

STATEMENT OF ACHIEVEMENTS
Tyler Walters, Dean, University Libraries and Professor
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Introduction

The following is a summary of my leadership and achievements as the Dean of University Libraries during the review period, March 2011 to February 2017. The Libraries have undergone tremendous change, perhaps as significant and as rapid a change as any university research library in the country. Through my leadership, we have built a nimble and flexible library system; one that anticipates the needs of the university community, shows it what is possible, and introduces new approaches regarding information, data, and knowledge-building. While these activities reflect my own commitment and dedication, I recognize that my achievements are organizational successes made possible by the Libraries faculty and staff and the internal and external partners with whom we work. Without their adoption and sharing in our contemporary vision and strategies, and engaging in the enormous transitions undertaken, I would have very few achievements to report. For their interest, energy, and commitment to growing a dynamic and vibrant library, I am very grateful.

Organizational Philosophy

The University Libraries' ever-evolving strategy and vision is in response to our changing external world. The world of work has become increasingly virtual, team-based, inter-institutional, international, and interdisciplinary. Higher Education has experienced significant changes. With the birth of the World Wide Web and its associated digital tools, anyone can be a creator and broadcast their works. While libraries historically have focused on externally published information (though our archives departments have always focused on non-published records, papers, and other forms of documentary evidence) the lines separating published from unpublished are blurred. Today, libraries collect a wide array of information, data, and other artifacts that support teaching, learning, and research. They are contained in a wide array of media, ranging from myriad digital forms, to paper, film, and magnetic tape. Our focus is on supporting faculty and students in the lifecycle of these objects — from ideation, design, production, and dissemination, through their use, analysis, re-use, and curatorial stewardship. Thus, we set out to enable the University Libraries to “map and integrate” its programs to the teaching / learning and research cycles. The result is the VT Libraries we see in 2016/17, with emerging metrics for success focusing on the quality and output of its partnerships, which are both internal and external to the university.

Planning — Organizational Design and Culture — Inclusion and Diversity

Updated [vision and mission statements](#), plus the first-ever “qualities of [aspirational Identity](#)”

As we embarked on the process of creating new strategies, we needed to orient the Libraries in a direction most beneficial to the university. Not only do we provide access to information, but we work with people to design, create, produce, disseminate, and steward data and information, and interact with knowledge more broadly. We also identified our aspirations and the key qualities that will reflect our future organization. These are:

- Openness — We design pathways to information, access, ideas, and discovery
- Curation — We collaborate with people in producing, disseminating, preserving, and using information and data
- Creation — We enable people to design, make, and express their ideas
- Community — We bring people, ideas, and resources together
- Catalyst — We ignite people’s curiosity and sense of possibility
- Knowledge — We stimulate creative, cultural, social, and intellectual endeavors

I initiated the process of soliciting topics and language for each of the three statements from employees, then we coalesced them into drafts written by the associate deans. The drafts were then released to the Libraries for further comment by everyone. Through this interactive process, the Libraries became ready to embark on new plans, once we set our guiding philosophy, vision, mission, and aspirations.

Strategic Planning - first process (2012-18)

To execute the transition referred to above, it was necessary to develop new approaches to planning, strategy development, organizational design, and work culture. We began with strategic planning and have completed two cycles, the first one resulting in a five-year [strategic plan for 2012-18](#). The process was Libraries-wide, with units providing the topics that needed addressing. This resulted in what I called the “four legs of the table” approach, with our emphases being in: 1) Learning Spaces; 2) Research and Curation; 3) Teaching, Learning, and Literacies; and 4) Collections Access. The first strategic plan has served us well, ensuring that we chart a path forward that acknowledges the changes in our external environment and responds accordingly with new services, skills, and infrastructures, both physical and digital.

Strategic Planning - second process (2016-2019)

The [second strategic planning process](#) was completed during July-August 2016, at the request of the Provost. Once the first draft was assembled by myself and the assistant/ associate deans and reviewed by the Provost, the library department directors had the opportunity to discuss and provide input, and subsequently so did everyone else in the Libraries. This plan had unique qualities, as the Provost requested we respond with how the Libraries can advance the strategic profile of the university through its Destination Areas, the Pathways Initiative, and the Creativity and Innovation District. He also requested we respond with how we can improve institutional decision-making, create cohesive university-level communications, and plan for sunseting programs and reallocating resources toward new strategies.

18-month Implementation planning process

In 2012, I instituted a process to create [18-month implementation plans](#) aimed at realizing the goals of the first strategic plan. Out of necessity, these plans required library units to work together on establishing work objectives, as virtually all the objectives could not be accomplished through one unit alone. Together they identified the objective, assigned personnel, scheduled the work, and located any gaps in resources and skills required to be successful. Annual work plans for each employee were created, aimed at accomplishing the implementation plan objectives. The [annual performance review](#)

[process](#) was revised to include a discussion at the 6-month point between employee and manager to address and clarify any concerns and provide positive reinforcement. Their dialog focuses on near-term future performance. Through these processes, all three plans are aligned.

Organizational Design

Map and integrate to research, teaching, and learning. As described in the organizational philosophy section above, we desired to map library services to activities in the lifecycle of the teaching / learning and research processes. This philosophy and approach has been one of my key intellectual contributions.

We recognized that courses, degrees, and research projects and programs all have basic phases, such as their design, testing, implementation, outputs and outcomes, and associated infrastructures, policies, and partnerships. At each phase, we imagined where data and information are input and produced by the course / degree / project / program. In theory, where there is data and information, there is potential for the Libraries to add value. We also needed to acknowledge where attempts to add value might be harmful and consequently refrain from involving ourselves. Further descriptions of how the mapping and integrating unfolded are in the “digital research and scholarship” and the “teaching and learning” sections below.

Hubs: After the first year (2011-12), we needed a transitional method by which library community members can build new skills and knowledge. Through my guidance, the Libraries initiated a unique organizational change strategy, which became known as “hubs.” The hubs were collaborative, cross-departmental groups in which library community members of varying backgrounds and skill came together on common themes of strategic importance. The hubs acted as a “research and development lab” to explore, imagine, and brainstorm new library initiatives as well as engender deeper understandings of the university’s academic enterprise in the early 21st century. They also were a “strike force” that implemented, supported, and assessed these emerging library roles. Hubs also created learning and scholarship opportunities for library personnel. Meant to be purely temporary and transitional, the hubs, existed during 2012-14. They undergirded the Libraries’ restructuring that took place during summer 2014, leading to the formation of library units supporting new information and data services. They shrank away naturally as the new functional units began to assert their roles.

Liaison Program. In a conventional library liaison program, liaisons are engaged in collection development, reference, and instruction. The activities under these three areas has changed considerably. As part of the Libraries’ 2014 restructuring process, we reshaped our liaison program and added two new activity areas: “scholarly communication” (related library services, author rights, institutional and funder policies) and “embedded role” (the liaison being actively and consistently engaged in the life of the academic department — attend events and meetings, develop relationships, and share knowledge). Liaisons are not expected to be expert in all five areas, but rather are expected to have at least one “major” area and one “minor” area of expertise. They are encouraged to bring in library colleagues who have expertise in the other areas when they see that their skills are needed. Aligning liaison roles with the transforming university research library has been quite elusive for most,

yet the outcomes of our planning at the VT Libraries appears successful. While nothing is perfect, I have received much positive feedback from liaison librarians about the design of the new program.

Organizational Culture

The Libraries needed a culture that emphasizes being welcoming, enabling, and highly respectful to both new and existing library community members. Moreover, we needed to align ourselves with VT's Principles of Community. In 2011-12 I began the process of moving the Libraries to a culture that was less maternal / paternal, where the dean is sought out to make decisions most times, to an empowering culture that emphasizes "thinking like a start-up," which means experimenting with new services and programs, embracing well thought out organizational risks, and "failing faster" to speed up the process of learning lessons from our experiences and applying them to new activities. Our current culture strives to not "conk anyone on the head" for mistakes, but rather be supported for trying something new and learning from the experience. Experimentation doesn't occur unless employees feel supported and protected from harsh fallout. I believe we have made significant progress toward realizing this culture.

Inclusion, Diversity, and International Programming

Diversity Alliance. During 2015-17, I played an instrumental role in creating the [Diversity Alliance](#), a program envisioned by the libraries at West Virginia University with partners at the University of Iowa, American University, and Virginia Tech. It is a brand new, three-year cohort program that recruits librarians from underrepresented populations to take on professional positions in the partnering libraries with mentoring from the deans and other senior personnel. This program has gained so much traction in its first two years that we had to find a library association to manage it. The Association of College of Research Libraries (ACRL), a division of the American Library Association, has assumed program responsibility during fall 2016. In one year, the program has grown from its original four institutions to twenty-two member institutions.

CPUT - VT Libraries exchange program. In 2012-13, I recognized that the VT Libraries would benefit greatly from an exchange program with a foreign university. We needed to become more connected to the global research library community and learn from its diverse cultures and institutional experiences. In 2013, I spoke at the International Association of Technical and Scientific University Libraries ([IATUL](#)) conference, held in Cape Town, South Africa. After my visit, Elisha Chiware, library director of the Cape Peninsula University of Technology, and I agreed to an [exchange program](#), where we each send a librarian to the other for two to four weeks. We have conducted two exchanges so far and the experiences have been invaluable. While the majority populations in both countries speak English, their political, educational, cultural, and economic experiences are quite different. Our employees have learned a lot about how libraries and their host institutions are developing in other countries like South Africa.

Assistant Director for international Outreach. I founded this position to integrate the Libraries into VT's international programming as well as produce unique programming of our own. The incumbent coordinates the CPUT - VT Libraries exchange program, but also focuses on hosting numerous

international cultural events in Newman Library, as well as interacting and working with VT's Cranwell international Center, the Office of Outreach and International Affairs, and other international and cultural offices. Many Virginia Tech community members now understand the power and resources the Libraries can bring to bear on inclusive community development and to promote an understanding of diverse cultures.

Inclusion and Diversity Council. A year before VT initiated the new InclusiveVT program, I began reconstituting the Libraries' Council and oversaw the writing of a new charge and system of unit representation. Within 12 months, the Council began the process of aligning goals and objectives with InclusiveVT. One of its significant activities is participating in all InclusiveVT activities and sharing information and insight between the library- and university-level programs.

Revenue and Resource Generation

In 2011, the Libraries were almost exclusively funded by State funds allocated by the Provost. Today, it is not possible for a university research library to be successful on that revenue stream alone. I have worked vigorously at opening new sources of revenue. Overall, I have successfully grown the Libraries' annual budget from \$15.5 million in 2010-11 to about \$22 million in 2016-17 while also diversifying its funding sources. Specific activities are described below:

Library Fee

- Provost McNamee, CFO Shelton, and I established the Library Fee, approved by the Board of Visitors in 2013-14. Today it totals \$2.5 million a year and funds programs and services, collections, student assistants, technologies, furnishings, and renovations.

Equipment Trust Fund (ETF)

- I successfully made the case for an annual allocation from the ETF to the Libraries, starting in 2013-14. The Libraries never received any ETF prior to this year. The current Libraries ETF allocation is \$400,000 annually.

Indirect Research Support

- Raised \$100,000 over a five-year period (2011-16) from the Office of Research in support of building the Libraries' capacity to curate digital research data and scholarship

College of Engineering

- Raised \$90,000 over a three-year period (2013-16) to create the Data and Informatics Consultant for Engineering. The Libraries and CoE shared the salary cost at 50% each.

College of Liberal Arts and Human Sciences

- Funding two CLAHS post-doc positions assigned part-time to the D-Hub and engaged in Digital Humanities education and research projects support.

Moss Arts Center

- The Libraries and MAC share the position of Manager, Active Learning Curation Program. Each unit supports up to \$28,000 or 50% of the annual salary.

Library Development

- The library development program was inactive and did not have a development director during most of 2011-13. Despite this, the 2011-13 fundraising average was about \$280,000 per year. Under my leadership and a new development director, the program now averages about \$500,000 per year during 2015-17.

Grantsmanship

- I have established a culture where grantsmanship is a highly esteemed activity. Public and private grants now bring in \$200,000 - \$500,000 annually, with seven people authoring proposals during 2011-2016 (including myself). Many of them have attended VT's Proposal Development Institute. Six years ago, only two people authored major proposals, with less than \$100,000 received annually. Many of the grants are partnerships with external organizations as well as VT units, such as the School of Performing Arts, Computer Science Department, and Civil Engineering Department.

Office of the Provost

- During the review period, I successfully made the case for receiving funds for six new faculty positions and one staff position, about \$2.5 million in one-time monies aimed at renovations and building maintenance, and about \$1.5 million for supporting library collections (for journal and database inflation), and new technologies.
- Successfully attained the use of a new library collections warehouse in Blacksburg. It is comprised of about 18,000 square feet. I raised \$800,000 and invested in compact, movable shelving to maximize our storage capacity.

Building for Transforming Roles in Research and Scholarship

Today, the University Libraries of Virginia Tech are recognized as a national leader in digital research and scholarship services. However, during 2011-12 much was undetermined about how Virginia Tech would comply with funders' public access policies regarding research papers and data, support digitally-intensive research workflows, and create the types of new services needed. The National Science Foundation's Data Access Policy, which required data management plans be submitted in grant proposals, was released in January 2011 and made a noticeable impact at Virginia Tech. After an initial study of the situation and discussions with the Provost and the VP for Research, I embarked on a plan to build an office focusing on digitally-intensive research, later to become our [Research and Informatics Division](#) (R&I). The early initiatives included establishing the university's scholarship repository, [VTechWorks](#), in November 2011 and hiring personnel with responsibilities for recruiting and managing content, providing author rights consulting and copyright education, and technology development for digital repositories and preservation. VTechWorks today manages about 60,000 items and experienced nearly 10 million downloads in 2015-16, a mere five years into this new service.

With the recruitment of our new associate dean and informatics from Georgia Tech, the founding of the research and informatics office in 2012, and developing it into a library division by 2014, the Libraries quickly became a national leader and began attracting top drawer candidates to lead its digital research and scholarship programs. By early 2017, R&I developed into a 37-person division comprised of the following units: Research Environments (assessing and understanding various program- and

project-level environments) Data Services, Digital Research Services (VTechWorks repository, Digital Humanities support, digital imaging and digital preservation), Digital Library Development (develops repositories and other information systems), Scholarly Communications (outreach, education, and policy on the changing digital scholarship landscape), and Publishing Strategy (consulting with authors publishing in the increasingly digital and open scholarly environment). We took the approach of developing support services along points of the research lifecycle. For instance, we needed to assess various research programs. In response, we created the Research Environments Librarian position, which remains rather unique in university research libraries. Once we understand a research environment, we engage with researchers in data management planning and data consulting. Next, we built the capacity to curate research datasets. This led to creating the Research Data Curator position and building the digital research data repository, [VTechData](#). A small number of universities have a research data repository, yet funding agencies increasingly require principal investigators to make their data publicly available. VTechData is recognized as a leading initiative and has helped to establish the Libraries' national leadership and reputation.

In the Data Services unit, I created the data and informatics consultant positions, which are among the most forward-looking positions in university research libraries. My [Ph.D. dissertation research \(2013\)](#) looked at research program development in leading U.S. research universities and its impact on their libraries. One finding was that VPs for research saw the need for positions possessing domain knowledge, software development and programming skills, and data curation and analytics abilities. As a result, I have created four disciplined-based positions — engineering, sciences, social sciences, and arts and design. The engineering position began with co-funding by the Dean of Engineering for three years and was involved in CoE's [Goodwin Hall Living Laboratory](#) research project, which is unique for having the most accelerometers measuring movement in a public building in the world. The Libraries built the cloud-based data information system, manage the data coming from the accelerometers, and render it analyzable.

Personnel

My activities have focused on articulating the need for R&I's work, garnering the financial and technology resources to develop it, and dedicating myself to recruiting and hiring skilled personnel to engage our vision. Our recruitment efforts brought personnel from Georgia Tech, UIUC, Johns Hopkins Univ., Univ. of Michigan, Univ. of North Texas, Cornell Univ., Univ. of Texas-Austin, National Institute of Environmental Health Sciences, and VT's Computer Science Dept. and the Pamplin College of Business' management information systems program. Through my leadership, we have assembled a library division rivaled only by institutions like Cornell, Johns Hopkins, Michigan, Purdue, and UC San Diego.

Building for Transforming Roles in Teaching and Learning

University libraries have been challenged to transform their public services units and provide new services that are relevant in the Age of Google, Microsoft, Wikipedia, Apple, and Amazon. Across the 115 university member libraries of the Association of Research Libraries (ARL), reference inquiries have dropped about 80% and circulations about 90%. The VT Libraries experience is the same. In

addition, librarians' collection selection activity is down a similar degree, due to the rise of "big deal" license agreements with publishers, gaining access to a vast amount of materials. If librarians are responding to far fewer reference questions, spending less time selecting for the library collection, and witnessing a dramatic drop off in library circulation, then what should they be doing for their university? The growth of library divisions like R&I described above is a partial solution to this question. Another part of the solution is what is being offered now by the Libraries' Learning division.

Learning Division Formation

Creating the Learning Division required time and patience. I had to wait for opportunities to reveal themselves so we could achieve the forward-thinking Learning division we have today. The divisional elements came together after I recruited our associate dean for learning during late 2011 from the University of California. Then through the Libraries' 2014 restructuring, I seized the opportunity to work with library community members to create the new Learning Division, with its focus on the lifecycle of teaching and learning. Two major units emerged - [Learning Environments](#) and [Teaching and Learning Engagement](#). Their alignment with VT teaching and learning activities translated into new library programs, such as teaching a range of literacies, supporting student multimedia design and production, producing course learning content, providing learning spaces that support collaboration, and pulling all of these together in support of faculty and students who are integrating new information and data resources, technologies, spaces, and pedagogies in their teaching, learning, and research activities.

Students and Literacies

Through my leadership, the Libraries embraced student learning of new skills related to digital content. As a result, we are beginning to teach skills in data, multimedia, and various digital literacies, the latter being comprised of digital creation, communication and community-building, collaboration, digital identity, and digital learning. Many of these literacies emerged because of the widespread availability of social media and online tools to collaborate and communicate, fueling the desire to express ideas and information through multimedia. I have led the Libraries to see that we can assist students in learning new, valuable, and highly relevant skills that prepares them for a digital, international, and highly collaborative society. We have begun creating relevant learning content, designing literacies-based teaching, and supporting faculty with new technologies and pedagogies (with some program areas still being aspirational).

Learning Spaces

Another major value-add strategy I pursued is creating library spaces designed for student learning and research. I have guided the Libraries into creating physical environments where people learn from their experiences and interactions, which are usually team-based and technology-rich. I have fostered the design and use of spaces such as the [SCALE-UP classroom](#), with the College of Science as partner, focusing on problem-based learning approaches. Another partnership is with ICAT, where we have built studios for [digital arts and animation](#), [sounding recording](#), and a cinema. The latest partnership is with CLAHS to open a space and program on our first floor called the [D-Hub](#), where Digital Humanities education and research project support are provided by CLAHS post-docs and library personnel. These programs promise to be a major implementation of "x + t" education and digital literacy development; both areas are highly promoted by the Provost. In 2016 we opened a [3-D design studio](#), a [learning](#)

[design studio](#) to support digital learning object production, and a [fusion studio](#), used for teaching students effective collaboration techniques through supporting their collaborative projects. Through this impressive amount of space design and experimentation, the Libraries have emerged as a thought leader for Virginia Tech on how physical space can be designed and deployed to optimize student learning and research. Our success has been recognized by the Provost, who is supporting our building a data visualization center and a collaborative area for faculty of the Innovation and Entrepreneurship Strategic Growth Area.

Personnel

My activities have focused on articulating the need for the Learning Division's service portfolio, raising the financial and technology resources to develop it, and dedicating myself to recruiting and hiring skilled personnel to engage our vision. We recruited new personnel from UNC-Chapel Hill, Wake Forest Univ., Middle Tennessee State Univ., Univ. of Michigan, Univ. of Rhode Island, Louisiana State Univ., and VT's Institute for Creativity, Arts, and Technology, the Division of Student Affairs, and we promoted several people already employed in the Libraries.

Preparing for 21st Century Library Collections

From institutional collections to a shared collections strategy

Library collections are moving away from being owned by an individual library to being shared and licensed by multiple libraries at the state, regional, or national level. This trend has required library departments like our Collections and Technical Services unit (CTS) to build new capacities for collections analytics, assessment, licensing, and technology deployment. I have encouraged our moving toward centralized collections management, which gives us the ability to collaborate with new libraries and consortia in negotiating access mechanisms and costs for new and continuing collections. E-resource management has evolved through CTS's formation of the EAT unit - Electronic Access Team. While I had no direct role in this restructuring, I am proud that CTS members understood the vision presented and decided in autonomous fashion to reorganize themselves. With my support, CTS also created the Collections Assessment Librarian position, who manages a team of three assistants. Together we have raised about \$2.5 million for e-resource packages purchased over the past six years. These include past journals, current and past books, reference materials, learning tools, and databases.

The CTS unit has embraced its role with the [HathiTrust digital library](#), scanning and depositing many books. They also were involved in teaching faculty how to search for and download the HathiTrust's 2 million public domain publications. This has been a boon to humanities and social science researchers and CTS is largely responsible for it. These activities are shining examples of the changes that have taken place and positively impacted library collections activities.

Special Collections

With my support and guidance, there has been two major initiatives to grow and improve the Special Collections Dept.: 1) Adding new and reclassifying existing staff, and 2) creating a digitization program. In 2010-11 the department had three archivists and two staff members. By 2015-16 it had six archivists,

one librarian, and one staff member. Two of the original staff positions were upgraded to AP Faculty and one additional AP Faculty archivist position was created. Special Collections also currently hosts our Diversity Alliance resident librarian. I also improved salaries to attract and retain well qualified professionals. The department has built an active digitization program, with many collections hosted online at <https://digitalsc.lib.vt.edu/>. The department's ability to manage digitization projects and collaborate with digital preservation and repository professionals led to an award from the Council of Library and Information Resources' (CLIR) [Hidden Collections program](#), a two-year grant of over \$200,000 to digitize more than 100,000 items from the [IAWA collections](#). The CLIR program is highly competitive; this grant is a testament to the advancements made in our Special Collections work.

Selected Special Initiatives: AAU / AAUP / ARL Digital Monograph Publishing Initiative

The Association of American Universities, Association of Research Libraries, and Association of American University Presses launched the [Open Access Monograph Publishing Initiative](#) in 2015, which will broaden the dissemination of scholarship from humanities and humanistic social sciences faculty members by publishing free, open access, digital editions of peer-reviewed and professionally edited monographs. Virginia Tech, with myself as the lead representative, is one of twelve founding institutions along with 57 university publishers. The initiative focuses on developing a sustainable business model centered on subvention (internal) funding, which will enable open access publishing of monographs and renders universities' research productivity in book form easily available to the public at no direct cost to them. It also promotes the digital platform, where integrating multimedia with text and various digital tools can yield new forms of digital scholarship. There are many presses, libraries, and university leaders who are motivated to embrace a change strategy. Through my involvement, Virginia Tech is exerting its leadership and exploring new scholarly publishing modalities.

Selected Special Initiatives: SHARE – SHared Access Research Ecosystem

[SHARE](#) is a higher education initiative whose mission is to maximize research impact by making research widely accessible, discoverable, and reusable. Founded in 2013 by the Association of American Universities (AAU), and the Association of Public and Land-grant Universities (APLU), and the Association of Research Libraries (ARL). SHARE is building a free and open data set about research and scholarly activities across their life cycle, principally documenting and linking research outputs such as data management plans, grant proposals, preprints, presentations, journal articles, and research data. SHARE community members contribute authoritative metadata enhancements, spearhead projects, and develop open source software tools to help all users get the most out of the SHARE data set. Today, SHARE is a partnership between ARL and the [Center for Open Science](#), underwritten by funding from [the Institute of Museum and Library Services and the Alfred P. Sloan Foundation](#). A few months into the initiative (fall 2013), I was asked to co-chair the SHARE Steering Committee. One year later I was recruited to serve as the SHARE founding director at the urging of the leadership from AAU, APLU, and ARL. In February 2017, I retired from the founding directorship and agreed to chair for one year the new SHARE Stakeholders' Committee, which convenes universities investing in the SHARE program and utilizing the scholarly activity data it aggregates.

APPENDIX

Selected Professional Board Appointments and Committee Memberships, 2011-16

- AAU/APLU Public Access Working Group member, 2016-present
- AAU/AAUP/ARL Open Digital Monograph Initiative, VT representative, 2016-present
- [DuraSpace](#), Board of Directors member, 2011-present
- [Educopia Institute](#), Board of Directors member, 2007-present
- [SHARE](#) program director, 2014-17 (ended in February 2017)
- Aligning Repositories Workgroup, [Confederation of Open Access Repositories](#), 2014-15
- [Coalition of Networked Information](#) Steering Committee member, 2011-14

Grants — Tyler Walters as Author, Principal Investigator, or Project Director (2):

Institute of Museum and Library Services. National Leadership Grant.

- [Developing Library Cyberinfrastructure Strategy for Big Data Sharing and Reuse](#)
- Co-Principal Investigators: Zhiwu Xie (VA Tech), Edward Fox (VA Tech), Tyler Walters (VA Tech), Pablo Tarazaga (VA Tech), and Jiangping Chen (Univ. of North Texas)
- \$308,175. Funded (2016-18)

Alfred P. Sloan Foundation and the Institute of Museum and Library Services.

- *SHARE Phase II: Expanding and Enhancing the Value of Open Data on Scholarly Research*
- Elliott Shore, Principal Investigator (Association of Research Libraries) with the Center for Open Science. Tyler Walters, proposal co-author and program director.
- \$1.2 million. Funded (2015-17)

Publications - Ph.D. Dissertation

Walters, Tyler O. *The Future of Knowledge Creation and Production in University Research Programs and Its Effect on University Libraries* (December 2013). Simmons College Graduate School of Library and Information Science. <http://hdl.handle.net/10919/47352>

Selected Scholarly Publications (7):

Xie, Zhiwu, Yinlin Chen, Julie Speer, Tyler Walters, Pablo A. Tarazaga, and Mary Kasarda. "Towards Use and Reuse Driven Big Data Management." In Proceedings of the 15th ACM/IEEE-CS Joint Conference on Digital Libraries (JCDL '15). ACM, New York, NY, USA, 65-74. <http://hdl.handle.net/10919/51621>. DOI=10.1145/2756406.2756924

"Walters, Tyler, "Using Complementary Research Methods to Enhance Scenario Planning (chapter 5)," in [Navigating the future with scenario planning: A guidebook for librarians](#), Joan Giesecke and Jon Cawthorne, editors. Chicago: ACRL Books, 2015

"Walters, Tyler, "Scenarios on Higher Education (chapter 6)," [Navigating the future with scenario planning: A guidebook for librarians](#), Joan Giesecke and Jon Cawthorne, editors. Chicago: ACRL Books, 2015

Skinner, Katherine, Sarah Lippincott, Julie Speer and Tyler Walters, "Library-as-Publisher: Capacity building for the library publishing subfield," *Journal of Electronic Publishing*, Special issue: Education and training for 21st century publishers 17/2. 2014. <http://hdl.handle.net/10919/48164>

Speer, Julie, Brian Mathews and Tyler Walters, "Hubs and centers as transitional change strategy for library collaboration," *2013 IATUL Proceedings*, Cape Town, South Africa, April 2013. <http://hdl.handle.net/10919/19333>

"Walters, Tyler, "Assimilating digital repositories into the active research process," in [Research data management: Practical strategies for information professionals](#)." Edited by Joyce M. Ray. Lafayette, IN: Purdue University Press, 2013

"Walters, Tyler, "The future role of publishing services in university libraries," *Portal: Libraries and the academy*, 12/4 (2012): 425-454. (*winner, Johns Hopkins University Press award for best article published in Portal: Libraries and the Academy*, 2012). <http://hdl.handle.net/10919/23974>