UWF Libraries
Technology Fee Systemic Proposal

SkyLab: a Technology, Information Literacy, Multimedia and Media Conversion Center

"There is a growing need for formal instruction in key new skills, including information literacy, visual literacy, and technological literacy. The skills involved in writing and research have changed from those required even a few years ago. Students need to be technologically adept, to be able to collaborate with peers all over the world, to understand basic content and media design, and to understand the relationship between apparent function and underlying code in the applications they use daily."(1)

Initiative/investment to enhance instructional technology:

Academic libraries in general and the UWF Libraries in particular, are uniquely positioned to address precisely these three challenges. The UWF Libraries aim to enhance their roles as collaborative, integrated learning environments by providing spaces where students interact with information and technology, as well as with their peers and library staff, from the inception of an idea to the synthesis of a final product. With ever-increasing demands for computers, state-of-the-art software, group study and presentation practice spaces, and hands-on library instruction spaces, the UWF Libraries propose the following initiatives and enhancements:

SkyLab: An Instructional Technology and Information Literacy Center (See Appendix A and D – Layout and LCD Docking Station Example). This multi-use center, located on the 5th floor of the John C. Pace Library, will be used as a backup library instruction classroom, when necessary, but will primarily act as an open access computer laboratory, with a full range of software packages. The SkyLab will allow the library to increase its computer density and thus increase the access of information and technology to a greater number of students, while inspiring innovation in student projects. By positioning The SkyLab in the Pace Library, librarians and technological savvy staff will be available to assist students at their research and technical points-of-need.

Multimedia Work 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.

Media Conversion Center - A media conversion center provides human resources and equipment as well as enabling the wider student community with a needed resource service point. The UWF Libraries currently do not possess equipment for the conversion of analog media to digital formats. (See Appendix B) The conversion center will allow students to duplicate and/or migrate data to and from a variety of media, including digital audio or video files, CD, DVD, and digital video cassettes.

Together, this initiative enables core learning technology abilities for students and the UWF community and brings core library facilities better in line with twenty-first century to meet the demands of a knowledge and innovation economy essential for the future growth of Florida.

The John C. Pace Library has already selected two areas on the fifth floor that can be used to accommodate the SkyLab Instructional Technology and Information Literacy Center, Multimedia Work Stations, and a Media Conversion Center. Additionally, if this proposal is approved we can divert one full time staff member to teach students how to use the equipment and software in these areas.

(1) Work cited: Johnson, L., Levine, A., & Smith, R. (2009). The 2009 Horizon Report. Austin, Texas: The New Media Consortium.

How initiative has a college/unit-wide or university–wide scope:

The UWF Libraries serve all 11,500 UWF students and are open 83.5 hours per week with additional hours during finals. The John C. Pace Library alone was visited by 393,222 physical patrons last fiscal year with 451,580 online catalog sessions and 936,542 total page views of the libraries wider web presence for the fiscal year. Moreover, since students must now frequently wait in line for an available computer in the main and branch libraries, the need for additional computers is even more pressing. The libraries propose to be proactive to this increasing pace of technological need by enhancing its computing infrastructures and commitment to student-centered learning through this system-wide technology proposal. Increasingly providing the main, basic computing/research labs on campus for students and faculty, the libraries are also the preferred research point for students collaborating on group projects. 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. Librarians will be available to assist students with research and class assignments in a non-competitive, yet academic environment. They perform this value-added function by fostering the students' involvement and encouraging networking in a non-judgmental atmosphere where students can feel at ease while completing assignments and learning new technologies.

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 Systemic Program 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 the 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.** Student demand for technology is the libraries' driving motor. 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 this strategic focus by providing UWF students the technological and collaborative working skills they will need to master in order to contribute to a competitive workforce in Northwest Florida.
- **Strategic Focus: Investment in Students:** The heart of any great university is its students. 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.

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 centers which are readily accessible to the entire university community and build on the libraries' essential infrastructure role as great places for studying, researching and accessing information resources needed to carry out learning in the 21st century.

The UWF Libraries are uniquely positioned to address precisely these three challenges:
- The systemic proposal of the UWF Libraries is designed to support new student learning patterns and make accessible a spectrum of information technology resources and services to students and the wider university community.
- This proposal will result in increased academic success and satisfaction by students, it will make the libraries central to the student community, and it will link the quality of the libraries' resources with the accreditation of programs offered to students.
- This initiative proposes the creation of a new Instructional Technology and Information Literacy Center, Multimedia Work Stations, and a Media Conversion Center, in that priority order. Each one of these support and contribute directly to information literacy, visual literacy, and technological literacy.

How Success/impact will be measured:

Through annual impact surveys and statistical reports:
- Focus group consisting of a representative student and faculty group (graduate, undergraduate, online, and Professional Studies)
- Satisfaction surveys from students, faculty and library staff regarding the various spaces, centers and stations
- Gate count statistics, PC login statistics, user logins statistics, etc.

Description of resources required including hardware and software requirements and personnel costs:

Information Technology/Information Literacy Hardware Specifications (1 Year Implementation Timeline)	
30 PC's at $1,400 Dell Optiplex 960 Small Form PCs (Energy-Efficiency/Quiet Kit)	$42,000
19 tables (6ft. x 2ft.) at $400 each	7,600
Instructor's Workstation – rolling, standing height	215
46 chairs at 4 for $300	3,450
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	**$72,565**

UWF Libraries System Wide Multimedia Work Stations (2 Year Implementation Cycle)**		
MacPro 8 Core	$2,999 x 4	$11,996
Second flat-screen		4,000
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	$400 x 4	1,600
Furniture (tables and chairs)	$1,200 x 4	4,800
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/ Per Year		**$35,184**

**2 PC's for the John C. Pace Library, 1 PC for the Emerald Coast Campus Library, 1 PC for the

  Curriculum Materials Library/year

UWF Libraries 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**

Proposal Grand Total for all three components of this systemic tech fee proposal: $ 132,749

A second year implementation of the second component is an additional $35,184

Proposed Timeline and Implementation Benchmarks:

Set-up - 4 months from the time proposal is approved
- Order digital hardware and software
- Set up initial equipment
- Begin hiring process for conversion center and/or reallocate other staff for various operational scenarios
- Begin staff training for media conversion center equipment

Implementation – immediately after set-up is completed
- **O**fficially open technology spaces, multimedia stations and media conversion centre for all students and wider UWF community.
- external stakeholders
- Finalize spaces, equipment and initial hardware/software infrastructure for future budgetary contingencies
- Begin external marketing of the SkyLab to students

Assessment and Review - 4 Months
- Set up focus groups for students and conduct user satisfaction surveys
- Conduct quantitative and qualitative user evaluation of spaces, technology and centers enabled
- Report on user satisfaction/future suggestions from faculty, students and library staff regarding various spaces, centers and stations to external stakeholders and 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

**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, and Curriculum Materials Library/School of Professional Studies). For the John C. Pace Library and to a lesser extent systemically, state academic library funding sustainability relationships are in place with FCLA (Florida Center for Library Automation). 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.
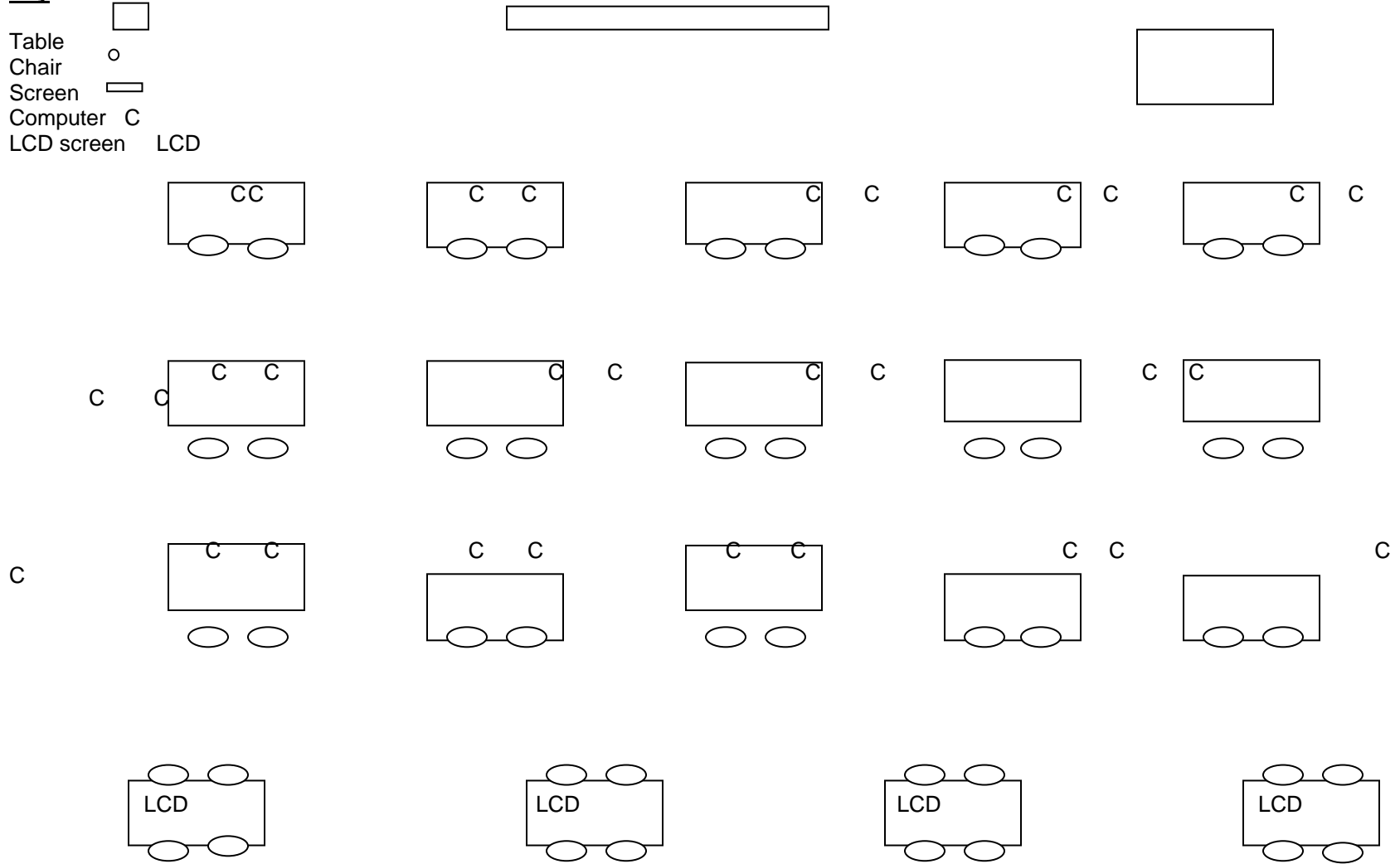
Individual Responsible for Reporting and Accountability:
- **Oversight and Accountability:**
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  Interim Dean of University Libraries
- **Technology Implementation and Planning:**
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  Head, Digital and Learning Technologies
  Multimedia and Interdisciplinary Work Station Leads:
  Jeannie Kamerman
  Curriculum Material Library, jkamerma@uwf.edu
  Paul Williford,
  Emerald Coast Campus Library, williford@uwf.edu
- **John C. Pace Technology Space Lead**
  Douglas Low, Ph.D., dlow@uwf.edu
  Reference Librarian
- **Media Conversion Center Lead**
  Dean DeBolt
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Appendix A – Instructional Technology and Information Literacy Center Layout
(Fifth floor classroom 40ft x 38 ft)

Key

Table
Chair   o
Screen
Computer   C
LCD screen   LCD

CC   C   C   C   C   C   C   C   C

C   C   C   C   C   C   C   C   C C

C   C   C   C   C   C   C   C

LCD   LCD   LCD   LCD

Appendix B
Oral History Collections and Materials in UWF Special Collections for Analog to Digital Digitization, Preservation and Archiving

Examples of some collections that are available that could be converted:

- **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.

- **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.

- **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
Sample LCD Docking Stations and Fifth Floor Classroom