Repositories

Kristin Hart, SUNY Maritime

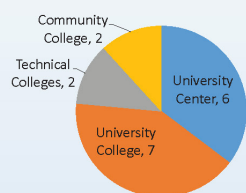# A Survey of SUNY Institutional Repositories (IR)

Highlights
- Community Colleges lag behind IR development
- Student works are main content of existing IRs
- Future efforts may focus on Community Colleges for student work and instructional materials
- SUNY may build a single system-wide IR for all campuses similar to University of California system
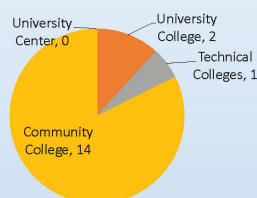- Library budgets are absorbing the costs of managing IRs.
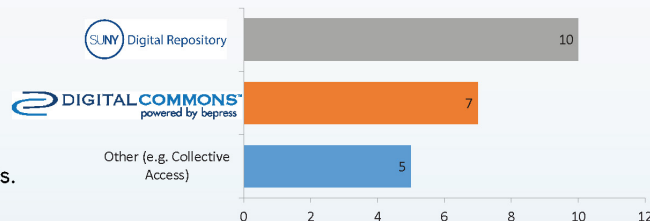
Who's using them?
University Centers and Comprehensive Colleges

Community College, 2
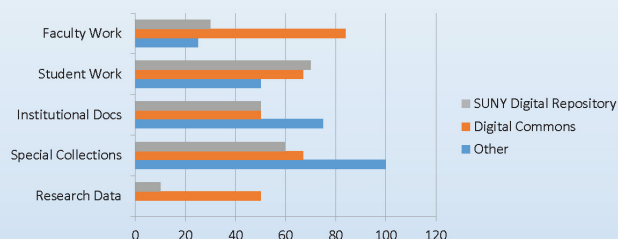Technical Colleges, 2
University Center, 6
University College, 7

Who's NOT?
Community Colleges

University Center, 0
University College, 2
Technical Colleges, 1
Community College, 14

What are they using?

SUNY Digital Repository — 10
DIGITAL COMMONS powered by bepress — 7
Other (e.g. Collective Access) — 5

What are they using it for?

SUNY Digital Repository is used most for Student Work.
Digital Commons is used most for Faculty Work.
Other platforms are developed for Special Collections.

Categories: Faculty Work, Student Work, Institutional Docs, Special Collections, Research Data

Legend:
- SUNY Digital Repository
- Digital Commons
- Other

Who is uploading content?
Very few faculty, but a surprising number of students, especially in Digital Commons

Categories: Librarians, Faculty, Students

Legend:
- SUNY Digital Repository
- Digital Commons
- Other
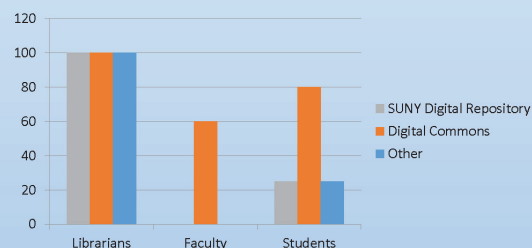
Full-time or Part-time?
Librarians as usually assigned to IRs "as time allows."

Full-time 33%
Part-time 67%
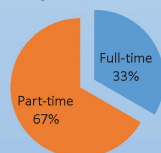
What would help?
A more unified, flexible and centrally supported system and a SUNY Open Access mandate.

Who cares?

Attitudes at institutions with an IR:

	Very Strong	Strong	Indifferent	Weak	Very Weak
Librarians	4	7	3	2	1
Faculty	1	3	10	2	1
Admin	2	5	7	3	0
Students	1	3	9	2	2

Attitudes at institutions without an IR:

	Very Strong	Strong	Indifferent	Weak	Very Weak
Librarians	1	5	5	3	3
Faculty	0	2	6	4	5
Admin	0	2	6	4	5
Students	0	0	8	3	6

Inquiry • Success

Abstract

A survey was conducted of SUNY institutions' use of Institutional Repositories. About half the responding libraries maintain an IR (mostly University Colleges and Centers) and about half do not (mostly Community Colleges). Most of the schools with no IR (80-90%) have no intention of creating one, and many of these respondents have not even heard of the main platforms. SUNY Libraries with IRs are absorbing their costs (human and otherwise), and most report assigning staff to their IRs only "as time allows"—part time, student workers, etc. Existing IRs contain a varied (and sometimes confusing) mix of content, but certain trends emerged: DSpace is used most effectively for student work, Digital Commons for faculty work, and other platforms (like Collective Access or New York Heritage) are used by schools that have visually-oriented special collections. Understanding this could help us streamline and coordinate our efforts. We see a big opportunity for Community Colleges to use IRs to highlight student work, in support of student success, but a more unified and centrally supported system would have to be in place. We also have a great opportunity to support a SUNY OA policy, but we need a more centralized vision and "boots on the ground" to get the word out to faculty on our campuses.