

UWF Libraries Technology Fee Systemic Proposal

1. Description of initiative/investment to enhance instructional technology

As university learning environments enter the new millennium, academic libraries are increasingly challenged to re-envision traditional spaces to support new student learning patterns and make accessible a spectrum of information technology resources and services to students and the wider university community. UWF Libraries proposes to be proactive to this increasing pace of technological need by enhancing its computing infrastructures and commitment to student-centered learning through a system-wide technology proposal. This technology proposal involves a focused hub-and-spokes model centering on the main campus library and enhancing various key unit libraries and areas: John C. Pace Library, Curriculum Materials Library, Emerald Coast Library and UWF Special Collections. Specifically, this initiative proposes the creation of two new instructional technology/information literacy classrooms at the main John C. Pace and Emerald Coast libraries, infrastructure for multimedia project work stations for system libraries (Pace, ECC and CML) and a new Special Collections Media Conversion Center for UWF Libraries Special Collections and Archives. Together, this systemic initiative enables core learning technology abilities for students and the UWF community and brings core library facilities better in line with twenty-first century standards.

2. Description of how initiative has a college/unit-wide or university-wide scope

Through the main library and branches UWF Libraries together provide the central research home and information commons for the wider university population. The centralized libraries on both UWF and Emerald Coast campuses increasingly provide the main basic resource computing/research labs on campus for students and faculty. The libraries are also the preferred research point for students collaborating on group projects. Technology initiatives outlined in this document have a primary university-wide scope. The facilities and computing infrastructure described directly translate to serving the widest possible university student population and enabling student technological services from all disciplines and colleges.

3. Description of alignment with UWF Strategic Plan

UWF's current vision statement (2008-2012) seeks to empower students with knowledge, skills and opportunity to contribute responsibly and creatively to a complex world. Central to this complexity and creative empowerment is basic access privileges to a rich centralized technological infrastructure for research, project collaboration, enabling technological possibility and information literacy. In terms of UWF's enduring values, the libraries' technology proposal focuses on empowering students through innovation and building a quality information environment to enable access, production and manipulation of information and research in various forms and through new digital possibilities.

The UWF Libraries Technology Fee Proposal is in direct alignment with the University of West Florida Strategic Priorities and Measurable Achievements (2008-2012) in a variety of specific ways.

Specific Strategic Focus Points UWF Libraries Technology Proposal Addresses:

Strategic Focus: High Quality Academic Programs. High quality academic programs need strategic technological support of students through increasingly specialized hardware/software.

Technological demands of basic computer access are required even for rudimentary current curricular assignments. For the libraries' mission, this translates to wider computer and information commons, multimedia abilities to support coursework and increasingly specialized technology-enabled spaces to accomplish project, collaboration and research tasks.

Strategic Focus: Academic & Student Support Services. Outstanding technologically enhanced computing facilities and support services are essential for the libraries to serve the needs of our students in an increasingly evident way as seen by student demands in the libraries on a daily basis.

Strategic Focus: Partnership and Collaboration. Learning environments are rapidly changing with a focus on both technology and collaboration. The Libraries propose to build on UWF's partnership/collaboration focus through the creation of various collaborative spaces through both technologically enhanced spaces (projector enabled/LED screen enabled group study spaces) and architecturally enhanced spaces (mobile furniture/desks for collaborative computing).

Strategic Focus: Investment in Students: The heart of any great university is its students and library. UWF libraries proposes to foster a culture of excellence and access by creating 'great places' to study, collaborate and carry out research through an information rich technologically enhanced environment.

4. General Description of Benefits Provided

Benefits for the libraries' proposal of university-wide technology enhanced spaces are easy to see. These are open spaces, technology rich classrooms and technologically equipped centers which are readily accessible to the entire university community and build on the libraries essential infrastructure role as a great place for study, research and access information resources needed to carry out learning in the 21st century.

Specification of Benefits

Pace Technology Classroom. Current library classrooms are frequently "over booked" or at other times used as overflow for the information commons. Adding a technology-enhanced classroom (See Appendix A - Layout) allow the libraries both at ECC and Pace libraries to offer more library classes and provide additional computers for student use. At all three UWF libraries, students frequently must wait for an available computer. A second classroom/lab in the main library allows the libraries to increase computer density to serve current needs.

Multimedia Stations. Multimedia stations for digital technology and software give students open access to an increasingly important arena. From a learner's perspective, a wider use of media (images, sound, video, data) is increasingly the norm for individual and group curricula (See Appendix C - School of

Education examples). In order to help our students meet course requirements each of the University's Libraries should have at least one multi-media work station with suitable ancillary hardware and software to accomplish course assignments and projects to better serve our tech-savvy millennial student population.

Emerald Coast Information Literacy Lab. An Emerald Coast Information Literacy Lab benefits undergraduate and graduate students at UWF Emerald Coast by increasing proficiency in research and evaluation of the quality of information sources. This lab will provide 23 workstations for student use during the library's open hours (including nights and weekends) and allow students to use their Argonet printing credit balance when printing in the library (See Appendix D - layout).

Special Collections Media Conversion Center. Among the collections held by the Special Collections Department, John C. Pace, are hundreds of oral histories and audio/video interviews of prominent West Florida citizens on a variety of topics ranging from the history of health care, naval aviation, Native Americans, the history of UWF, the judicial system, and other subjects (See Appendix B). Made between 1960 and 2006, these reel-to-reel tapes, VHS and audiocassettes were once considered the technological frontier of capturing regional and local eyewitness history. These donated collections (including the oral history archives of the History Department) are now threatened by deterioration and lack of access facilities for students, faculty, and community. The libraries currently do not possess equipment for the conversion of analog media to digital formats. A media conversion center provides human resources and equipment as well as enabling the wider student community with a needed resource service point.

5. Description of How Success/impact will be measured

Annual Impact Surveys and Reports

Quantitative and qualitative user survey evaluation of classrooms, spaces, technology and centers enabled.

Focus group consisting of a representative student and faculty group (graduate, undergraduate, online and Professional Studies) and focusing on the success and impact of new library technology services

Usage outcomes survey of multimedia stations developed by the library for various student populations (graduate, undergraduate, Continuing Ed, School of Professional Studies)

Satisfaction/future suggestions report from students, faculty and library staff regarding the various spaces, centers and stations.

6. Detailed description of resources required including hardware and software requirements and personnel costs (faculty compensation is not an allowed cost)

Pace Library Technology Classroom Hardware Specifications (1 Year Implementation Timeline)

20 PC's at 1,400	28,000
Dell Optiplex 960 Small Form PCs (Energy-Efficiency/Quiet Kit)	
14 tables (6ft. x 2ft.) at \$400 each	5,600
Instructor's Workstation – rolling, standing height	215
36 chairs at 4 for 300	2,700
Digital Projector and screen	3,000
Industrial Large Flatbed Photo Scanner	4,800
4 LCD monitor 27" at 500 each	2,000
PQA Printer	4,000
Miscellaneous Cables	500
Electrical/Ethernet Installation Services	5,000

Total \$54,300.00

Emerald Coast Library Technology Hardware

(1 Year Implementation Timeline)

Item	Cost
Computers – Dell Optiplex 960 Small Form PCs with Energy-Efficiency and Quiet Kit Options (24)	33,600
Instructor's Workstation – rolling, standing height	215
Task Chairs – rolling, with thick cushioned seat (23)	3,220
Data/Power Poles – to supply electricity and Ethernet in middle of room (3)	1,500
Digital Projector – 3,200 lumens	1,900
Projector Ceiling Mount with Drop Ceiling Plate	355
Projection Screen – 69x92 with remote control	976
PQA Printer	4,000
Miscellaneous Cables	500
Electrical/Ethernet Installation Services	5,000

Total \$ 54,247.00

UWF Libraries System Wide Multimedia Work Spaces (2 Year Implementation Cycle)**

Computer Hardware		
MacPro 8 Core	\$2,999 x 4	11,996
Second flat-screen		est. 4,000
Software –		
Adobe Master creative suite	899 x 4	3,596
Adobe Lightroom	299 x 4	1,196
Adobe Finale cut pro	999 x 4	3,996
Headphones, connector cables	Est. 400 x 4	1,600
Infrastructure		
Furniture		
tables and chairs	Est. 1200 x 4	4,800
Misc. equipment		
Digital Video Camcorder	1 each for ECC and CML	2,000
Digital camera	1 each for ECC and CML	1,200
Scanners	1 each for ECC and CML	800
Sub Total/Year		\$35,184

**2 PC's Main Library Pace, 1 PC for Emerald Coast Campus, 1 PC for Curriculum Materials Library/year

Total (2 Year Implementation Cycle)**\$70,368.00****Special Collections Media Conversion Center****(1 Year Implementation Cycle)**

Graduate Assistantship	12,800
Benefits/fringe @ 25%	3,200
Audio/Video Analog Digital Conversion/Digitization Equipment	4,000
1 Multimedia PC/two large Screen Monitors	2,000
1 Large Flatbed/Scanner (Negative Capabilities)	3,000

Total:**\$25,000.00****Proposal Grand Total****\$ 203, 915.00**

7. Proposed Timeline and Implementation Benchmarks.

May – August 2010, Set-up

Order digital hardware and software specified for John C. Pace, Emerald Coast, Curriculum Materials and Special Collections Libraries. Review, consult and finalize with external stakeholders and library higher administration regarding allocation of space for new classrooms, multimedia stations and media conversion unit. Set up initial working equipment with external libraries, departments and external stakeholders. Begin hiring process for conversion center and/or reallocate other staff for various operational scenarios.

September – December 2010, Implementation

Officially open technology classrooms, multimedia stations and media conversion centre for all students and wider UWF community. Begin external marketing of classroom and new multimedia stations to students. Begin staff training for classroom and media conversion center equipment, assessment of training needs and consultation with library higher administration and external stakeholders. Finalize spaces, equipment and initial hardware/software infrastructure for future budgetary contingencies.

January 2011 – December 2011, Assessment and Review

Set up focus groups for students. Conduct user satisfaction survey regarding current spaces for future development. Conduct quantitative and qualitative user evaluation of classrooms, spaces, technology and centers enabled. Conduct usage and outcomes survey of services developed by the library for various student populations (graduate, undergraduate, Continuing Ed and School of Professional Studies). Report on user satisfaction/future suggestions from faculty, students and library staff regarding various spaces, centers and stations to external stakeholders and higher library administration. Compose longer term focus group consisting of a representative student and faculty group (graduate, undergraduate, online and Professional Studies) on the success and impact of new library technology services and ongoing needs. Present results.

8. Plan for sustainability beyond conclusion of funding from technology fee, if applicable

As this plan is systemic and involves the entire university library system and wider university community, several possible sources for sustainability of recurring funds may be found for equipment hardware/software and refreshment for several parts of this plan in the upcoming years. Many of these projects present core infrastructure service and directly align with other units/division mandates of the university including other principal campus locations (i.e. ECC Library, ECC/Northwest Florida College Campus, University UWF ITS/ATC, Curriculum Materials Library/School of Professional Studies). For the

main John C. Pace library and to a lesser extent systemically, state academic library funding sustainability relationships are in place with FCLA (Florida Computing Library Association). For John C. Pace Special Collections and Archives, possibilities and partnerships are possible in the future with the media conversion center and the Department of History, Programs of Public History and Oral/Media History.

10. Overall Project Reporting, Oversight and Accountability

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Interim Associate Dean of Libraries

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Technology Implementation and Planning

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Curriculum Materials Library Lead

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John C. Pace Technology Classroom Lead

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Reference Librarian
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Tel: (850) 474-2264

Special Collections and Archives Lead (Media Conversion Center)


Dean DeBolt, University Librarian, ddebolt@uwf.edu
Special Collections and Archives
University of West Florida Library
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Pensacola, FL 32514-5750
850-474-2213

Appendix A – Pace Technology Classroom Layout
(Room 20ft x 40 ft) Tables 6ft x 2

Key for blueprint

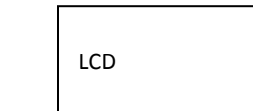
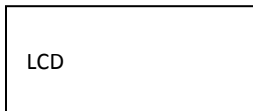
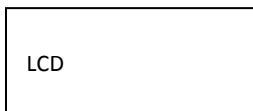
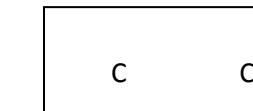
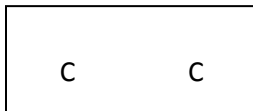
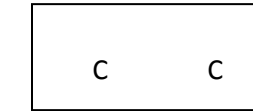
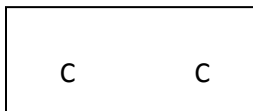
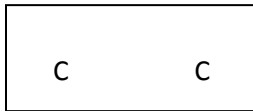
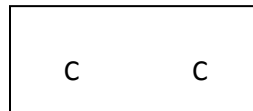
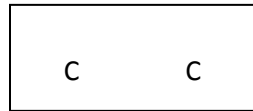
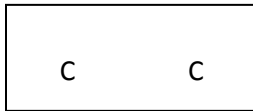
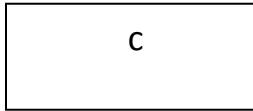
Table 

Chair 

Screen 

Computer C

LCD screen LCD



Appendix B

Oral History Collections and Materials in UWF Special Collections for Analog to Digital Digitization, Preservation and Archiving (Examples, larger document available)

Bruington, Lola Lee Daniels

Oral history interview of Lola Lee Daniels Bruington, of Pensacola, by Sandra F. Whitehead with tapes and typed transcripts. Mrs. Bruington discusses area cemeteries, (especially St. Michaels), the red light district, bootlegging, her work as educator and nurse at Camp Dix, Bellevue Hospital, and at Vassar, and her childhood and life in Pensacola.

4 items (.18 c.f.). Gift of Dr. Dallas Blanchard.

Accession M1987-10.

Creek Indian Project

Records and Papers pertaining to the Creek Indians of Northwest Florida, collected by the University of West Florida faculty members, Jane Dysart and Lucius Ellsworth, as part of a grant project. Records include research bibliographies and research publications dealing with the history of the Creek Indians from earliest settlement to 1980, census records, claims made to the federal government in 1906 and 1957, a newspaper index of materials about the Creeks in Northwest Florida (1950-1980), records about the efforts toward formal recognition, and oral histories of Creek Indians of Florida.

A detailed inventory of the oral histories, narrators, and subjects is available; narrators are listed in the index to this [Guide](#).

1,096 items (2.7 c.f.). Gift of Drs. Jane Dysart and Lucius Ellsworth.

Accession M1981-07.

Pat Dodson Oral History Collection

Oral history project conducted by Mark David Clark concerning the history of advertising and advertising agencies in Pensacola, with specific emphasis on recollections of Pat Dodson (Mayhew Wilson Dodson, 1929-1975) and the contributions of Dodson and his firm, Dodson, Craddock and Born, to Pensacola. Includes interviews with business partners, family, advertising executives, and Dodson's interest in historic preservation in Pensacola.

Narrators are indexed in this [Guide](#).

17 interviews (.35 c.f.). Gift of Mark D. Clark.

Accession M1989-13

Escambia County Retired Teacher's Association

Records (1979-) including minutes, yearbooks, photographs, oral histories and written reminiscences of retired educators. Subjects include the history of education and schools in Escambia County.

The organization renamed itself the Escambia County Retired Educators Association shortly before 1991.

1,147 items (2.45 c.f.). Gift of Agnes Reedy and Dr. Gordon Eade.

Accession M1980-03.

Johnson, Nellie Dole (1902-)

Personal papers including photocopies of the Pensacola High School Tattler (1918-1919), photocopies of early Pensacola postcards and photographs, oral history tapes with Mrs. Johnson, and other related materials.

17 items. Gift of Mrs. Nellie Dole Johnson.

Accession M1981-23 SC.

Oral History Collections

Special Collections maintains oral history collections consisting of audiotape interviews with individuals in the West Florida region on a variety of subjects. Research collections which contain oral histories are described individually in this Guide and indexed under "Oral history." This group, however, encompasses individual oral history tapes which have been donated to the University, along with collateral materials and transcripts.

A number of oral histories discuss the Pensacola police department and crime in Pensacola, 1912-1915; narrators include Moses Penton (Pensacola Police Chief, 1923; Escambia County Sheriff, 1924-1934); Daisy McAllaster on the role of women in police work; Francis W. Taylor; and Thomas Bowen, who also discusses the fire department.

Another group covers the Pensacola Naval Air Station, 1914-1919; these include Lelia Abercrombie, T. T. Wentworth, Harry Carlson, Julian O. Olsen, and A. F. Forster.

Other narrators include W. F. Hill, C. E. Abbott, W. N. Olson, N. O. Anderson, E. Anderson, T. S. Kennedy, Randolph Reedy, Sidney Powell, Ernest L. Madsen, and Blanch McMillan Smith of Chipley, Florida.
.68 c.f.

Accession M1981-01.

University of West Florida. Oral Histories.

Audiotapes of an Oral History Project conducted by UWF faculty member Dr. Thomas Gilliam on the early formation and creation of the University of West Florida. Narrators include Phillip D. Beall, Warren Briggs, Harold Crosby, Jack Fiveash, Elizabeth Hawes, J. B. Hopkins, and Gordon Wells.

8 audiocassettes. Gift of Dr. Thomas Gilliam.

Accession M1987-06.

Appendix C

Select Curricular Examples Requiring Digital Equipment (From the School of Education)

SCE 4310 Teaching Science in the Elementary School Sandra Davis

Required assignments including group work, individual work, PowerPoint **presentations, animations**, discussion and discussion assignments, drop-box assignments and class projects will be outlined here.

LA E3314 - Literacy for the Emergent Learner

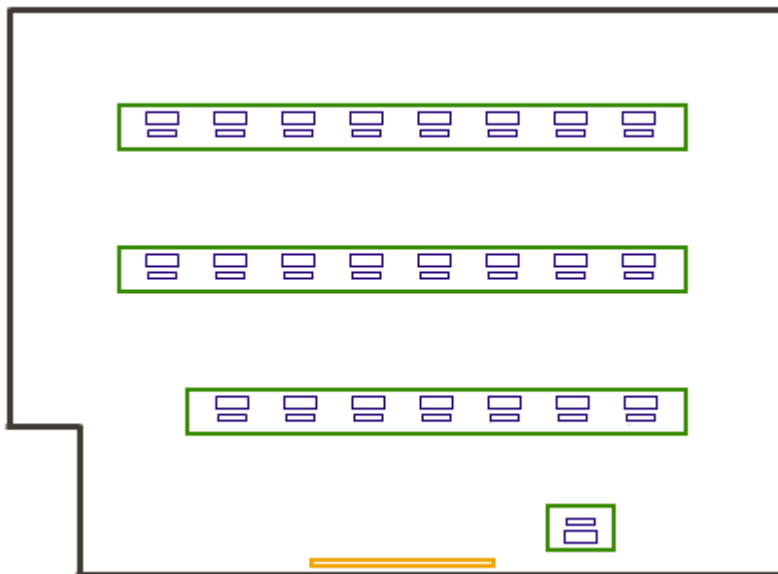
Big Book. 5 % You will create a big book, and submit **pictures** of it to a drop-box. Selected Big Books will be presented to the class.

EDE 4200 Planning and Curriculum I Dana Brown

Teaching experience using the Direct Instruction Lesson Plan in class. (online classes will **submit video or other media** teaching a small group of students). Reflective evaluation and video (if applicable) will be submitted to instructor. Students will include ESOL adaptations and represent at least one specific ESOL strategy during lesson.

Appendix D

Emerald Coast Information Literacy Lab Setup



Proposed layout of the Emerald Coast Information Literacy Lab. Work areas for the student computers, 36" wide. Aisles, 48" wide to allow for ease of walking around seated students and wheelchair access. Instructor's station is on wheels and may be pushed to the corner when class is not in session so it does not obstruct movement. The PQA printer will be placed outside the lab so other students in the library can pick up their print jobs while class is in session.