Digital Libraries

Online Library Operations and Research

Natasa C. Hogue, MLIS
Director of Library Services & Marketing
<table>
<thead>
<tr>
<th>Emergency Remote Library Operations</th>
<th>Optimal Online Library Operations</th>
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<tbody>
<tr>
<td>Less time for planning and development</td>
<td>Library services and operations are planned and effective</td>
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<tr>
<td>Assistance to design and facilitate may be limited</td>
<td>There is a more developed design and planning process</td>
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<td>Support systems for faculty and students may be limited</td>
<td>Engagement is built into the strategy rather than hoping it will occur</td>
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<tr>
<td>Not all staff will be comfortable proving services in the online format / space</td>
<td>More time to prepare faculty and students for online facilitation</td>
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<tr>
<td>Time may be limited for ensuring quality measures for design of the library services</td>
<td>Quality assurance for learning is an ongoing part of the process</td>
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<tr>
<td>Focus on bringing courses and systems online</td>
<td>Ensures equity and provides personalization</td>
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Libraries are an Academic Service
Principle Indicators

Institutional Effectiveness

Professional Values

Educational Role

Discovery

Collections

<table>
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<tr>
<th>Space</th>
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<tbody>
<tr>
<td>Management/Administration/Leadership</td>
</tr>
<tr>
<td>Personnel</td>
</tr>
<tr>
<td>External Relations</td>
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</table>
Examples of Quality Assurance Guidelines

• Describe how the academic unit(s) has appropriately and effectively used existing library resources to deliver its program(s).

• Describe how the academic unit(s) have used existing library services and resources which may include: the liaison librarian for the department; library instruction; collection development; discipline-specific learning resources; reference support.
## Degree Level Expectations

<table>
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<tr>
<th>Undergraduate</th>
<th>Graduate</th>
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<tbody>
<tr>
<td>Depth &amp; Breadth of Knowledge</td>
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</tr>
<tr>
<td>Knowledge of Methodologies</td>
<td>Research &amp; Scholarship</td>
</tr>
<tr>
<td>Application of Knowledge</td>
<td>Level of Application of Knowledge</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>Professional Capacity/Autonomy</td>
</tr>
<tr>
<td>Awareness of Limits of Knowledge</td>
<td>Level of Communication Skills</td>
</tr>
<tr>
<td>Autonomy and Professional Capacity</td>
<td>Awareness of Limits of Knowledge</td>
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</table>
What to Examine: Content

• Breadth and depth of resources available
• Accessibility
• Peer-Reviewed; full-text; vetted/created by SMEs
What to Examine: Technology

• Device Support

• Provide the ability to focus search by subject area

• Allow users to sort results according to date and relevance

• Allow users to sort results by type of material (academic journal, magazine, newspaper, etc)

• Contains the ability to limit searches by a variety of criteria
  • Date, Publication, Geography, etc

• Cross Vendor Search
How are you Connecting your Students to Library Content?

- Best Practices include:
  - Reduce friction for students
  - Providing resources at point of need for both faculty and students (e.g., Integrated into the curriculum via LTI in the LMS)
  - Cost savings by utilizing/leveraging existing systems (SIS, LMS, library, etc.)
How are you Connecting your Students to Library Content?

**SSO (Single Sign-On)***
- **Pro:** Most convenient
- **Con:** Most expensive

**LTI (Learning Tools Interoperability)***
- **Pro:** Very easy
- **Con:** Student’s must start at the LMS

**Campus IP Range***
- **Pro:** Simplest
- **Con:** On works on campus

**Username / Password***
- **Pro:** Lowest technology requirements
- **Con:** Least convenient

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LIRN Library & Information Resources Network
Technology & Librarians

Connecting Your School
- Learning Management System (LMS)
- Single Sign-On
- Student Portal
- Username / Password
- Student Information System

To Your Resources
- Journals
- Ebooks
- Databases
- Videos
- LibAnswers & LibChat

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How are you Connecting your Students to Library Content?

Poll
Thank You

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