

Libraries Visioning Collaboration Task Force

Final Report

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Topic and Definition

Collaboration is two or more people or organizations combining their resources and working together to achieve a common and mutually-beneficial goal.

In arriving at this definition, our task force looked at how the word "collaboration" is defined in various dictionaries and in collaboration theory literature. We discussed the factors that make "collaboration" unique from other similar terms used to describe relationships, such as "cooperation" and "coordination." Although these terms are often used as synonyms, we discovered that they have distinct meanings in scholarly literature, with "collaboration" generally considered to be the most formal relationship of the three because it involves a higher level of shared authority, responsibility and risk (Mattessich, Murray-Close & Monsey, 2001, p. 59-61; Czajkowski, p. 2-3; Hord, 1986, p. 22).

Value Statement

The Libraries value collaboration as a means to pool finite resources and diverse strengths in order to achieve unique outcomes that have impact beyond what each partner could do individually.

The OSU libraries are ideally suited to facilitate inter- and trans-institutional collaborations due to our interdisciplinary expertise and service throughout and beyond the university, as well as our commitment to the university mission to be the land-grant university to the world. (Gee, 2007)

Exploration

The Task Force on Collaboration was charged with exploring ways in which the Libraries can make collaboration an integral part of its activities. We sought input from individuals familiar with a variety of OSUL collaborative projects including Nancy Courtney (Outreach and Engagement), Nancy O’Hanlon (Teaching and Learning), Jim Bracken (CIPS), and Joe Branin (Director). The task force also drew on the knowledge of its members and read from sources in library and social science literature, IT literature, and OSU reports and documents. We focused on defining more clearly what we meant by collaboration (see the definition section), noting why the Libraries should collaborate and identifying the factors that lead to successful collaborations as well as factors that serve as barriers, both in general and in our organization specifically. We did not attempt to make *comprehensive* lists of the current collaborations or of ones we suggest should be pursued.

In each section we provide the key concepts and some broad recommendations. In order to capture the creativity of the group and to share ideas of individual members for specific projects, we have provided an appendix of specific programming ideas.

Current Collaborations

We knew that OSUL was already involved in some collaborations and were pleased to discover through our research that there are many successful collaborations that are already integral to the Libraries’ work. These range from long-term, formal and well-established collaborations, such as OhioLINK and TELR, to short-term partnerships centered on a particular event or program, such as the *Let’s Talk About It: Jewish Literature* series. Appendix A is a list of current collaborations we identified.

The task force concluded that OSUL is particularly strong in collaborations with the library profession, with other libraries state-wide and regionally, and in specific, short-term collaborations that deal with materials, exhibits or programs. We suggest that OSUL seek opportunities for more consistent and broader collaboration with

- Users directly (i.e. students, faculty, staff)
- University units, including the regional campuses
- Non-traditional partners, such as corporations
- Local community groups
- Global communities

Benefits

Drawing on our own experience and knowledge and our literature review, the task force discovered multiple benefits to the collaborative approach. Collaboration can:

- 1) be necessary to successfully address large and complicated issues or problems that lie beyond the scope of any one partner (Mattessich, et al., 2001, p. 2)
- 2) provide economic savings (Shaffer and Bryant, 1983 in Hord, p. 24)
- 3) allow for the pooling of limited resources and a division of labor (Fox and Favor in Hord, p. 23)

- 4) enhance project outcomes (Shaffer and Bryant, 1983 in Hord, p. 24) or increase the quality of the results (Mattessich, et.al. p. 4)
- 5) help individuals sustain motivation through their commitment to collaborative partners (Fox and Favor in Hord, p. 23)
- 6) build community (Mattessic, et. al., p. 2)
- 7) make services more accessible and effective (Mattessich, et al., p. 3)
- 8) Be one technique cultural institutions can use to stay relevant in these changing times (Martin, 2007)

Costs

Collaboration is one tool, but may not be appropriate in all circumstances. In thinking about collaboration opportunities, the Libraries must take into account the costs of the collaboration in addition to the benefits. Costs may include loss of autonomy and control, financial and human resource costs, an increase in the time necessary to achieve outcomes, and an increase in the project's complexity (Hord, 1986 p. 23; Pirani and Sitko, 2008, p. 11).

Success Factors

Why are some collaborations more successful than others and how can the Libraries identify partners and projects that have the most chance of success? Our literature review uncovered a wide array of research from a variety of disciplines addressing these questions. In *Collaboration: What Makes It Work*, the authors compiled a list of success factors from previous studies and research related to collaboration (Mattessich, et al. p. 8-10). Their comprehensive list is a good starting point:

- 1) Environment
 - a) There is a history of collaboration in the community.
 - b) The collaborative group/partners are seen as legitimate leaders in the community.
 - c) There is a favorable political and social climate among stakeholders, opinion-leaders and those who control resources.
- 2) Membership
 - a) All partners share mutual respect, understanding, and trust.
 - b) The group includes an appropriate cross-section of members representing those who will be affected.
 - c) All members see collaboration as in their self-interest.
 - d) Partners have the ability to compromise.
- 3) Process and Structure
 - a) All members share a stake in the process and outcomes.
 - b) There is involvement and participation at all levels of the member organizations.
 - c) The group is flexible and open to various ways of accomplishing its work.
 - d) Partners clearly understand their roles and responsibilities and how to carry them out.
 - e) The group can adapt to major changes that occur during the process.

- f) Structures, resources and activities change at an appropriate pace during the development of the project so that the group's capacity is never overwhelmed.
- 4) Communication
 - a) Open and frequent communication occurs among group members.
 - b) Informal relationships and communication links are established.
- 5) Purpose
 - a) Goals and objectives are concrete and attainable.
 - b) Partners shared a common vision.
 - c) The mission or purpose of the collaborative group is unique from that of the individual partners.
- 6) Factors Related to Resources
 - a) Sufficient funds, staff, materials, and time are available.
 - b) Leadership of the group has the necessary organizational and interpersonal skills.

The authors created an online tool to be used by groups considering a collaborative initiative. Called the *The Wilder Collaboration Factors Inventory*, it helps potential partners evaluate their strengths and weaknesses in relation to the factors that research has shown are necessary for successful collaboration (<http://surveys.wilder.org/public/cfi>).

Other sources have identified additional conditions or factors that are necessary for success:

- 1) A high enough level of dissatisfaction with the status quo in order to mobilize energy toward some change. (Beckhardt, 1975 in Hord p. 23)
- 2) The institution or organization's leaders must have a vision of the desired state and they must recognize practical first steps toward achieving that vision (Beckhardt, 1975 in Hord p. 23)
- 3) Parity for each institution's representatives, (Howey and Cannon in Hord, p. 24); All collaborators actively involved with none taking a dominant role (Hannay and Stevens (1984) as reported in Hord p.?)
- 4) Training in the collaborative process (Howey and Cannon in Hord, p. 24)

The last factor underscores the importance of training individuals to be proficient in collaboration skills. According to Patricia Martin (2008) in her book *RenGen: Renaissance Generation*, "Big solutions and innovative ideas are born from diverse knowledge and expertise. She goes on to say that "the act of collaborating is its own skill," (p. 122) a skill that can and must be learned to compete in today's marketplace.

Barriers

The absence of the above success factors can create barriers to successful collaboration (i.e. lack of funds, lack of communication). Hansen and Nitin, (2004) identified four barriers to interunit collaboration which include, a lack of willingness to help, share knowledge, find sources of knowledge and expertise.(p.23-26). In addition, the task force identified barriers to collaboration *specific to the OSU Libraries organization* through interviews and personal experience. These barriers have discouraged individuals

from undertaking collaborations or have contributed to the failure of those that were attempted. The barriers include:

- 1) Other organizations and OSU units do not view the Libraries as a potential partner.
- 2) Other organizations and OSU units are unaware of how the Libraries can contribute.
- 3) Faculty and staff may not see ways to incorporate collaboration into their jobs; they may ask "why do I need to do this?" Or they may be reluctant to take on new responsibilities.
- 4) Faculty and staff may not know if they have the authority to initiate or participate in partnerships or collaboration efforts.
- 5) Faculty and staff may not know the proper process to follow.
- 6) Bureaucracy/red-tape, especially with regard to accounting and using financial resources.
- 7) Faculty and staff lack the skills necessary to undertake and manage collaborative ventures.
- 8) Potential partners have differing priorities.
- 9) Continuation of projects is too dependent on specific individuals.
- 10) Identification of new projects is driven more by individual interest than identified need.
- 11) Staff (as opposed to faculty) do not feel appropriately empowered.
- 12) Years of thinking mostly about collections make it difficult to think of libraries in new ways, doing new things.

Blue Sky Vision

This section describes the Task Force's vision of the Libraries' in which the organization has fully incorporated the value of collaboration in an ideal environment with unlimited resources.

The Sandbox

The Libraries collaborate with other organizations to embed new services with traditional ones and to create entirely new services that encourage users to play, work or experiment with new ideas. The Libraries serve as a laboratory of ideas for our users and partners, moving beyond simply providing access to information toward firing imaginations for the creation of new information and new uses of information.

Image Makeover

The University and community recognize the OSU Libraries as an essential partner in achieving successful teaching, research, learning, service, administrative, and campus life outcomes. The Libraries are valued as a community information portal, which combines the traditional collections of the academic research library with dynamic services and materials valued at all parts of the knowledge creation continuum.

Bringing Down the Walls

Collaboration occurs at all levels of the Libraries' organization -- between departments, across the university, with regional campuses, and with community members in pursuit of shared goals and activities, not solely those related to research activities. Personnel at all

levels of the Libraries' organization are nurtured to use their creativity and interests to identify and explore mutually beneficial partnerships within the organization as well as at the university, local community, national and international level. The Libraries are integral in achieving President Gee's goal for OSU to serve as "a land grant university to the world" (Gee, 2007). Users of the Libraries become key partners in achieving shared goals as they are effectively incorporated into the creation, assessment and marketing of products and services of the Libraries.

Collaboration is viewed as a valuable tool but not the only tool available to achieve shared goals among different partners. The Libraries' is an organization that is skilled in distinguishing appropriate opportunities for collaboration from those in which a different method would be more effective. Collaborative partnerships are regularly assessed by those involved in order to celebrate successful collaborations, make improvements where needed and to discontinue associations that are no longer worthwhile.

Those Who Hold Up the Sky

Libraries personnel at all levels are trained in collaboration skills. The staffing levels are sufficient to support the exploration of collaborative opportunities, including the provision of resources and time. The Libraries' organizational structures and policies provide a nimble combination of individual responsibility and accountability with organizational support to enhance the success of collaborative efforts.

Programming

This section outlines the practical steps the Task Force recommends to begin moving the Libraries toward the vision outline in the Blue Sky section. This section is not a comprehensive list of all steps required to achieve each part of the vision; it is instead simply a suggested beginning.

The Sandbox

Libraries have traditionally provided access to information from already published materials but rarely have actively participated in the creation process. How can the Libraries also serve as a laboratory of ideas? How can we be included at the beginning of the research/creation process? How can we move beyond providing access to information to firing up imaginations?

Recommendations:

- ***Quick Hit:*** Each committee/department/unit should develop a list of collaborative ideas and potential partners and evaluate them to determine which might be most appropriate to pursue.* We suggest the use of *Collaboration: What Makes It Work*, 2nd edition, and the supporting materials developed by the Wilder Foundation to assist the groups in this work.
- ***Short-term through long-term:*** Continue exploration work with OhioLINK, CIC, TELR and other partners on projects such as the future of the catalog, mass book digitization, and support of teaching and learning across campus.

- *Long-term:* OSUL should seek collaborations with non-traditional partners, such as corporations.
 - * Note: detailed or specific program ideas to consider are listed in Appendix A.

Image Makeover

Every academic institution expects to have a library to supply resources in support of its teaching, learning, research and service mission. Inherent in this expectation is the current perception of the library as a service-provider and therefore a junior partner in the scholarly enterprise. How can we change this perception?

Recommendations:

- *Short-term:* Through collaborations, insert the Libraries into more places where our users are, making us present and accessible when and where OSU users need us. An example of this is the current collaboration with TELR to add library resources directly into Carmen courses.
- *Mid-term:* Involve students in marketing/branding via unique outreach activities, such as partnering with students to promote reference services.
- *Mid-term:* Explore unusual service opportunities such as the human expert program through which library patrons can “check out” a human to have a conversation with and ask questions. (Judy will add cite)
- *Long-term:* Become a central staff development/continuing education training partner in the university and library community.

Bringing Down the Walls

The Libraries has organizational structures that prevent it from making intra-, trans- and inter-institutional overtures to collaboration. Some faculty and staff members do not feel empowered to reach out to other units to initiate possible collaborative projects. Others think the Libraries should not be engaged in activities other than research-related ones. How can we overcome these barriers that keep the Libraries from being a more dynamic and collaborative organization?

Recommendations:

- ***Quick Hit:*** Each committee/department/unit should evaluate its current collaborations to determine if they should be enhanced, continued as is or discontinued.
- *Mid-term:* Create a new, user-centered Libraries’ Advisory committee with members from throughout the OSU community, including students, faculty and staff.

Those Who Hold Up the Sky

An institution that places emphasis on collaboration must also provide the support for and training of its personnel. How can the Libraries’ organization provide and promote adequate support?

Recommendations:

- **Quick Hit:** Create a workshop series to train staff in management, interpersonal and organizational skills required for successful collaborations. A possible funding source is an LSTA mini-grant for staff development and training; proposals are due on October 29, 2008.
- **Short-term:** Find a way to recognize successful collaborations and/or individuals who have contributed to successful collaborations
- **Mid-term:** Evaluate staffing levels and organizational structure to determine if they are sufficient to support the exploration of collaborative opportunities.
- **Mid-term:** Incorporate collaboration as a function of all faculty and staff jobs
- **Mid-term:** Establish funding opportunities (i.e. grant) for developing collaborations
- **Long-term:** Empower staff to use expertise and talents beyond their specific jobs in collaborative partnerships.

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Appendix A – Current Collaborations

This appendix lists the current collaborations identified by the Task Force. It is not comprehensive but is meant to illustrate some of the collaborations already occurring in the Libraries' organization. The notes in parentheses are to note the impact of the collaboration.

Within OSU Libraries

- Regional campus library staff and faculty collaborate in many ways with Libraries faculty and staff on main campus, a few examples are:
 - Regular regional campus meetings with main library (being informed)
 - Shared purchases of resources (enhanced resources for patrons)
 - Participating in programs and teaching courses (Course grants, USAS120, etc) (consistency)

- Digitization projects (enhancing collections and Knowledge Bank)
- Knowledge Bank collection creation and maintenance often involves work between SRI (scholarly resources integration dept in Tech Services) and WIT (web implementation team in IT) (sharing expertise to produce better product)
- Digital Publishing in Libraries, currently of the Disability Services Quarterly Journal with additional titles expressing interest, is done by a team made up of both SRI and WIT members (sharing expertise to produce better product)
- New scheduling application being used by Multimedia Production Space in Sullivant was written by one of their staff with advice from WIT. The application followed the WIT development guidelines and is hosted by the WIT web application server. (providing solid technical solutions to existing problems using existing resources)
- WIT works closely with Health Sciences IT web team to explore possible tools, such as LibX toolbar, and to develop our own tools, such as the reviewers database started by a programmer at the Health Sciences Library but now being completed and hosted by WIT. (providing solid technical solutions to existing problems using existing resources)
- Technical Services staff and faculty collaborate in many ways with in the department and throughout the Libraries to efficiently complete the day-to-day work of the department. Some specific examples are:
 - Making shared policy decisions with Law and Health Sciences
 - Doing shared cataloging with Regionals
 - Serving on library-wide committees

Within the University

- Collaborating with technical colleges located on regionals - library, IT, maintenance, policies, services (political tightrope at times to get appropriate services out to patrons)
- One regional librarian works with a faculty member to maintain a state and national website (expertise sharing)
- At a regional campus, librarian working with other regional campus departments for outreach, a recent example is hosting a display
- A regional library houses a lending library of learning aids (toys, games, etc) for a service learning course on campus - it partners with local Big Brothers/Big Sisters organization. (partnering with a university course/service learning)
- Prof. Lewis Ulman, Dept. of English, and Melanie Schlosser, Scholarly Resources Integration Dept., were awarded a National Endowment for the Humanities Digital Humanities Start-Up Grant for \$35,925 for the project "Reliable Witnesses: Integrating Multimedia, Distributed Electronic Textual Library Collections and Preservation Efforts." From September 2008 through September 2009, Prof. Ulman and Melanie, along with project staff Morag Boyd and Amy McCrory, academic partners (including Media Manager, the Knowledge Bank, and OhioLINK) and consultants will develop a life-cycle model for electronic text projects.

- Programming - the Cartoon Research Library has partnered with various non-library departments and OSU groups (Hale Black Cultural Center, English Department, Project Narrative, Multicultural Center, Wexner Center, etc.) to bring artists to campus to speak to the OSU and Columbus communities.
- Exhibits - Several Special Collections have collaborated with the Hopkins Hall Gallery to present exhibitions of special collections material.
- Two Special Collections have collaborated with the History Teaching Institute to create K-12 curriculum using primary resources found in our collections.
- IT infrastructure: Libraries IT contracts with OIT to host almost all of our servers, this includes the Knowledge Bank, the web site and the web applications server. In all we currently have 8 virtual machines at KRC (the Kinnear Road Center) and 2 physical servers. This number is expected to grow as we replace the remaining machines in the SEL server room.
- TELR: Libraries have collaborated with TELR on many projects. TELR identifies the Libraries as a strategic partner. The projects on which we collaborate include:
 - E-Reserves delivered through Carmen
 - Creation of a Librarian role to aid collaboration between subject specialists and teaching faculty
 - Creation of a Library Link inside Carmen courses to deliver library info to students conveniently
 - 2020 lecture series
 - Digital Storytelling program
 - Digital Union (DU), including the current plans to expand the space and integrate the DU with the Multimedia Production Space services currently offered by the Libraries at Sullivant Library
- Technical services staff work closely with teaching faculty in the following projects and services
 - Digitizing materials for eReserves
 - Adding eReserves to Carmen
 - Creating metadata and training for communities who add their own materials into the Knowledge Bank; this includes on-going submissions from the Undergraduate Honors Program and the Hayes Graduate Research Forum
 - Adding materials into the Knowledge Bank on behalf of many communities, including the Byrd Polar Research Center
 - Publishing of Disabilities Services Quarterly
 - OSU Pro system: involves testing and feedback on the creation of the system as well as training faculty throughout campus to use it
 - Libraries Academic Affairs Faculty Recognition Program (coordinating book selection, book plates, book display, and annual reception at Faculty club)

Within the State

- The LIMA regional campus library houses a public library collection (community partnerships)
- A regional library hosted a Smithsonian exhibit (programming with local public library, other campus departments, local media, state and national organizations; multi-partner collaboration)
- Library advocacy work by groups at OSUL, regionals and OhioLINK, such as the LibrariesUnited and State Library summit. (One state/one card library system possibility)
- A regional librarian and regional campus faculty member received a large grant to support early childhood literacy, specifically bags of literacy materials (books, bibs, reading lists, etc.) given to parents of newborns at local hospital and the creation of a local literacy roundtable that brought organizations and groups that had literacy initiatives together for meetings, community projects, granting funds, etc. (community outreach and multi-partner collaboration)
- OhioLINK: many individuals and groups throughout OSUL work on collaborative projects and services with OhioLINK
- OSUL participates as a partner with these reference services: Chat With a Librarian, KnowItNow, and other IM reference
- Programming/exhibitions with the Columbus Museum of Art - Several special collections are currently working with the Columbus Museum of Art on an exhibition to open in the fall. Special Collections and the Columbus Museum of Art have also written a grant to the IMLS for a project entitled "Artist as Activist" that will include an exhibit, a website, and other jointly-sponsored public programming.
- Hosting of practicum students from Kent State University School of Library and Information Science by several librarians in all departments of OSUL
- Participation in state-wide library organizations, including ALAO (Academic Library Association of Ohio) and OLA (Ohio Library Association)
- Technical Services department works closely with vendors and publishers

Within the US

- Working with the Committee on Institutional Cooperation (CIC) libraries and Center for Research Libraries consortia.
- OSUL is a partner with University of Rochester for the eXtensible Catalog Project
- Participation in national library organizations, including ALA (American Library Association) and OCLC.
- Technical Services department works closely with NACO (Name Authority Cooperative Program), SACO (Subject Authority Cooperative Program, vendors and publishers)
- OSUL is working with CIC and Google on the Google Book Search Library Project

International

- Technical Services department works closely with vendors and publishers from all over the world
- Exchange program with Wuhan University in China
- A project, coordinated by Ruth SESCO, that attempts to facilitate international classroom and research collaboration through shared classroom activities between OSU students and students in similar classes at the California State University – San Marcos and at universities and technical institutes in India, Pakistan, China and Northern Ireland.

Appendix B

This appendix includes various programming ideas identified by the Task Force. We hope this list can serve as a spring-board for the committees, departments and units of the Libraries as they create the list of collaborations recommended in the report.

Within OSU Libraries

- Partner with IT to offer "space" to scholars and students to conduct research and collaborate with a librarian via a wiki or other technologies
- Academic involvement with PSEO (Post-Secondary Enrollment Options) and Sophomores to seniors programs - offer research prize similar to Denman Undergraduate Research Prize
- Programming to utilize grad students to process special collections/digital projects. See C&RL News, June 2008, pages 316+ <http://www.acrl.org/ala/acrl/acrlpubs/crlnews/backissues2008/june08/hiddencollections.cfm>
- Work with library units to identify opportunities to provide collaboration skills workshops.
- Formation of reader advisory online groups (could be subject/discipline/college specific)
- Collaborate With students to enhance info literacy, communication and technical skills of the student workforce; current pilot being scheduled for Fall Quarter from Student Employee Training Team
- Development of traveling exhibits and displays for and with regional campuses, school, community venues, camps, senior centers, etc. (pack 'n go learning)
- Permitting service learning venues (tutoring, talks, tours, presentations, etc) for all faculty and staff
- Having the library work with a dept like Extension, Family & Consumer Science or Food Ag to produce some how to videos/movies/tutorials on how to do specific everyday things an incoming freshman or international student being on their own may not know: how to sew on a button or make simple alterations, how to substitute ingredients to make recipes healthier, how to sort and do laundry, etc. (basic and simple but many may not know how to do it). Why not have people see the library as THE place to go for ANY information? Great potential

- for dorms and incoming freshman. If not willing to produce, spend some funds to make online videos available for them to view and use on these kind of consumer topics or create a resource page of links if the resources already exist
- Stronger relationship with Ohio State University Press to promote scholarly communication
 - Have students assist the Libraries with marketing and outreach
 - Develop an internship program for students in conjunction their majors and areas of interest
 - Merge/collaborate with the OSU information line to be the access point to provide information about the university and direct them to appropriate contacts

Within the University

- Work with the Denman to include opportunities to consult with a librarian
- Work with campus units to identify opportunities to provide collaboration skills workshops
- Adding library components to service learning courses
- Virtual learning opportunities for PSEO and Sophomores to Seniors students. (See Mitchell, E. ,Watstein, S. B. (2007) The places where students and scholars work, collaborate, share. *Reference Services Review*, 35 (4). 521-524)
- Service learning & engagement in the academic library; adding library components to service learning courses here at OSU
- Expand CLICK! Program to be a collaboration between the OSUL Information Technology and the Instruction Services staff, to support the training / continuing education needs of the entire staff of the University Libraries system.
- Collaborate with other groups on campus to create a common approach / vision / support system to manage emerging technologies.
- Collaborate with graduate students from different departments to provide patrons with research and translation services.
- Create a program in which users can "check out" an expert or a person to have a discussion with for a certain period of time. See http://women.timesonline.co.uk/tol/life_and_style/women/the_way_we_live/article3790377.ece

Within the Community

- Offer our (Libraries) formalized training/continuing education programs to the larger community (beyond the OSU libraries staff)
- Create reader advisory online groups using various types of people
- Use technology to recruit and have community "experts" be available to answer questions/talk on a topic - maybe via podcast, wiki, etc.
- Exchange program for staff to work at other libraries (other depts, regional campuses, other institutions)
- Identifying areas of expertise among library personnel, including and beyond their work responsibilities, and sharing those skills in outreach to community
- Pack 'n go learning - taking instruction opportunities to unusual places, like camps, senior centers, athletic facilities, youth centers, community centers, museums, historical societies, etc.

- Doing general community service, such as tutoring, etc

Within the Region and State

- Investigate long-term collaboratives with local museums and historical societies (exhibits, programming, etc)
- Pursue initiatives with OhioLINK and CIC partners
- Co-Host symposiums
- Create traveling exhibits from collections and archives
- Explore new collaboration opportunities out there with OhioLINK and CIC partners, specifically, in the development of new information systems.
- Develop regional cataloging and technical services initiatives, in addition to collection management programs.

Nationally and Internationally

- Continue the international cooperation with visiting scholars (China and African nations)
- Cultural event partnerships beyond the usual museums and such (global partnerships)
- Exchange program for staff to work at other libraries (other depts, regional campuses, other institutions)