

**Executive Summary**  
**Library Review Committee**  
**July 13, 2007**

The University Libraries of the University of Georgia have been examined for periodic review as stipulated by the institutional Review of Academic and Administrative Support Units Policy. The review committee consisted of three members: Dr. Joe Crim, Professor, Department of Cellular Biology and Associate Vice President of Instruction (committee chair); Dr. Noel Fallows, Professor and Head, Department of Romance Languages; and, Dr. Paul Roman, Distinguished Research Professor, Department of Sociology.

Primary documents considered by the committee included the comprehensive and detailed Self-Study conducted by the University Libraries, along with the unit's Strategic Plan, Five-Year Program Plan, and allied materials. Administration of the Association of Research Libraries LibQUAL survey instrument by the unit in 2004 and 2006 yielded significant reports; these important surveys provide robust information about the voices of users of the University Libraries. Also of contextual significance were national data on personnel salaries derived from the Association of Research Libraries. Select documents follow the report as appendices.

During the past seven years, the committee found that the University Libraries have made significant strides in many areas. The unit withstood a major fire in the main library. The organizational structure was streamlined. A range of electronic issues, including GIL and the Digital Library of Georgia, were addressed, reflecting new directions that represent both challenges and opportunities. The unit received grants and awards and took on several specialized initiatives. Significantly, the University Libraries made a major commitment to self assessment through a sophisticated, nationally normed LibQUAL survey instrument developed and administered by the Associations of Research Libraries. Overall progress during the past seven years has been admirable, thanks to a dedicated and professional staff led by an inspirational and effective Director.

Challenges to the advancement of the University Libraries in fulfillment of their indispensable mission reflect two inter-related trends. First, with a rapidly growing information age, the traditional nature of libraries has changed. Information is increasingly complex and its access is expensive. Second, the budgetary needs of the libraries to address essential activities are on tenuous ground. Unless significant and predictable resources are deployed to the libraries, a catastrophic decline in the intellectual resources essential to the scholarly activities of the academy is anticipated. Resources simply must be better aligned with justified needs of the libraries.

In this executive summary, the review committee compiles nine specific recommendations that are presented in more detail in the body of the report.

### Committee Recommendations

1. The review committee commends the UGA libraries for their nimble efforts to survive several austere budgetary periods while maintaining excellent and effective service. The committee recommends that the central administration recognize the indispensable role of the libraries and assign a high priority to providing a predictable and adequate budgetary allocation to meet present and future needs. Expenditures for library materials in particular would benefit from a much stronger investment.
2. The review committee commends the UGA libraries for their early adoption of the Association of Research Libraries LibQUAL annual survey instrument. The committee recommends that the survey be continued, with the present 2-year interval as a desired goal for administration.
3. The review committee commends the UGA libraries on the dedicated and effective service provided by its staff. The committee recommends that the central administration be aware of the essential roles of staff when considering salaries and related budgetary expenses required for recruitment, retention, and a proper *esprit de corps*.
4. The review committee recommends that the UGA libraries revamp the web-based interface used to access electronic resources and information. The committee suggests that the libraries utilize national LibQUAL survey data to identify ARL libraries with strong information control ratings and seek examples of “best practices” among such institutions.
5. Addressing the voice of the users in regard to their concerns about the adequacy of indispensable electronic resources and information likely provides the greatest leverage to improving satisfaction with the performance of the libraries. The review committee recommends to the central administration that the budgetary base allocation for acquisitions be increased substantially and stabilized.
6. The review committee expresses concerns about the quality of functional space in the libraries. The committee recommends that the central administration support an initial process to plan for major renovations to the Main and Science Libraries. The committee suggests that the Office of Development be charged at an early time to identify opportunities for new sources of budgetary support for renovations.
7. Adequate security at the libraries is an important institutional priority. To date, dialog across the spectrum of interested parties appears lacking, a circumstance which hinders effective communication and decision making. The review committee recommends that the University Libraries Committee of the University Council be charged to assess the status of library security and to report findings to the upper administration.

8. The review committee commends the UGA libraries for being pro-active in the assessment and improvement cycle. The review committee favors the oversight and communication roles of a standing committee for assessment and recommends that the standing committee coordinate communication of improvement plans developed within units to the library upper administration.
  
9. Salaries for UGA library personnel have slipped to a non-competitive level. The review committee recommends that the senior administration make structural issues of retention and replacement, along with adequate staffing levels, a budgetary priority. The associated strategic value of a degree program in Library Science should be kept in mind if future contingencies warrant consideration.

## **Review Report Library Review Committee**

### **A. Library Overview**

#### **A1. General**

The Mission Statement of The University of Georgia Libraries (henceforth ‘The UGA Libraries’) reads as follows:

The University of Georgia Libraries provide collections and services in support of the instruction, research, and service missions of the University of Georgia. In keeping with the University’s dual role as capstone of the University System of Georgia, and as a land grant/sea grant public institution, emphasis is placed on meeting anticipated as well as current needs.

The Libraries develop, manage, and store collections in an expanding variety of formats; provide access to knowledge and information in those collections using appropriate storage, access, and communications technologies; preserve the information in those collections for present and future generations; and assist and instruct the public in the use of library resources. The Libraries also serve the public through participation in cooperative efforts to collect, access, and preserve information at the regional, national, and international levels.

<http://www.libs.uga.edu/staff/missionstate.html>

The UGA Libraries system holds active memberships with the American Library Association (ALA), the Association of Research Libraries (ARL), the Atlanta Regional Council for Higher Education (ARCHE), the Center for Research Libraries (CRL), the Council on Library and Information Resources (CLIR), the Online Computer Library Center (OCLC), the Research Libraries Group (RLG), and the Southeastern Library Network (Solinet).

The UGA Libraries consists of –but is not limited to– three main facilities located at the campus of The University of Georgia, as follows: (1) The Main Library; (2) The Science Library; and (3) The Student Learning Center.

The Main Library focuses on the arts and humanities, social sciences and business. A number of special collections are housed in this library, including the Hargrett Rare Book and Manuscript Library, the Media Library (which in turn houses the Walter J. Brown Media Archives and the Peabody Awards Collection), and the Richard B. Russell Library for Political Research and Study. The UGA Libraries Administration is also located in this library.

The collections in the Science Library concentrate on the physical and life sciences.

The \$43 million Student Learning Center (SLC) opened in the fall semester of 2003. A 200,000 square foot electronic library and classroom facility, the SLC is jointly managed by The UGA Libraries. The Mission Statement of the SLC is as follows:

Our mission is to provide an innovative, technologically-advanced and comprehensive learning environment. The SLC is a unique combination of library and instruction space, classrooms, the best in campus computing and instructional support for faculty.

The SLC is a collaborative effort of the University Libraries, Enterprise Information Technology Services (EITS) and the Center for Teaching and Learning (CTL).

<http://www.slc.uga.edu/about/mission.html>

In addition to these main facilities, a number of smaller facilities fall under the purview of The UGA Libraries on the UGA campus in Athens. These are the Library Repository, the Curriculum Materials Library, the Map Library, the Music Library, and the Veterinary Medicine Reading Room. Beyond Athens, other facilities include the Coastal Plain Experiment Station Library (Tifton campus), the Griffin Experiment Station Library, the Sapelo Island Marine Institute, and the Skidaway Library.

Together the facilities of The UGA Libraries house in excess of 4.1 million volumes, 6.5 million microform units, and over 55,000 linear feet of manuscripts and archives. These facilities and collections rank The UGA Libraries among the top third of the 114 largest academic research libraries in North America. The UGA Libraries also provide online access to over 35,000 full-text journals, and some 400,000 full-text e-books. As of 2002, in a collaborative effort with the Graduate School, over 2,300 electronic theses and dissertations have been included among the libraries' holdings.

## **A2. Significant Achievements**

In recent years individual employees or collective departments of The UGA Libraries have won a number of awards, as follows: The 2001 Georgia Online Database (GOLD) Interlibrary Loan Library of the Year Award; The Bronze Telly Award (2005); and The Nix-Jones Award (1998).

From FY2000-FY2006 The UGA Libraries have secured \$1.8 million in grants which have focused primarily on the digitization of collections and the preservation of film and video. Recent competitive grants received are as follows: a National Leadership Grant (\$761,427) from the Institute of Museum and Library Services to support the Civil Rights Digital Library initiative; a National Park Service Grant (\$300,000) in support of film preservation; and funds (\$200,000) from the State Department of Public Library Services

to support digitization projects and partnerships with public libraries in the state of Georgia.

### **A3. Organization**

The UGA Libraries currently employs over 270 people who reside in multiple locations.

In 2000 The UGA Libraries piloted a new organizational structure with a view to eliminating a layer of administration (various associate director positions) and streamlining the administrative structure of the libraries. A Department Heads Group currently serves as the deliberative body for the Libraries and reports directly to the University Librarian. From a financial point of view, this new structure has enabled The UGA Libraries to meet temporary and permanent budget cuts without reducing line positions. From an organizational perspective, the new structure has provided for a more equitable distribution of responsibilities among upper-level library staff and has allowed for greater communication among all of the staff employed by the library system.

A Libraries' Staff Representative Group participates in and makes recommendations about the decisions that affect the organizational structure of The UGA Libraries. A Professional Development program was created in 1999 with a view to enhancing the knowledge and skills of library staff.

### **A4. Budget**

In FY2006 the UGA Libraries ranked 38th out of 114 ARL members for expenditures for library materials. The ranking of the UGA Libraries has never before dropped below 35th, having maintained an average ranking of 31st since 1987.

The median salary for Librarians (grades I through IV) employed by The UGA Libraries ranked 63<sup>rd</sup> out of the 114 ARL members in FY2000, but has fallen to 104<sup>th</sup> in FY2007.

The UGA Libraries are active in development. Development for libraries includes raising funds for endowments, buildings and sundry special projects, as well as gifts-in-kind consisting primarily of books and other materials donated to library collections. Since FY2000 cash and gifts-in-kind have averaged just over \$2 million per annum. Specific yearly amounts are listed as follows in the *University of Georgia Libraries Seven Year Review – Self Study (October 15, 2006)*, p. 4:

FY00	\$1,987,734
FY01	\$1,292,150
FY02	\$2,444,201
FY03	\$1,118,356
FY04	\$4,969,350
FY05	\$1,527,320
FY06	\$1,335,752

The overall budget for the purchase of library materials has increased since FY2000. However, like other programs and departments on campus, The UGA Libraries have suffered from a number of temporary and permanent budget cuts with the result that the overall budget for the purchase of materials has been in a state of flux. Although the budget has increased from \$7.81 million in FY2000 to \$8.84 million in FY2007, the dollar amount equates to a mere 13% increase over a seven-year period. This percentage increase does not concur with the inflation for library materials and databases, which has increased by 42%. The UGA Libraries have been granted one-time additional funds each year on an ad hoc basis by the University in order to close this monetary gap. These additional funds, when conjoined with internal measures to control spending, have enabled The UGA Libraries to avoid major cancellations of journal subscriptions.

Committee Recommendation #1:

The review committee commends the UGA libraries for their nimble efforts to survive several austere budgetary periods while maintaining excellent and effective service. The committee recommends that the central administration recognize the indispensable role of the libraries and assign a high priority to providing a predictable and adequate budgetary allocation to meet present and future needs. Expenditures for library materials in particular would benefit from a much stronger investment.

**B. Library Assessment**

**B1. Assessment Overview**

The UGA libraries serve a wide assortment of stakeholders. The performance of the libraries in providing services has many facets. Beginning in 2004, the ability of the libraries to evaluate performance has undergone a major transformation with the adoption of a powerful new assessment instrument, LibQUAL+™.

The Association of Research Libraries (ARL) and Texas A&M University developed the LibQUAL annual survey instrument under the auspices of a Fund for the Improvement of Post-Secondary Education (FIPSE) grant from the U.S. Department of Education. The survey instrument is impressively robust and provides a platform for a data-driven approach to assessment. The UGA libraries have exhibited foresight in early adoption of the LibQUAL survey, which has now been administered on two occasions, 2004 and 2006. The libraries have provided substantial budgetary support to self-assessment, have been aggressive in seeking a broad base of participation, and have demonstrably used the assessment data to foster improvements.

The review committee has relied to a substantial extent on data from LibQUAL surveys conducted by the UGA libraries in 2004 and 2006 to evaluate performance of the unit in corresponding areas of responsibility.

## **B2. Assessment Process**

The strengths and utility of the LibQUAL annual survey instrument are evident in its design. An understanding of the content of assessment and potential for application at UGA libraries depends on recognition of the main characteristics of the survey. In outline form, the review committee emphasizes the following.

- The survey form is usefully organized into three major categories: Affect of Service, Information Control, and Library as Place. For each category, a wide spectrum of input is collected through detailed core questions. An opportunity for open-ended commentary allows respondents to provide additional nuance for analysis. The categorizations allow a cohesive perspective whereas the detailed responses reveal a fine grain.
- Each core question on the survey is constructed to solicit input from respondents on a three-tiered basis. Respondents first evaluate the performance of the libraries according to their minimum needs. Next, respondents score the performance on the basis of perceived service. Lastly, individuals mark their responses relative to their desired service. The first tier allows identification of actual deficiencies. The second provides a critique of present activities. The third yields data on the kind of library that users would like in their ideals. Such a design allows the libraries to benchmark their progress towards defined targets, a powerful feature of this assessment instrument.
- Evaluation of the performance of the UGA libraries does not occur in isolation. A wide participation by member institutions of the prestigious Association of Research Libraries provides a meaningful context for assessment. With more than 700 research libraries participating in 2006, the amount of data available for each core question and associated tier provides leverage to analyses by ARL, which prepares broad and extensive statistical reports. ARL issues specific data to the UGA libraries, along with group reports (see below). The rankings of UGA libraries can be determined both on a broad scale and in a detailed manner. As the institution aspires to national stature, the accompanying progress of the library in the aggregate rankings can be monitored.
- Assessment can usefully employ comparison institutions selected by the UGA libraries. In accord with typical accreditation processes, the libraries have designated groups of peer and aspiration institutions for comparisons. ARL provides LibQUAL results in group reports for any such designated institutions that participate in any survey cycle; the confidentiality of data specific to any non-UGA institution is maintained by ARL. The ability to evaluate the position of UGA libraries relative to specified peer institutions is valuable from a host of perspectives. Similarly, ranking of UGA libraries relative to aspiration institutions provides an additional index of progress. In

2006, UGA libraries also were classified through participation in a Georgia consortium, conducted by ARL to give regional insights.

- An effective assessment process utilizes the data from an annual LibQUAL survey to realize positive changes in activities of the unit. Measurement of the effectiveness of changes undertaken occurs during the subsequent surveys. For the LibQUAL instrument, it is possible to evaluate change both in absolute terms of survey scores and in progress towards the perceived and desired service indicated by respondents. Because the LibQUAL survey has only been administered in 2004 and 2006, the opportunities for the UGA libraries to use survey results to guide implementations of policies and practices are necessarily limited. Nonetheless, the availability of data from two successive surveys provides for the first time a window into the possibilities.

Committee Recommendation #2:

The review committee commends the UGA libraries for their early adoption of the ARL LibQUAL annual survey instrument. The committee recommends that the survey be continued, with the present 2-year interval as a desired goal for administration.

### **B3. Assessment Findings**

The LibQUAL annual surveys yield a tremendous amount of data. Some of the data are compiled into national reports by ARL and others are distributed to participating units for their internal use. The UGA libraries wisely have a staff member who has principle responsibilities to assemble and disseminate the data for the assessment and improvement process. Attached are several summary reports (Appendices B1-B4) that illustrate the useful detail which can be gleaned from the LibQUAL surveys. For the purposes of the review of the libraries, this committee report emphasizes several main findings and offers some associated recommendations.

The LibQUAL instrument offers a nationally normed basis for comparing the performance of UGA libraries against other research libraries. A salient comparison considers similar entities. Using adequacy gap mean scores as a criterion for the 39 academic university libraries in the LibQUAL survey conducted in spring 2006, the UGA libraries ranked 11<sup>th</sup>. A ranking within the top 30 percent of such libraries represents a strong showing. In comparison to six peer libraries (Arizona State University, University of Colorado Boulder, Indiana University Bloomington, University of Iowa, University of Kansas, Texas A&M University) participating in the 2006 in the LibQUAL survey, the UGA libraries ranked fifth of the total of seven; the residual margin to a rank of sixth was relatively small. Significantly, in a total group of six, the UGA libraries ranked third in comparison to five aspirant libraries (University of Arizona, Northwestern University, University of Texas, University of Virginia, University of Wisconsin), well ahead of the two lower institutions. In the aggregate, these findings demonstrate that library users

themselves validate the strong performance of the UGA libraries in comparison to national norms, as well as peer and aspirant libraries. The review committee commends the libraries on the strength of this performance.

The UGA libraries seek to use the results of assessment to improve performance. The more detailed elements of the LibQUAL survey instrument are designed to reveal specifics of the performance of the unit in its major areas of activity. Furthermore, the performance is calibrated against the tiers of user expectations – minimum, perceived, and desired. An overall pattern of responses is evident in both of the LibQUAL surveys undertaken and the major emphases in the 2006 survey are summarized to emphasize themes that the review committee finds important.

The UGA libraries provide outstanding service. The evaluations by users of the service provided by the UGA libraries are strong not only in the aggregate, but also in each of the sub-categories in which detailed input is measured by the LibQUAL survey. Documentation of user satisfaction with service is further buttressed by formal analysis of open-ended commentaries. Particularly notable is the observation that the UGA libraries were ranked as vastly superior to other libraries within the Georgia consortium when the ARL questioned respondents about library orientation and instruction sessions. When the data concerning service are placed in the context of user expectations, the resounding voice of the customer speaks eloquently that the library service is *exceeding their expectations*. The active roles that staff of the libraries play in the academic life of UGA clearly are highly valued by users, as validated by the survey responses. The review committee considers the outstanding service provided by the UGA libraries to reflect several elements, including strong leadership by a cohesive administrative team. The recruitment and retention of a dedicated and well qualified staff is of fundamental importance. The centrality of personnel issues is emphasized elsewhere in this review report. Nonetheless, the close relation between personnel and service provided by the UGA libraries is paramount to sustaining the high quality evidenced in the results of the LibQUAL survey – not only is this service of obvious intrinsic value, but service in fact represents the foundational footing on which the overall favorable view of the UGA libraries rests.

Committee Recommendation #3:

The review committee commends the UGA libraries on the dedicated and effective service provided by its staff. The committee recommends that the central administration be aware of the essential roles of staff when considering salaries and related budgetary expenses required for recruitment, retention, and a proper *esprit de corps*.

The nature of involvement of libraries with information has undergone a seismic shift in the last decade. Statistics gathered by the UGA libraries demonstrate convincingly an enormous increase in the reliance of user on electronic resources. The changing landscape of information has been accompanied by a corresponding shift in the expectations of users. These expectations, while neither unrealistic nor unreasonable, have an unfavorable impact on the evaluation of the performance of the UGA libraries.

In the area of information control, the data from both the 2004 and 2006 LibQUAL surveys indicate considerable customer dissatisfactions, both in the aggregate and across the spectrum of detailed questions. Users indicate that information control falls short of attaining their expectations; the extent of this shortfall is appreciably greater than either of the other two main areas. The number of open-ended commentaries expressing concerns with information control also is substantial. LibQUAL survey data reveal that users have two main, distinctive concerns about the adequacy of information control.

Users are critical of the web-based interface required to access electronic resources and information. The current interface is viewed as complicated, non-intuitive, cumbersome, and poorly organized. Users want an interface that facilitates their ability to locate and utilize electronic resources and information. Dissatisfaction of users with the present interface erodes their overall satisfaction with the performance of the UGA libraries. Improvement of this resource represents an opportunity to correct a deficiency.

Committee Recommendation #4:

The review committee recommends that the UGA libraries revamp the web-based interface used to access electronic resources and information. The committee suggests that the libraries utilize national LibQUAL survey data to identify ARL libraries with strong information control ratings and seek examples of “best practices” among such institutions.

The LibQUAL survey responses abundantly indicate that the array of electronic resources and information currently available to users is viewed as insufficient. Parameters of user characteristics and details from open-ended commentaries suggest that much of the criticism of electronic holdings – primarily journals – derives from individuals in the sciences. The tension between escalating subscription costs for electronic media and the budget for library acquisitions is palpable. Emergent stresses accompanying the establishment of new programs, such as Public Health and Engineering, are apparent, particularly if their unique needs for expensive additional holdings represent unfunded new costs to the libraries. In an institution of scholarly research, the availability of the informational content provided by the libraries is a *sine qua non*. Erosion of holdings will anticipate a decline in the institutional quality and reputation. The vociferous input of users in both of the LibQUAL surveys is a clarion call.

The budgetary base allocation for acquisitions is at present wholly inadequate. The positive aspect of utilizing end-of-the-year funds for subscriptions should be optimized, including exploring instances in which publishers may be willing to extend subscriptions over longer periods of time for reduced annual cost. In addition, the institution should be alert for any acquisition and subscription advantages that may be available in conjunction with the multiple library sources of the large and growing University System, such as the GALILEO system that UGA has pioneered.

In the past, the library has exhibited commendable behavior in consulting actively with faculty and other constituents when seeking to eliminate little-used serial titles. If the

potentially catastrophic circumstance were to occur in which a substantial reduction in titles were required in a time of financial exigency, the importance of implementing such consultations with the greatest amount of lead time possible cannot be overstated.

Committee Recommendation #5:

Addressing the voice of the users in regard to their concerns about the adequacy of indispensable electronic resources and information likely provides the greatest leverage to improving satisfaction with the performance of the libraries. The review committee recommends to the central administration that the budgetary base allocation for acquisitions be increased substantially and stabilized.

In the area of library as place, data from both LibQUAL surveys indicate a degree of dissatisfaction from users. The nature of criticism is illuminated by open-ended narrative responses. Among users, students express the strongest degree of concerns about the libraries as locales in which studying, computer usage, and group work are encouraged by the physical setting, including availability of up-to-date computer workstations. Satisfaction is somewhat low for the Main Library. Views of the Science Library are even more dismal and impact a wide range of users, including not only students, but also faculty and staff. In contrast, satisfaction with the physical space of the libraries within the Student Learning Center is high. Contrasts in the quality – both real and perceived – of physical space present a conundrum. With the Student Learning Center as a shining new standard, students value space in the Main and Science Libraries less. Ironically, enhancing student awareness that the Student Learning Center in fact contains library space (albeit non-traditional in appearance) apparently served to increase the rating of performance in this area of the LibQUAL surveys between 2004 and 2006. The nuances of survey trends notwithstanding, the actual low quality of working space in the Main and Science Libraries is evident. The future construction of the Special Collections building will allow a redeployment of vacated space. The anticipated future reallocation of space offers an advantageous opportunity for planning of major renovations and associated budgetary needs. The immediate budgetary imperatives are less than some other areas identified by the review committee. Nonetheless, timely planning is wise.

Committee Recommendation #6:

The review committee expresses concerns about the quality of functional space in the libraries. The committee recommends that the central administration support an initial process to plan for major renovations to the Main and Science Libraries. The committee suggests that the Office of Development be charged at an early time to identify opportunities for new sources of budgetary support for renovations.

During the period covered in the unit review, adequacy of security at the libraries has at various times been an issue. Some concerns are associated with traffic of visitors on football game days; some focus on getting to parked cars safely at night; and, others involve proximity to downtown in the post-Hurricane Katrina timeframe. For the latter,

the library administration has taken proactive steps to limit access to computers and media stations in the Main Library. A decrease in problematical incidences subsequent to implementation of these policies suggests improvements both to the functioning and to the perception of the Main Library as a safe and welcoming place. The review committee recognizes a tension exists between the proper functions of libraries as an open resource to serve all citizens of the state versus practical desires to insulate users, particularly students, from circumstances which create apprehension and insecurity. The observation that specific security matters have been considered actively by the University Libraries Committee of the University Council is reassuring; furthering of a constructive dialog with appropriate representatives of the University Police Department and the University Physical Plant could also assist communication, assessment, and planning. Vigilance concerning the adequacy of security at all branches must be a continuing responsibility of the library administration.

Committee Recommendation #7:

Adequate security at the libraries is an important institutional priority. To date, dialog across the spectrum of interested parties appears lacking, a circumstance which hinders effective communication and decision making. The review committee recommends that the University Libraries Committee of the University Council be charged to assess the status of library security and to report findings to the upper administration.

Effective assessment is an intentional process. Data are collected first to evaluate current performance and then to guide changes in practices to improve future outcomes. Often, indications within a robust data set will indicate the areas in which change can have the greatest impact on improvement of overall performance. Following implementation of changes, data on subsequent performance are collected and used to evaluate the effectiveness of the new practices. The LibQUAL survey instrument provides a particularly robust data set, including the strategic calibration of responses against the tiers of user expectations – minimum, perceived, and desired. The UGA libraries have arrayed its resources to institutionalize an ongoing assessment and improvement process. A staff member, Caroline Killens, has been delegated principle responsibilities to coordinate the LibQUAL survey and assemble institutional data for effective use. A standing assessment committee with a broad membership (C. Killens, Head of Acquisitions; R. House, Application Programmer, Reference; N. McMurry, Director Collection Development; S. Morris, Head Interlibrary Loan; M. Pereira, Science Reference Librarian; M. Tanner-Hughes, Systems Librarian) has been charged to consider the survey data and disseminate the results to the appropriate units for action. Actions to be undertaken apparently are determined by the units themselves. The review committee recognizes that there have only been two iterations, 2004 and 2006, of the LibQUAL survey at UGA. Nonetheless, the committee examined materials provided by the UGA libraries to find information to document effectiveness of the assessment and improvement process. Data concerning the movement of scores for defined targets, relative to minimum and desired expectations of users, suggest a positive trend to the improvement process. Incremental progress from 2004 to 2006 is evident for Affect of Service, Information Control, and Library as Place. The overall results suggest promise

for the assessment and improvement process as predicated on LibQUAL surveys and implemented by the UGA libraries.

Committee Recommendation #8:

The review committee commends the UGA libraries for being pro-active in the assessment and improvement cycle. The review committee favors the oversight and communication roles of a standing committee for assessment and recommends that the standing committee coordinate communication of improvement plans developed within units to the library upper administration.

**C. Library Personnel**

**C1. Personnel Overview**

The professional personnel of the Libraries are a well qualified group of individuals. Their credentials substantiate appropriate training, with an impressive preponderance of individuals having post-graduate degrees in library science. Of note, these degrees are all from other institutions, as UGA lacks such a valuable graduate program. Individuals can progress through a series of promotions within the librarian classification, allowing recognition of meritorious achievement. Many personnel have an admirable record of scholarly publications. The Director of the Libraries is a leader in his field and is supported by a strong cohort of senior staff.

**C2. Personnel Findings**

The Association of Research Libraries periodically compiles salary data for librarians in its member institutions. The data for 2006-2007 (Appendix C1) document that the median salary of librarians at the University of Georgia ranks 104<sup>th</sup> of the 113 institutions surveyed. On their face, these findings indicate that the salary structure at UGA is plainly inadequate, even accounting for differences attributable to the local administrative structure. The ramifications of this circumstance are of substantial concern. Non-competitive salaries erode morale and negatively impact retention of existing staff, comprised of individuals possessing strong credentials and valuable institutional experience. Furthermore, an inadequate salary structure is severely problematical for replacement of positions that become vacant for any reason. The potential for a future crisis in staffing should be recognized and addressed in budget planning. The review committee did not observe indications that a strategy exists to remediate deficiencies in pay in the future.

Information in the self study indicates a 12 percent reduction in budget for staff has occurred during the recent period of austerity. Some budgetary realignment likely is attributable to a redeployment of priorities associated with technological changes. Residual impacts on staffing levels likely impact library services negatively. A tension is

evident between remediation of deficiencies in the pay scales and the number of positions filled. Neither of these pressures is positive for the functioning of the library.

Two forces have driven a reorganization of the administrative structure of the libraries. One is an opportunity for cost saving by elimination of upper level positions. Another is that a simplified structure promotes effective communication. The self-study indicates that the reorganization has achieved a reasonable degree of positive results in both regards. Ongoing issues of adequate communication with and among staff are a perennial concern in any complex organization. Even if it is the nature of University life that such concerns never attain a level of full satisfaction, it is wise that issues of staff communication and administrative input remain on the strategic agenda.

Committee Recommendation #9:

Salaries for UGA library personnel have slipped to a non-competitive level. The review committee recommends that the senior administration make structural issues of retention and replacement, along with adequate staffing levels, a budgetary priority. The associated strategic value of a degree program in Library Science should be kept in mind if future contingencies warrant consideration.

## **Strategic Plan**

### **Strategic Plan (1999)**

#### **INTRODUCTION**

Consistently ranked in the top thirty of the 110 members of the Association of Research Libraries, the University Libraries are one of the University's greatest strengths and a point of pride. Surveys of students and faculty reveal that the Libraries are held in high regard and provide outstanding support for instruction, research, and service. The strategic planning process affords us an opportunity to consider strategic directions that preserve and build upon an excellent foundation. The three strategic directions described below represent responses to changing conditions and also recognize that the Libraries must be agile, flexible, and ready to respond to opportunities and changes.

#### **THE TEACHING LIBRARY: BUILDING PARTNERSHIPS**

Many people think of libraries as passive repositories of knowledge. This was never the case, but libraries are developing the tools to become more active, vital partners in instruction and research. Outreach programs, collaborative projects with faculty, information literacy programs, and electronic information resources bring the library into the office, home, and classroom. Our goal is to become a teaching library that actively instructs students and faculty in the use of information and that provides a stimulating environment for independent learning.

1. Ensure and enhance core library services while developing new and innovative services
2. Through collaboration with teaching faculty, promote library resources and services that enhance classroom instruction.
3. Partner with OISD and UCNS to fully exploit the potential of the Student Learning Center, especially the Electronic Teaching Library component through, for example:
  - Information literacy programs
  - Faculty development in instructional technology
  - Innovative use of the group study rooms
  - Identify spaces for special programs such as readings and lectures

- Provide optimal combination of information resources and instructional applications on student workstations

4. Continue to develop the Libraries' presence on the Internet into a powerful virtual library

5. Building upon the cooperative success of GALILEO and GIL, continue to work with Regents staff, other university system libraries, and other libraries in the state to provide library resources and services

6. Continually assess services and operations

7. Seek outside funding to support the Teaching Library

8. Recruit, develop, and retain faculty and staff who are collaborative, creative, and student-centered

9. Look for opportunities to improve salaries

10. Provide a training and development program that promotes organizational and individual objectives

### **THE NEW COLLECTION: BLENDING ACCESS AND OWNERSHIP**

The number of publications available in electronic form is growing every year while the number of publications in print form is also increasing. With an expanding universe of recorded knowledge and a finite budget, libraries must strike the best balance of electronic and print resources to support the research, teaching and service mission of the university. We must also rely upon cooperative arrangements with other libraries to share resources. Thus, the new collection will blend traditional print publications, electronic resources, and expanded collaboration with other libraries.

1. Build upon the strengths of our collections to support university programs

2. Ensure an adequate budget to support the new collection

3. Determine the best way to secure access to individual resources (i.e., print, electronic, or resource sharing )

4. Secure the necessary information technology and support personnel to effectively deliver expanded library resources

5. Promote changes in scholarly communication and copyright that ensure freedom of access for the future

6. Abide by prevailing copyright law while protecting the principles of fair use
7. Continue to develop our Special Collections: Hargrett Rare Book and Manuscript Library, the Media /Peabody Award Archives, and the Richard B. Russell Library for Political Research and Studies
8. Digitize book, image, manuscript and media collections especially in cooperation with other libraries
9. Preserve library materials in all formats for future generations using the most suitable technology
10. Seek outside funding to support these activities

### **THE STRENGTHENED HEART OF THE UNIVERSITY : LIBRARY BUILDINGS**

Library buildings will continue to be the physical heart of the university; places where students and faculty congregate to study and learn. The Libraries will strive to provide ample space for seating, collections, and services, in a comfortable and safe environment.

1. Adhere to appropriate standards for library physical facilities (Board of Regents, Association of College and Research Libraries, etc.)
2. Complete HVAC retrofitting of the Main Library
3. Complete and occupy the Electronic Teaching Library component of the Student Learning Center
4. Design and construct the Special Collections Building following upon the success of our fund-raising program
5. Renovate Main and Science libraries to provide an environment conducive to research and learning
6. Explore ways to provide additional library space for Science library seating and collections
7. Work with College of Arts and Sciences to design and construct a Fine Arts Library
8. Include a new Media Department and Digital Media Lab in the building that will face the Student Learning Center

**SOURCE:** Cabinet, June 21, 1999, revised August 24, 1999.

## **Strategic Planning Priorities**

### **Strategic Planning Priorities(1999)**

Consistently ranked in the top 30 of the 110 members of the Association of Research Libraries, the University Libraries are one of the University's greatest strengths and a point of pride. Surveys of students and faculty reveal that the Libraries are held in high regard and provide outstanding support for instruction, research, and service.

#### **1. Electronic Teaching Library**

**Opportunity:** The Electronic Teaching Library component of the Student Learning Center will allow us to improve library services and to build stronger partnerships with faculty and other campus units, especially UCNS and OISD.

**Need:** Staff and equipment not covered by the construction budget.

**Cost:** One-time costs: \$1,500,000 to fully equip the facility with computer workstations and associated devices for opening day, August 2002.

On-going costs: 12 FTE new staff positions (\$340,000 plus fringe benefits).  
Maintain and replace the computer workstations and associated devices (\$500,000).

**Development:** The Libraries have identified \$6M in naming opportunities in the Electronic Teaching Library that could be used to support programs for that facility.

#### **2. Special Collections Building**

**Opportunity:** The Special Collections of the University Libraries are a major strength for the University. In the figures reported to the Association of Research Libraries, the University Libraries rank 6th out of the 110 members in archive holdings.

**Need:** Adequate space to house and preserve these expanding collections. The proposed special collections building, now second on the campus list of capital priorities, meets this need.

**Cost:** The new building will cost \$30M, with one-third coming from private sources and the remainder funded through the Regents. As of fall 1999, the Libraries have raised \$8.5M of its \$10M goal. The President should present the building to the Regents in June 2001.

Development: The Libraries are seeking an additional \$10M in private funding for an endowment to support the collections, related programs, and staffing.

### **3. The New Collection**

Opportunity: The growth of electronic publications offers new ways to support research and instruction. The Libraries will seek to identify and maintain the appropriate balance of print and electronic publications.

Need: The cost of scholarly publications, both print and electronic, continues to increase each year at an alarming rate.

Cost: An annual increase of five percent, about \$400,000 with the current budget, should allow us to keep pace.

### **4. Digital Library**

Opportunity: The technology to create a digital library of text, images, sound, and video is becoming increasingly powerful. Several projects are already underway.

Need: Funding for staff and equipment.

Cost: The Regents have requested funding for digital library efforts in their FY2001 budget. This funding would be managed by the Regents office, but a significant portion would cover the expansion of efforts in the University Libraries and make us a leader in this area.

Development: State funding will be used as matching funds to leverage grants from federal and private sources whenever possible.

### **5. New Media Department and Digital Media Lab**

Opportunity: With over 80,000 radio and television programs, the Media Archive and Peabody Awards Collection is the third largest such collection in the country.

Need: A facility where students and faculty can find sophisticated workstations to view and use the collection for research and instruction. A new Media Department and Digital Media Lab should be included in the building that will be constructed to face the Student Learning Center. The President has stated that he supports including this facility in this building.

Cost: The space required is about 20,000 square feet and would cost about \$4M.

## **6. Fine Arts Library**

**Opportunity:** When the School of Art occupies its new facility, most of the faculty and students who use the art and music collections will be grouped together on the east campus.

**Need:** A Fine Arts Library located on the east campus. The School of Art, the School of Music, and the Libraries have proposed that the existing Music Library in the Music Building be expanded to house such a library.

**Cost:** \$7M to expand the Music Library.

**Development:** It is anticipated that \$2M could be raised privately.

**SOURCE:** William Gray Potter, October 21, 1999.

***Five Year Program Plan  
2005-2010  
University of Georgia Libraries***

***A. Vision and Goals:***

**Vision:**

The University of Georgia Libraries will adopt and adapt the best new technologies and combine them with traditional collections and services to provide the greatest possible access to recorded knowledge and the scholarly record. We will do this in facilities that encourage research, study, and discourse and in an environment that treasures ideas, values the community of scholars, and respects the individual.

**Goal 1: The Evolving Collection: Blending Access, Ownership, and Preservation –**

The modern library collection is a mix of traditional print and a growing body of electronic publications. Our challenge is providing the best blend of these resources in a package that is easily understood and used.

**Goal 2: The Teaching Library: Building Partnerships –** The complexity of modern information technology has required librarians to expand our original role as custodians of books. We need to continue to actively seek opportunities to interact with faculty and students and collaborate with them at all stages of the learning process and with all sources and formats of information.

**Goal 3: The Strengthened Heart of the University: Library Buildings –** Even with increased electronic resources, the library as a place is critical in higher education, as evidenced by the Student Learning Center. We need to provide facilities that support a community of scholars.

**Goal 4: The Empowered Staff: Investing in the Staff and Faculty of the Libraries –** Librarians, archivists, IT professionals, and other staff provide services and programs that are as vital as the collection to the mission of the University. We need to ensure that this valuable group is trained, compensated, and given the resources they need.

**External Factors:**

- **Global economic effects on the scholarly publishing industry** are reducing the role of small publishing companies and learned societies in favor of large publishing conglomerates that fuel escalating costs to libraries.
- **Faculty and researchers have been slow to accept** attempts to make scholarly work available in a free and timely manner, such as the Open Access Initiative.
- **Narrow interpretation of the “fair use” copyright principle** by commercial publishers/vendors is restricting libraries in the access and use they can provide their patrons from these commercially provided research materials.

- **New information technology provides opportunities** to connect the University community to the information it needs regardless of time of day or physical location. Yet this same technology places strains on library budgets and staff making it difficult to meet the demands of library users. Products from well funded commercial search engines raise users' expectations of library search engines.
- **Digital technology allows us to generate visibility and prestige for the University** by highlighting faculty research and unique special collections via the Web.
- **Through a leadership role in the statewide GALILEO project** and other partnerships, the Libraries benefit from consortia pricing for some electronic resources and receive central funding for digital conversion activities.
- **The rapidly evolving need for assessment and accountability** requires libraries to become increasingly accountable for their use of funding to support collections, programs and services.
- **The small pool of highly qualified librarians and staff** creates intense competition both locally and nationwide, creating pressure on salaries.
- **Actions and decisions of the state legislature and Board of Regents** affect the Libraries' ability to develop and sustain long range plans.
- **Worldwide inflation and devaluation of the dollar in international markets** lessens the buying power of the Libraries.

## **B. Program Priorities:**

**Goal 1: The Evolving Collection: Blending Access, Ownership, and Preservation Priority:** Strike the optimum blend of electronic and print resources to support the research, teaching and service missions of the University, including the expansion of locally created digital collections and the preservation of existing collections and materials.

### **Resources needed:**

- Funding to acquire the electronic and print resources needed to support instruction and research, including adequate annual inflationary increases. The flow of information is as vital to the University as the flow of power and water and, as such, should be treated as a utility. (Needed: \$2M increased funding plus 5% for inflation in subsequent years.)
- Continued funding for efforts to digitize important scholarly resources, supplemented by external grants.
- Increased funding for preservation of critical and unique materials, especially in our broadcasting and media collections.

## **Goal 2: The Teaching Library: Building Partnerships**

**Priority:** Expand our role as a teaching library by actively instructing students and assisting faculty in the utilization of information resources using face-to-face contact and advanced technology to improve computer interfaces.

### **Resources needed:**

- University policies that support a teaching role for the Libraries.
- Partnerships with teaching faculty to promote increased library instruction.
- Additional librarians assigned to instruction.
- Funding for software tools that make access to library resources as simple and direct as possible.

## **Goal 3: The Strengthened Heart of the University: Library Buildings**

**Priority:** Construct or renovate facilities to support the Libraries' programs, including:

- Construct the Special Collections Libraries Building.
- Enhance existing facilities to provide improved study space.
- Explore private funding for a Fine Arts Library.

### **Resources needed:**

- State funding for the Special Collections Libraries Building, now 16<sup>th</sup> on the Regents' List and completion of private fund raising (now at \$8M with a goal of \$12M).
- MRR funds to renovate/remodel the first floors of the Main and Science Libraries.
- Use private funds to develop preliminary plans for a Fine Arts Library that can be used to explore the potential for private funding.

## **Goal 4: The Empowered Staff: Investing in the Staff and Faculty of the Libraries**

**Priority:** Invest in the Libraries' faculty and staff to ensure their retention and provide opportunities for their professional growth. This investment includes providing competitive salaries to attract and/or retain the best, providing a wide range of training opportunities, enhancing the work environment, and ensuring that people have the resources they need to perform to the best of their abilities.

### **Resources needed:**

- Increases for salaries to ensure that we recruit and maintain the best available staff.
- Adequate funding of the training and travel budgets.
- Funding for equipment, supplies and software to support the best possible work practices.

## ***C. Individually Selected Performance Measures:***

### **Goal 1: The Evolving Collection: Blending Access, Ownership, and Preservation**

**Objective:** Ensure an adequate budget to support the evolving collection.

**Measures:** Base increases to budget and total expenditures; private donations; ratio of GALILEO funded databases to UGA funded databases; serials/monographs/electronic

expenditures; compare additions to collections of UGA Libraries with other ARL libraries with similar funding

**Objective:** Digitize and store book, image, manuscript, media, and institutional collections.

**Measures:** Number of digital objects created on annual basis; number and amount of grant money awarded; staff time spent on digitization; participation in number of cooperative digital projects in which UGA is a participant.

**Objective:** Provide information resources in formats that maximize their accessibility, ease of use, and long-term availability.

**Measures:** LibQUAL, user surveys; focus groups.

**Objective:** Integrate access to resources.

**Measures:** LibQUAL and focus groups to monitor on-line needs/desires of faculty and students; number of staff devoted to in-house programming for improved access; commercial software packages purchased to enhance access.

## **Goal 2: The Teaching Library: Building Partnerships**

**Objective:** Increase information literacy instruction classes.

**Measures:** Number of classes that are taught, subjects covered, students attending and their classification, evaluations received at end of class.

**Objective:** Develop teaching partnerships with faculty.

**Measures:** Librarian/Faculty contacts, joint projects initiated and or completed successfully; number of faculty requesting BI instruction for their classes.

**Objective:** Improve database interfaces to promote user self-sufficiency.

**Measures:** Offer federated searching; utilize LibQUAL and focus groups to determine user needs.

## **Goal 3: The Strengthened Heart of the University: Library Buildings**

**Objective:** Design and construct the Special Collections Libraries Building.

**Measures:** Standing on new buildings list; amount of money raised through private donations.

**Objective:** Renovate the first floors of the Main and Science Libraries to provide an environment conducive to learning and study.

**Measures:** Funding allocated for renovation; staff time spent devoted to cost studies and plans for renovation.

## **Goal 4: The Empowered Staff: Investing in the Staff and Faculty of the Libraries**

**Objective:** Compensation – recruit and retain faculty and staff who are collaborative, creative, and student centered.

**Measures:** ARL salary report; resignations/hires; diversity of staff and faculty.

**Objective:** Staff development – provide a training and development program that promotes organizational and individual objectives.

**Measures:** number of staff attending training or professional programs, workshops, etc.; number of staff attending web conferences; number of professional development programs offered to staff by the Libraries.

***D. Institutional Level Performance Measures:***

**1. Demand for Library Programs (external/internal):**

- Circulation and entry statistics.
- Interlibrary borrowing/lending statistics.
- Statistics tracking use of electronic resources.
- Growth in Development activities and endowment funds, measured annually.
- Reference questions asked.

**2. Quality of Library Program Outcomes:**

- ARL annual ranking and statistics, measured annually.
- LibQUAL assessment of user satisfaction.
- Use of ARL and LIBQUAL data to compare UGA Libraries with peer and aspirational institutions.

**3. Productivity and Impact of Library Program:**

- Departmental report statistics (circulation counts, reference questions, volumes added to collection, etc.).
- Bibliographic Instruction sessions.
- Library Web statistics.
- Grants received.

**4. Justification and Overall Essentiality of the Library Program.**

The creation and advancement of knowledge is the essential role of the University. This obviously requires access to recorded knowledge, which is the essential mission of the Libraries. The performance measures enumerated above will demonstrate the Libraries impact on the University's missions and goals.

**Building the New Learning Environment --** Providing information, assistance, and resources in both physical and virtual formats demonstrates new approach to learning. The Student Learning Center clearly demonstrates an extremely successful and innovative approach to student learning and efficient use of classroom, library, and study space.

**Research Investment** -- Providing students and faculty with the best possible resources enables faculty to become leaders in their fields of research and students to develop confidence in the knowledge that is available to them.

**Competing in a Global Economy** -- Our collections and resources provide for the diversity of research in a global community.

wgp 10/31/05

## **Vision Statement**

### **The University of Georgia Libraries Vision Statement**

#### **The University of Georgia Libraries Vision Statement**

As one of the nation's major research libraries, the University of Georgia Libraries will play a significant role in the developing world of information by using innovation and flexibility to take advantage of new and traditional technologies to offer access to scholarly resources.

#### **ACCESS AND COLLECTIONS**

In an environment where electronic and print formats both represent significant levels of publishing, the Libraries will constantly monitor changing patterns and trends in information access and retrieval and will respond with balanced and innovative decisions about what materials, formats, and means of access are appropriate.

The Libraries will assume an increasingly significant role in anticipating, defining, and integrating new technologies to redesign access and delivery services in order to maximize access to instructional and research materials and to minimize the costs of supporting such services.

Library materials in all formats will be preserved for future generations utilizing both traditional and new technologies. The Libraries will preserve our common heritage by serving as a repository for unique and special collections.

#### **Guiding Principles:**

1. Support the current and future curriculum, and the research and service mission of the University by selecting, acquiring, organizing, preserving, and making available for use a collection of materials in a variety of formats.
2. Gather, preserve, and make available special collections of unique and historical materials.
3. Utilize efficient and cost-effective methods of providing document delivery services.
4. Acquire, maintain, and upgrade equipment sufficient for staff and patron use.
5. Continue to develop the technological capacity to handle an increasing variety of networked information resources.
6. Improve access to collections through database maintenance and enhancement. Extend bibliographic control to all collections.
7. Preserve the integrity of information in the Libraries' databases.

8. Ensure freedom of access for the future by monitoring changes in scholarly communication and copyright.
9. Protect the privacy of library patrons and the confidentiality of library records.

## **ORGANIZATION AND STAFF**

The Libraries will seek an evolutionary organizational model that pairs early awareness of future needs with the flexibility to accommodate them.

While the Libraries face a critical need for more staff in order to offer the expanding spectrum of services made possible by technological advances, the Libraries will strive to take greater advantage of existing human resources. Creativity, initiative, and risk-taking will be encouraged, and solutions to problems and suggestions for change will be actively sought at all levels.

### **Guiding Principles:**

1. Strive to make all staff thoroughly familiar with the Libraries' mission so that a shared sense of purpose guides their individual contributions. Ensure that individual Libraries' units keep the goals of the organization as a whole foremost in their planning and activities.
2. Recognize that in an environment of constant and rapid change, formal organizational lines and position descriptions are at most a starting point for our endeavors. Expect and encourage continuously evolving roles and responsibilities and ongoing revision of the organizational structure to enable the Libraries to adapt readily to changing needs.
3. Provide a working environment that identifies and cultivates staff strengths. Attract and retain excellent staff by improving salaries and providing opportunities for continuing education and staff development.
4. Assess the existing organizational culture in order to promote a shared organizational philosophy.

## **SERVICE**

The Libraries' primary focus is to serve the University of Georgia community. In addition, as the library of record for Georgia, the Libraries have a responsibility to the citizens of the state and the larger academic and scholarly community to acquire, preserve, and provide access to information resources. Central to the service mission are the Libraries' faculty and staff; each library employee will play a vital role in fulfilling the information needs of the Libraries' clientele.

### **Guiding Principles:**

1. Uphold service to the patron both on and off campus as the ultimate goal of the Libraries and recognize that the work of each employee affects the level of service received. Continually assess patron needs and use this information as the chief guidepost for implementing change.
2. Teach critical thinking skills to library users so that they can better evaluate the information they access.
3. Develop policies defining levels of service to user groups outside the University of Georgia community.
4. Promote the advancement of knowledge and foster economic development in the state by providing information services to citizens.

### **DEVELOPMENT AND FUNDING**

Funding for the Libraries' programs will continue to be a combination of conventional state allocations and alternative funding. Flexibility in the allocation of funds will be of increasing importance as will the quest for alternative sources of funding to support growth in services offered. The Libraries will involve all staff in development efforts.

### **Guiding Principles:**

1. Pursue external and alternative sources of funding as a permanent, ongoing activity.
2. Increase awareness of the Libraries' importance to the state of Georgia to ensure adequate funding for the Libraries' continued growth and capacity to serve.
3. Engender a sense of community within the Libraries organization which seeks to involve staff as an integral part of the development process.

### **COOPERATION AND PARTNERSHIPS**

The Libraries will continue to participate in a broad range of cooperative programs to ensure appropriate access to resources and services not available locally. The Libraries will also explore a new array of partnerships in areas of scholarly communication and delivery of electronic information combined with investigation of the adequacy of resources required to facilitate such participation.

### **Guiding Principles:**

1. Ensure the availability of resources necessary to facilitate participation in cooperative projects.

2. Seek cooperation with non-library partners to increase efficiency or to provide services or products for which we lack adequate staff resources.
3. Achieve sustained cooperation in collection development, preservation, and interlibrary resource- sharing activities with other libraries in the University System, the Association of Southeastern Research Libraries, the Southeastern Library Network, and the University Center in Georgia.

## **PHYSICAL FACILITIES**

Despite a critical shortage of space, the Libraries will strive to provide an environment of safety and comfort necessary for the successful pursuit of all appropriate activities. Public areas will provide space conducive to research as well as affording adequate shelving and equipment for the effective use and preservation of the collections, regardless of format. Service areas will be configured to provide efficient assistance to users, and staff work areas will be ergonomically designed to promote productivity and high morale.

### **Guiding Principles:**

1. Provide adequate space and shelving to house all collections in an environment which meets accepted preservation standards.
2. Establish and maintain suitable environmental conditions (HVAC, lighting, workstations, etc.) for staff and patrons.
3. Ensure that facilities in the Libraries keep pace with changing technological needs in personal computer use and access for all users to the Libraries' information systems.
4. Cultivate awareness and implement ongoing programs in the care and handling of materials for staff and patrons.
5. Ensure a safe and secure environment for collections, staff, and patrons. Promote staff awareness of safety and security measures.

SOURCE: Vision Committee and approved by Administrative Council, October 9, 1995. Revised May 2003.

## Collections/Departments

Listed below are collections/departments as well as some units within the University of Georgia Libraries. Links are provided to homepages where available. If you are unsure of which collection/department to contact, please call (706) 542-3251 for assistance.

<a href="#">Access Services</a>	(706) 542-3256 (Main)
	(706) 542-4535 (Science)
<a href="#">Acquisitions</a>	(706) 542-0594
<a href="#">Administration</a>	(706) 542-0621
<a href="#">Administrative Services</a>	(706) 542-0621
Binding	(706) 542-0604 (Main)
	(706) 542-6754 (Science)
<a href="#">Cataloging</a>	(706) 583-0705
<a href="#">Collection Development</a>	(706) 542-0682
<a href="#">Copy Services</a>	(706) 542-7461 (Main)
	(706) 542-5814 (Science)
<a href="#">Curriculum Materials Library</a>	(706) 542-2957
<a href="#">Data Services</a>	(706) 542-3472
<a href="#">Development</a>	
<a href="#">Digital Library of Georgia</a>	(706) 583-0209
<a href="#">Distance Learning</a>	
<a href="#">Faculty Liaison for Electronic Library Services</a>	(706) 542-0683
<a href="#">Georgia Gwinnett College Library</a>	(678) 407-5317
<a href="#">Georgia Newspaper Project</a>	(706) 542-2131
<a href="#">Government Documents</a>	
<a href="#">Hargrett Rare Book and Manuscript Library</a>	(706) 542-7123
<a href="#">Human Resources</a>	(706) 542-2716
<a href="#">Imaging Services</a>	(706) 542-0615
<a href="#">Interlibrary Loan</a>	(706) 542-0643

Library Automation and Systems	(706) 542-5240
<a href="#">Map Library</a>	(706) 542-0690
<a href="#">Media Archives</a>	(706) 542-7360
<a href="#">Media Department</a>	(706) 542-7360
<a href="#">Music Collections</a>	(706) 542-7462
<a href="#">Peabody Awards Collection</a>	(706) 542-7360
<a href="#">Records Management</a>	(706) 369-5926
<a href="#">Reference</a>	(706) 542-3251 (Main)
	(706) 542-0698 (Science)
	(706) 542-7000 (SLC)
<a href="#">Richard B. Russell Library</a>	(706) 542-5788
<a href="#">Science Collections and Research Facilities</a>	
<a href="#">Coastal Plain Experiment Station Library</a>	(229) 386-3447
<a href="#">College of Veterinary Medicine Reading Room</a>	(706) 542-8441
<a href="#">Georgia Experiment Station Library</a>	(770) 228-7238
<a href="#">Sapelo Island Marine Institute</a>	(912) 485-2276
<a href="#">Skidaway Library</a>	(912) 598-2474
<a href="#">Science Library</a>	(706) 542-0698
<a href="#">Security</a>	(706) 542-3256
<a href="#">Serials</a>	(706) 542-7460 (Main)
	(706) 542-0702 (Science)
<a href="#">Student Learning Center (SLC)</a>	(706) 542-7000
Telecommunication Device for the Deaf (TDD)	(706) 542-1530 (Main)
	(706) 542-0704 (Science)

The [Law Library](#) is administratively separate from the UGA Libraries.

## Libraries Information

The University of Georgia Libraries include three principal facilities on the UGA campus in Athens: the Main Library, the Science Library, and the Student Learning Center. The Libraries also has primary responsibility for a number of smaller on-campus libraries, reading rooms, and materials centers, and collaborates with several UGA research facilities throughout the state.

For the locations of our Athens libraries, please see [Directions/Parking](#).

- Together the Libraries own over 4.1 million volumes and 6.5 million microform units, and we subscribe to 7,000 print journals.
- We provide online access to over 35,000 full-text journals, and approximately 400,000 full-text e-books.
- UGA Libraries is a member of the prestigious [Association of Research Libraries](#).

More information:

- [A Brief History of The University of Georgia Libraries](#)
- [Annual Reports](#)
- [State of the Library Addresses](#)

## Campus Libraries

### Main Library

The Main Library collects material in the arts and humanities, social sciences and business. It also contains a large government documents collection, the Media Department, and a substantial microform collection, and in addition is the home of the Libraries Administration. The [Music Research Collection](#) is located on the 7th Floor of the Main Library, and includes books, scores, periodicals, and microforms. The statewide [Digital Library of Georgia](#) is also based in the Main Library.

The Main Library houses several special collections. The [Hargrett Rare Book and Manuscript Library](#), located on the third floor of the Main Library, consists of the Rare Book and Manuscript Library, the Georgiana Collection, the University of Georgia Archives and Records Management. The Libraries' collection of commercially distributed motion pictures, television and radio programs is provided through the [Media Department](#), which is also the home of the University of Georgia Libraries Walter J. Brown Media Archives & the Peabody Awards Collection. The [Richard B.](#)

[Russell Library for Political Research and Studies](#), which maintains its own entrance on the west side of the Main Library, supports scholarly research in modern political history, and it is the first repository to document modern politics and policy development in the Southeast.

### [Science Library](#)

The Science Library supports collections for research and instruction in the physical and life sciences. The collection presently contains over 750,000 volumes and over 3,000 print journal titles.

### [Student Learning Center](#)

The Student Learning Center, a 200,000-square foot electronic library and classroom facility at the heart of campus, is designed to function for the way today's students learn. It combines an electronic library, providing access to online journals and books, research databases and electronic indexes with research and study space for 2,240 students, 500 computers with the latest software, and a pervasive wireless network.

### [Curriculum Materials Library](#)

The Curriculum Materials Library, in Room 207 of Aderhold Hall, is designed to serve the specialized K-12 curriculum needs of the College of Education. The collection's primary focus is on materials for the College of Education's undergraduate programs, particularly those related to teacher training and preparation. Materials support Educational Field Experiences in the College of Education, the methods and practicum courses in the education curriculum, and children's and young adult's literature courses. Books and periodicals of the CML can be located in GIL, the Libraries' online catalog.

### [Map Library](#)

The Map Library is a modern, research level academic map library with large holdings of maps, air photos and imagery, atlases, digital spatial data, and reference materials. It is located at the intersection of Milledge Avenue and Whitehall Road in Athens.

### [Music Library](#)

The Music Library, located in the School of Music, operates in association with the Main Library, with its collection of materials developed by the Music Bibliographer. The Music Library contains commonly used books, scores, pedagogical materials, and major curriculum series used in elementary and secondary school music programs, and also serves as the

primary access point for music audio and video recordings, as well as all music course reserve materials.

### **Veterinary Medicine Reading Room**

The Veterinary Medicine Reading Room serves the needs of College of Veterinary Medicine faculty, staff and students. The services offered include literature searches, a journal contents service, interlibrary loans, book and article deliveries from the Main and Science Libraries, class reserves, GALILEO and GIL, and instruction and orientation.

## **Research Facility Libraries**

### **Coastal Plain Experiment Station Library**

The Library for the University of Georgia College of Agricultural and Environmental Sciences' Tifton Campus houses a representative collection of publications on agricultural engineering, agronomy, animal science, entomology, horticulture, plant pathology and related subjects. It holds over 4,000 monographs and subscriptions to about 200 periodicals, along with approximately 500 theses and dissertations on peanuts and related topics, one room of USDA publications and experiment station publications from 25 states. The Library is located in the Administrative Building on Moore Highway, 4601 Research Way.

### **Griffin Experiment Station Library**

The Griffin Campus Research Facility library, a branch of the University of Georgia Libraries, houses a representative collection of agricultural and applied economics, biological and agricultural engineering, crop and soil science, entomology, food science and technology, horticulture, plant genetic resources conservation, and related subjects. The Library is located in the Stuckey Building.

### **Sapelo Island Marine Institute**

Sapelo Island Marine Institute focuses on critical problems of marsh ecology and the transport and fate of materials brought from the upland and marsh through the estuary and into the nearshore. The Institute fosters an atmosphere of cooperative research, employing the expertise of the resident faculty and numerous visiting scientists. The small library is highly specialized and supports research in marine and estuarine biology. The facility is only accessible by ferry as there is no causeway.

### **Skidaway Library**

The Skidaway Institute Library is the largest in the state devoted almost exclusively to marine science. The 6,100 square foot facility contains holdings of 4,000 book volumes and 17,000 serial volumes.

**University Libraries  
FY08 Budget Review**

**Ensure an Adequate Budget for Library Materials:** Shortfall continues to increase.

- Like utilities, scholarly communication beset by unavoidable cost increases (~5%).
- One-time funding and increase to base in FY06 helped to avoid big cancellations.
- Began FY07 with shortfall of \$960,000, including the 2% reserve.
- In September, we were allowed to use the 2% reserve to partially off-set shortfall.
  - (Included redirecting 2% reserve from the Personnel and Operations.)
- Still face \$600,000 shortfall for FY07 which we have managed so far by:
- Delaying ordering about \$200,000 worth of books.
- Cancelling lesser used titles and not replacing with more desirable titles.
- Identified about \$200,000 that we can delay paying until May.
- ***This lingering shortfall of \$600,000 for FY07 needs to be addressed.***
- ***As attached table shows that we face a further shortfall of \$1.75M in FY08.***
- Without these funds, we will have to cancel about 20% of our journals and databases.
- This will be devastating, especially in the biosciences, where UGA wants to grow.
- Cost to acquire articles “on-demand” four or five times higher as subscriptions.
- In FY05 we ranked 33<sup>rd</sup> out of 113 ARL members for library materials
  - Without funding, we will likely drop about 20 places to about 53<sup>rd</sup>.
  - We have never ranked lower than 35<sup>th</sup> (average since 1987 is 31<sup>st</sup>).
- Library Materials Budget is truly a University wide resource.

**Increase Salaries**

- Salaries for ***classified employees*** are painfully low and do not reflect duties.
  - Turnover rate is 29% with salaries given as #1 reason for leaving.
- Median salary for ***librarians*** employed by the University Libraries has fallen dramatically in recent years – from 63<sup>rd</sup> in FY2000 to 104<sup>th</sup> in FY07.
- Proposed increase in the minimum wage will impact our budget for ***student assistants*** by \$60,000 each year for the next three years (currently spend about \$435,000).

**Expand Library Hours** – Cost to extend the hours of the Student Learning Center to 24 hours from Sunday through Thursday is \$40,000 for our staff plus utilities and custodial.

**Expand and Improve Available Space –**

**Remodel entry floors in Main and Sciences** (important for recruitment).

- Need to lock the site for a ***New Fine Arts Library*** in order to raise funds.
- Regents new capital plan should not delay ***Special Collections Libraries Building***.
  - This has long been next campus priority after Pharmacy.
  - Added to Regents list in 2002.
  - \$12M private funding (\$9.6M raised) plus \$5M endowment raised.
  - Design largely complete – could finish in a few months.
- Shelving in Main, Science, and Repository very tight. Need to monitor.

**Adequately Staff SLC** – \$60,000 short of what was requested.

**Special Initiative** – Fallen behind on the purchase of large databases of digitized material for research and instruction. One-time infusion of \$750,000 would allow us to catch-up.

# “How Are We Doing?”

UGA Libraries

March, 2007

## Changing Assessment in Libraries:

As academic institutions and their libraries moved into the 21<sup>st</sup> century and the new era of accountability it became evident that traditional quantitative measures of the past were not telling the whole story of “how well we are doing”. Historically, libraries had always relied on their statistics to tell their story. However, over the past two decades libraries began expanding their traditional focus from the collection of quantitative data only to include the involvement of library users and/or standardized analysis tools in the systematic collection of contextualized data that can be used for the planning and improvement of services (Shi and Levy, 2005, p.267). In 2004, the Association of Colleges and Research Libraries (ACRL) published *Standards for Libraries in Higher Education* which called on libraries to develop mission and goals closely related to those of their parent institution and that “assessment of the quality and effectiveness of the library should be linked closely” to these mission and goals. In this shift to accountability several methods and/or tools have been developed to aid libraries in evaluating and interpreting their data in the following areas:

- **Collection Analysis:** tools, such as WorldCat Collection Analysis for monographs, are available (for a sometimes hefty fee) for analyzing the numbers, subject areas, and use of serials and monographs in the collection with the ability to compare one’s collection to selected peers; additionally there are tools for measuring Interlibrary Loan borrowing for materials not readily available to users.
- **Library Instruction:** this data is often compiled internally from data collected about the various types of instruction being provided, the number of students attending instruction classes, departments or classes to which instruction has been provided, and utilizing pre-and/or post- library instruction surveys or tests to determine the student’s knowledge on research and resources before and/or after an instruction session. One example of an available test instrument is Project SAILS (Standardized Assessment of Information Literacy Skills) sponsored by the Association of Research Libraries (ARL).
- **Service Quality:** the Association of Research Libraries (ARL) has developed an annual survey instrument called LibQUAL+™ that is administered by each participating library to measure user’s perceptions of library services against their minimum, perceived, and desired expectations. This tool serves as a good example of how libraries are “listening” to their user’s needs and desires. Its Policy and Procedures Manual states that libraries “can develop services that better meet users’ expectations by comparing [their] library’s data with that of peer institutions and examining the practices of those libraries that are evaluated highly by their users (2006, pp. 11-12).

## ASSESSMENT AT UGA LIBRARIES:

The UGA Libraries play a significant role in supporting our faculty, staff, students, and to a much lesser extent our visitors, in their learning, teaching, and research endeavors. In an effort to meet the needs of our users and effectively utilize our budget, technical resources, and physical facilities, it is very important that the Libraries continually assess the quality of its resources and services to not only meet users’ required needs but to strive toward meeting their desired expectations so we can effectively enable them to become successful in their multi-faceted endeavors.

Up until 2003, the UGA Libraries were primarily collecting quantitative data though we were beginning to include some qualitative assessment through surveys conducted on some small, very specific subject topics and through two collection analyses. In the fall of 2003 the Libraries Director appointed a chair for assessment activities and shortly thereafter a committee was formed, thus formalizing assessment at UGA Libraries.

To broaden our scope the Assessment Committee decided to participate in the 2004 international web-based assessment survey called LibQUAL+™ (hereafter referred to as LibQUAL) sponsored by the Association of Research Libraries (ARL). LibQUAL is a suite of services that libraries use to assess and improve library services and is conducted annually with a fee of \$2,500 to participants. The centerpiece is a survey instrument which is based on SERVQUAL, a popular tool that has been utilized in the private sector. "ARL, representing the largest research libraries in North America, partnered with Texas A&M University Libraries to develop, test, and refine the initial LibQUAL survey. This effort was supported in part by a three-year grant from FIPSE, the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education" (*UGA LibQUAL Report, 2006*, p.7). By the end of 2006, more than 700 libraries had utilized this assessment tool with many libraries conducting the survey more than once. The UGA Libraries conducted its first survey in spring 2004 and its second survey in fall 2006

As the LibQUAL survey is being conducted all responses are stored on an ARL server. Once the survey is closed, about a month later each institution receives its printed report along with any group reports to which it belongs. Excel data is provided shortly thereafter with the preferred SPSS data following approximately three to four months later. Once all the data is received, the committee begins its task of analyzing the results. Once the committee has developed a summary findings report, they then begin making presentations on the findings to various groups within the library, often gearing specific information to the subject interest of the group. For both surveys, the committee has elected not to spearhead the improvement effort; instead it focused its role on presenting the findings, thus allowing the responsible units or departments to assume the role for addressing improvements needed in their areas.

Because LibQUAL represents our strongest consistent effort at assessment, much of the information that follows in the statistical and comparative section below will be based on the UGA Libraries' results from our LibQUAL data from the 2004 and 2006 surveys.

### **UGA Comparative and Statistical Data Derived from LibQUAL Survey Results from 2004 & 2006:**

#### **Responses to participate:**

- Our response rates increased from 1,033 in 2004 to 1,222 in 2006. Though this reflects an 18% increase, the increase is due to a 49% increase in the number of UGA users surveyed. 7,000 users in 2004 vs. 10,412 users in 2006 reflect our change made in sampling to achieve a better representation in each user group. However, several items can be compared:
- Our response rate reflects an overall decline of 4%, from 16% in 2004 to 12% in 2006. This would be a concern except that most other libraries taking the 2006 survey also noted large decreases in their response rates overall.
- What is most significant is the drop in the number of undergraduates responding. Undergraduates were sent 5,127 invitations in 2004 and 5,066 in 2006 which reflects about a 1% drop in the number surveyed in 2006. However, the 27% reduction is a significant drop. Factors influencing this decline are outlined in the 2006 LibQUAL summary.

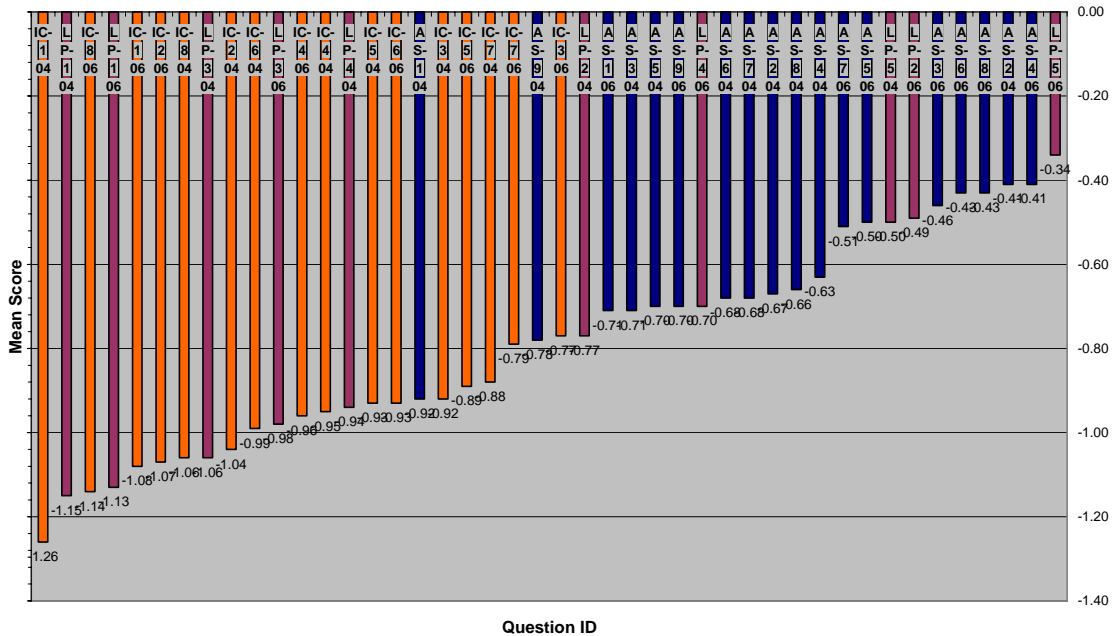
**Adequacy Gap score comparisons: (the gap between minimum needs and perceived service):**

There were some surprising findings when our 2004 & 2006 Adequacy Gap scores were compared:

- Seven scores for 2006 ranked lower than the lowest score for 2004
- Every 2006 score for questions in Affect of Service improved over the scores in 2004. This dimension recorded our highest scores in both years and this increase shows definite improvement in our interactions with our users
- On the contrary, scores for 7 of the 8 questions in Information Control (IC) declined over the past two years. The only question in this dimension receiving a higher score in 2006 was IC-3 “the printed materials I need for my work”. The responses reflecting the most decline were IC-2 “a library Web site enabling me to locate information on my own” (a 23% decline) and IC-8 “Print and/or electronic journal collections I require for my work” (a 29% decline and the question receiving the lowest scores in both years).
- In Library as Place, question LP-5 “Community space for group learning and group study” retained the same identical highest scores in both surveys. For the remaining four questions in this dimension, one question retained the same score (LP-4), scores for two questions declined in 2006 (LP-3 & LP-1) and one score increased in 2006 (LP-2). In the aggregate of all dimension scores, Library as Place scored primarily in the middle.

**Superiority Gap score comparisons: (the gap between desired needs and perceived service)**

2004 2006 UGA Libqaul Superiority Gap Comparison



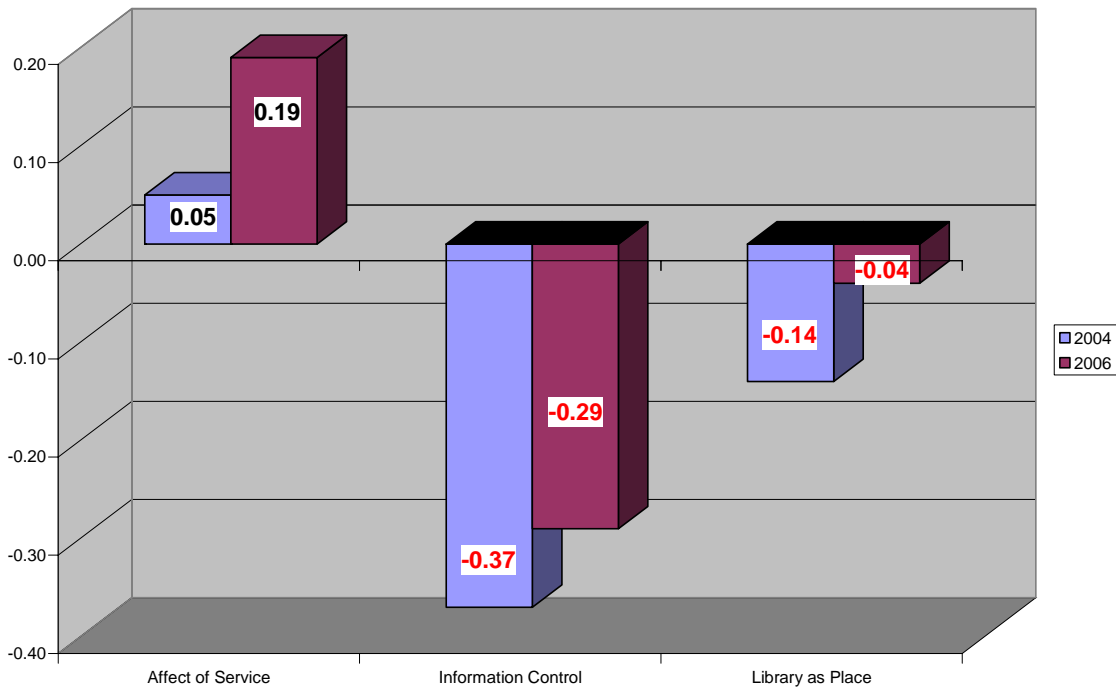
When comparing the 2004 & 2006 Superiority Gap scores:

- The scores ranged between -1.26 (IC-8) and -0.34 (LP-5) with 0.00 or above being the best.

- Superiority gap scores were more scattered by dimension than those in the adequacy gap
- Information Control scores were the lowest, ranging between -1.26 and -.77, (all in the lower half) clearly indicating we have a long way to go to meet user expectations.
- Affect of Service has the best scores, ranging between -0.92 (AS-9) and -0.41(AS-1).
- Library as Place had the widest range of scores, scoring between next to the lowest score (LP-8, -1.15) to the highest score (LP-5, -0.34).

**Target Zones:** (the zone size is the difference between the minimum score and desired score; our selected target is the halfway point between the Zone)

2004 & 2006 Target Zone



The above graph show how far above (positive score) or below (negative score) UGA Libraries are in meeting the halfway mark in the Zone.

- 2006 scores show improvement in all dimensions in meeting/exceeding the halfway mark
- For Affect of Service we have passed the halfway mark toward achieving users' expectations
- We have not achieved the halfway mark in achieving users' expectations for Information Control and Library as Place, though in 2006 we are very close to meeting the halfway mark for meeting Library as Place
- Though a long ways to meeting the halfway mark in Information Control, we did make a 0.07 gain in 2006.

**Comparison of UGA LibQUAL+™ COMMENTS:**

There has been little change from 2004 to 2006 in the types of comments that respondents offered most frequently. While the effects of the fire of 2003 are still evident to some library staff, most users have forgotten or never heard of it and made no comments about it. Users in 2006

wanted to explain the relationship of electronic and print formats in their library use; while comments about electronic and print resources were made in 2004, they did not usually take the form of a comparison.

In 2004 the Student Learning Center was new and elicited numerous positive comments. Moreover, some comments directly compared the SLC to the Main and Science Libraries, to the detriment of the latter. In 2006 there were relatively few comments about the SLC, suggesting that it now represents the expected norm in users' minds for library facilities. The Main and Science Libraries continued to be criticized in 2006 as in 2004, but usually without explicit comparison with the SLC.

Electronic resources elicited many comments in both 2004 and 2006. A higher percentage of users in 2004 mentioned electronic journals than in 2006, which may reflect the library's progress in acquiring electronic access, but electronic journals represented the most common comment about resources in both years. The desire for a larger range of years (more backfiles) of electronic journals emerged as a new desire in the 2006 comments. Interest in electronic journals was highest among users in scientific disciplines in both 2004 and 2006. Comments specifically about electronic books were few in both 2004 and 2006.

Users had a slightly lower percentage of critical comments concerning online tools in 2006 (77%) than in 2004 (87%), but the majority still have complaints rather than praise for this aspect of the library. A shift seems to have occurred for undergraduates, however: in 2004 they were the most critical group with regard to the library's online tools, while in 2006 they had the lowest percentage of critical comments, though still more negative than positive. The nature of the complaints about online tools was very similar in 2004 and 2006, with the exception that complaints about having to retype information or click repeatedly to get to full-text emerged as a new area of criticism in 2006, perhaps because of the greater availability of full-text resources.

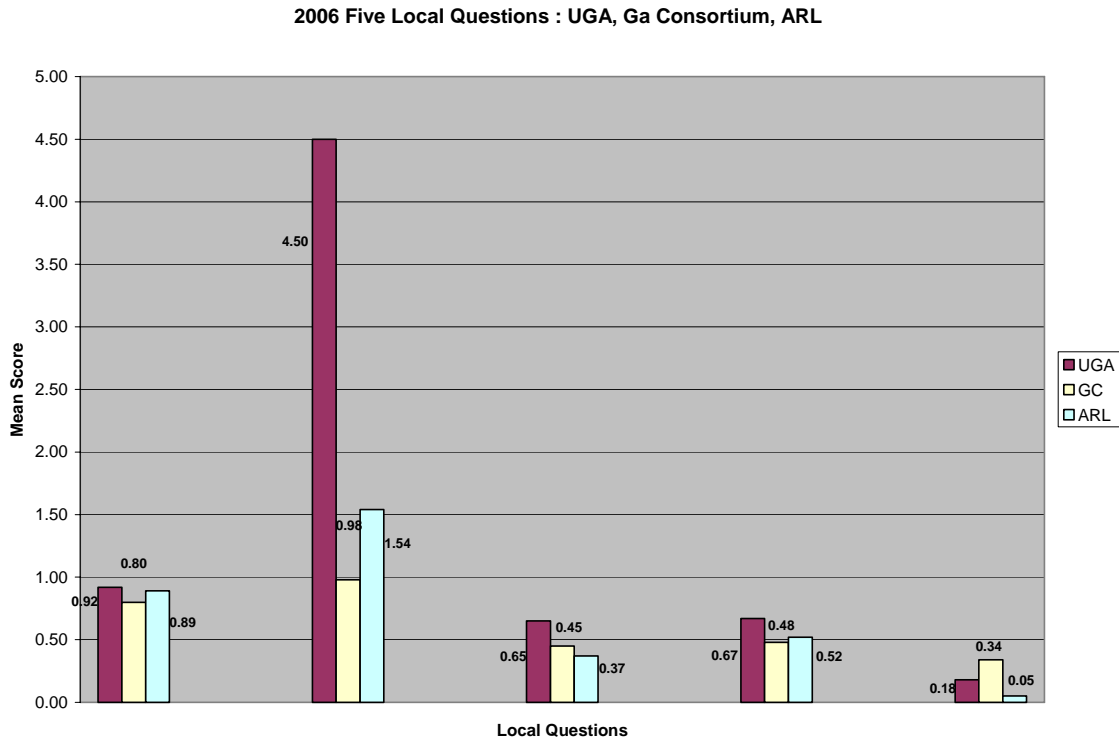
In both 2004 and 2006 users expressed the desire for more computer workstations, more up-to-date workstations, and more workstations located on upper floors of the library buildings. In 2006 there were fewer complaints about printers than in 2004, suggesting that conditions have improved in this area. The wireless network, however, generated more complaints in 2006, suggesting that more people know about it, want to use it, and are frustrated by poor performance. Problems with microfilm readers/printers also generated more comments in 2006 than 2004, indicating that demand for this older material format has not been extinguished by the rise of electronic resources.

Comments about the location of materials were nearly identical in terms of frequency and content in 2004 and 2006. Users continue to be confused by the sequence of call numbers, frustrated when books that are not checked out are not in place on the shelves,

**LibQUAL+™ compararions with other groups participating in the 2006 LibQUAL survey:**

**Five Local Questions: UGA, Georgia Consortium, ARL:**

Responses to the 5 Local Questions asked by the Georgia Consortium and UGA and other participating ARL libraries who utilized this question.

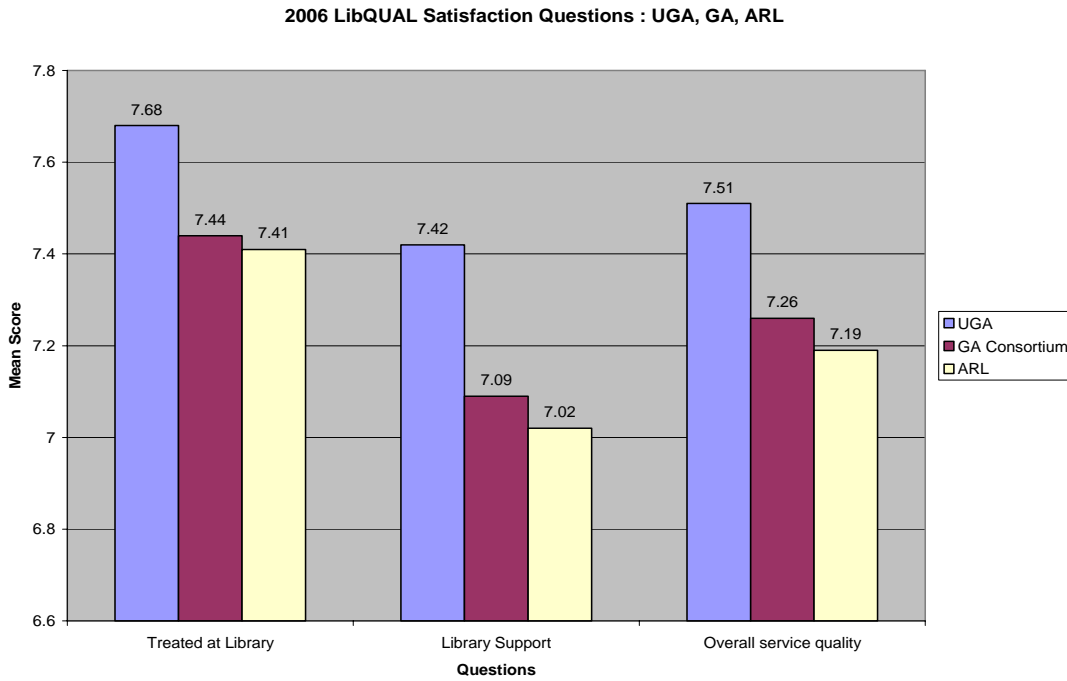


The 5 Local questions administered were: (from left to right in the above chart)

1. Convenience of borrowing books from other colleges
2. Library orientation / instruction sessions
3. Ready access to computers/ Internet / software
4. Convenient service hours
5. Ability to navigate library Web pages easily

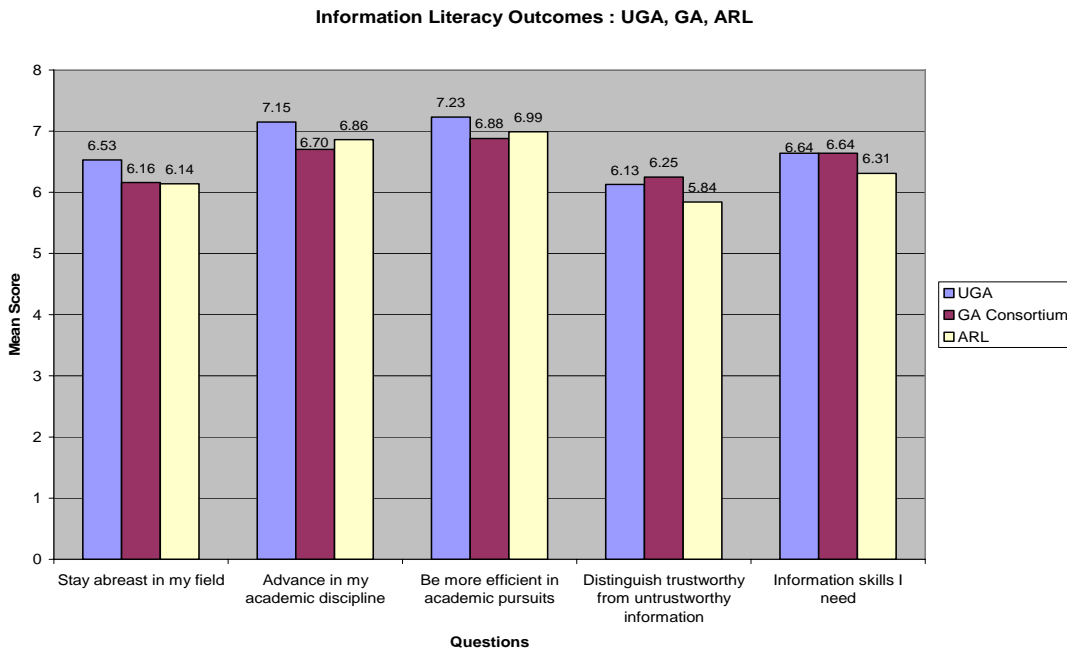
Our increased focus on bibliographic instruction sessions held over the past two years, with emphasis on graduate students, is clearly illustrated in the chart above. In every question UGA Libraries scored higher than ARL libraries. UGA also scored higher in 4 of the 5 questions in the Georgia Consortium libraries and were only lower in the 5<sup>th</sup> question, where scores were low for all three groups.

**2006 “Satisfaction with your library”: UGA, Georgia Consortium, ARL**

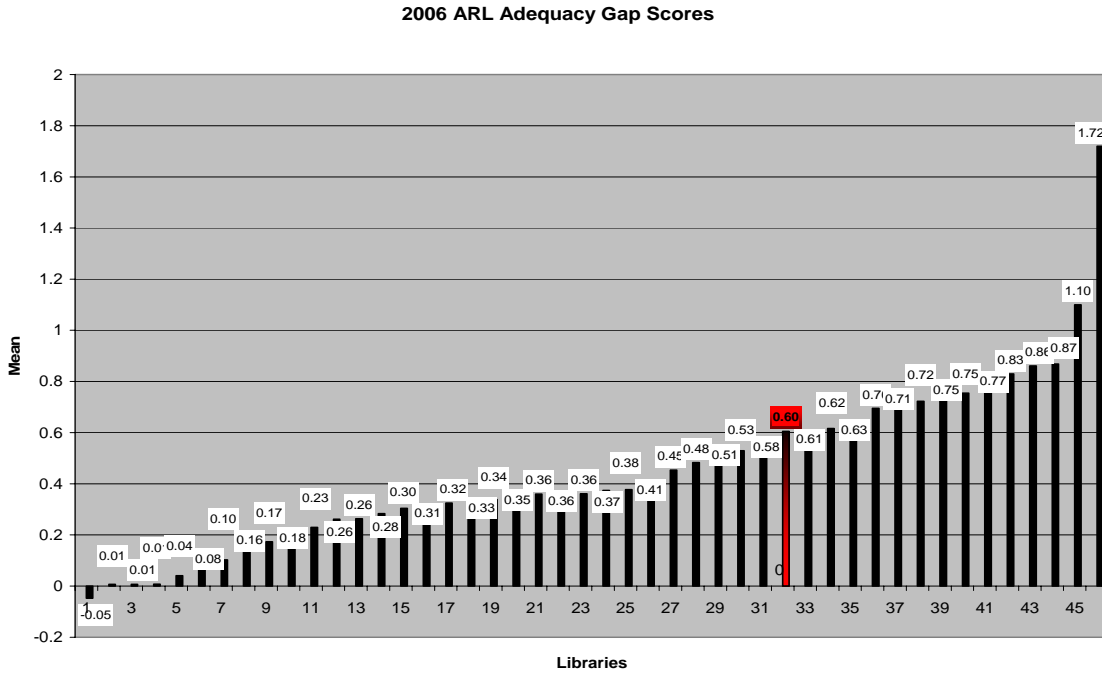


In these 3 questions UGA has the highest marks for user satisfaction with treatment, support, and overall quality of service. It is interesting to note that ARL libraries held the lowest marks for user satisfaction with their libraries.

**2006 Information Literacy Outcome Scores: UGA, Georgia Consortium, ARL**



**2006 ARL Adequacy Scores:**



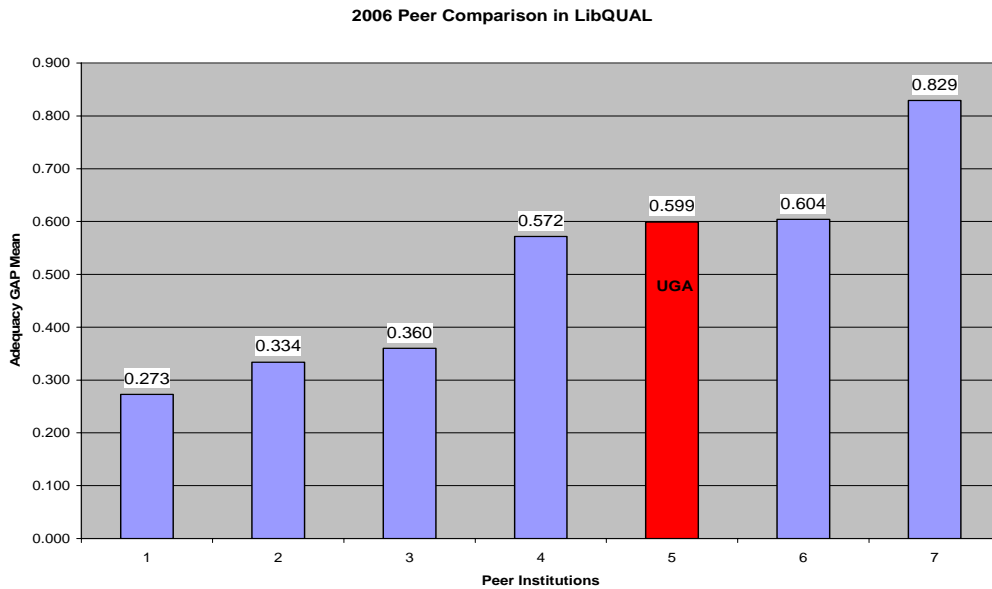
In 2006, LibQUAL did not provide interactive statistics for ARL data so the only scores available for all ARL participating libraries are the above adequacy scores provided at our special request. The ARL adequacy chart above includes all ARL libraries including 2 law, 4 health, 1 specialized subject, and 39 academic university libraries.

UGA ranks 15<sup>th</sup> in overall scores and 11<sup>th</sup> among academic university libraries.

Our sister institution, Georgia Tech, ranks 10<sup>th</sup> in overall and 7<sup>th</sup> in academic libraries.

**UGA Library Peer/Aspirant comparisons with institutions participating in LibQUAL 2006:**

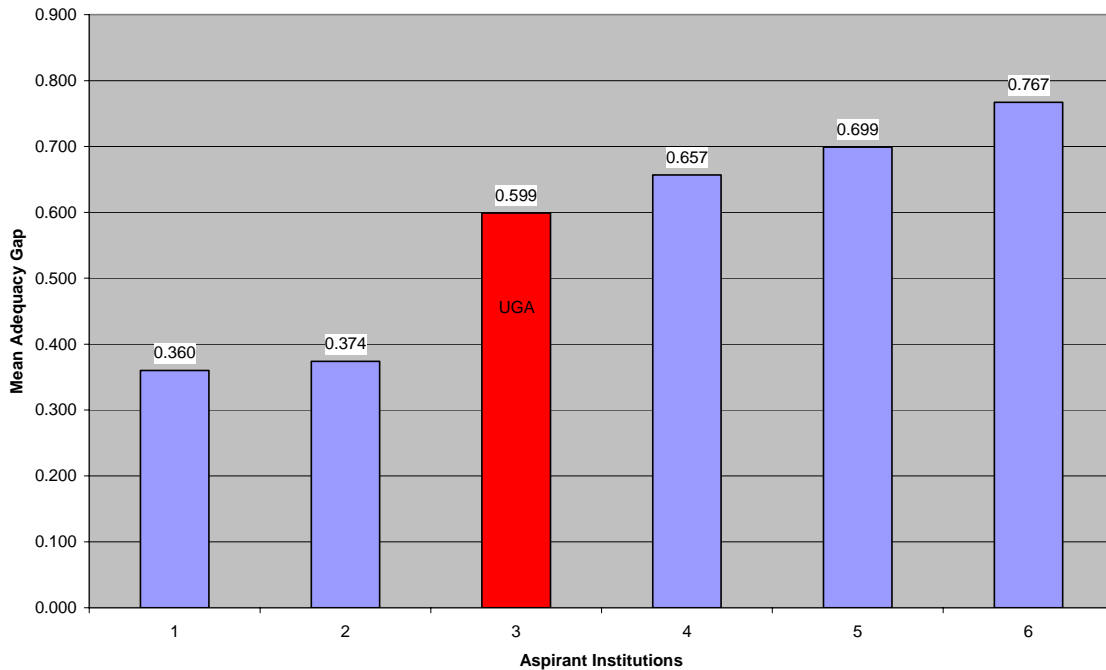
**2006 Peer Comparisons:**



There were 6 UGA peer institutions participating in the 2006 LibQUAL. UGA ranked in the top 3 scores for the Adequacy Gap Mean scores and is separated from the top score by only 0.230 points. The points separating UGA from the lowest score is 0.326. In our peer comparisons, Georgia's rank is much closer to the top.

**2006 Aspirant Comparisons**

**2006 Aspirant Comparison in LibQUAL**



There were 5 UGA aspirational institutions participating in LibQUAL 2006. Though UGA has the third lowest score, its score is more closely aligned with the top three scores since there is only a difference of 0.168 between UGA and the top score while there is a difference of 0.239 between UGA and the lowest score.

The comparisons between UGA and its peers and aspirants indicate that UGA is doing a good job but still has room to improve.

**Other Assessment activities at UGA Libraries:**

Though LibQUAL is by far our broadest and most consistent assessment tool used thus far, the Libraries do have other projects or reports that we have used for assessment purposes:

- Faculty Survey in Humanities about the need for electronic and/or print materials (2004- )
- Science Library Task Force (2007- )
- Library Faculty and staff satisfaction surveys (2005-2006)
- ARL stats
- Bill Potter's 5-Yr. Review, 2006 (included in Libraries' documentation folder)

## **How are the UGA Libraries using assessment to improve the Libraries and additional resources needed to make these improvements?**

The following illustrate some of the issues cited in our 2004 LibQUAL summary where we have taken action to make improvements:

### **1) Safety, both external and internal to the Libraries, was consistently cited as a concern...:**

In 2004, some of the most surprising remarks stemmed from safety concerns, often citing the number of homeless people found both inside and outside of the Libraries. The homeless occupied computers making them unavailable to students; we received many complaints about their undesirable search results remaining on terminals when they left; and their presence in the Media Center for hours on end deterred and/or prevented students and faculty from utilizing these facilities. In an effort to minimize this issue, the Libraries took the following steps:

- Media Center policy on use of materials and viewing stations was changed, requiring sign-in when utilizing a viewing station and use of viewing stations was limited to 2 hours/day.
- Re-configured public terminals to require an individual's UGA card number for access.
- Became more active in having people leave if they were found sleeping
- Removed soft seating in the west wing reading room
- Quit giving change for use of or loss of money in vending machines
- Hired extra security to help transition to the new policies
- Asked churches that were bringing the homeless from their overnight shelters to change their morning drop off from the Libraries to another location.

The 2006 survey comments elicited only one comment regarding the above safety issues so it would appear that the situation has improved to a satisfactory level for our users.

### **2) Responses from Graduate students consistently indicating frustration, confusion, and improvements needed in all areas...:**

- Revamped the Libraries website page for Graduate students providing many more links for TAs and Research Assistants
- Established a closer working relationship with the Graduate Student Association; now we are receiving invitations to talk to various Graduate Student groups.
- Used EndNote as a "teaser" entrée to establish one-on-one discussions with graduate students to inform them of individual bibliographic databases that would be useful for their disciplines
- Created and offered additional bibliographic instruction sessions aimed specifically for Graduate Students and their specific disciplines.

Because our 2006 comments did not elicit the same degree of frustration and complaints we feel our efforts have met with some degree of success.

### **3) More resources, both electronic and print are desired by graduate students and faculty:**

- Subscribed to the much requested electronic base version of *Nature* and *Science* though these subscriptions could be in jeopardy next year if we do not receive a permanent budget increase to our materials budget.
- Other electronic resources have been added as noted in the Libraries' 7-Yr. Review document

Though this item is again listed in 2006 as not meeting the requirements of faculty and graduate students, we will be unable to improve this need without additional permanent increases to the materials budget. Currently to add new products we have to take something away so there is no real accomplishment achieved. A permanent budget increase will not only allow us to purchase more electronic titles but will also enable us to maintain the subscriptions.

### **4) Users indicate confusion and/or inability to successfully distinguish when and how to use GIL, GALILEO, and the EJL:**

- Installed SFX software which will take you to on-line sources for electronic versions of journals.
- We are now in the process of installing the Texas A&M configuration of SFX which will take you directly from GIL to the on-line full-text versions of journal titles (when available through UGA)

A further enhancement which we are exploring, would be the addition of a faceted interface which will allow results to be grouped into categories such as formats or perspectives. Though this and other software packages are available to enhance transitions between databases, the money is not available in our operational budget to purchase expensive software such as this.

**5) Users want comfort, simplicity and convenience in utilizing ALL of the Libraries' resources and services:**

- Working through the Center for Teaching and Learning the Libraries have established a presence on UGA's WebCT with the library's website, GIL, and GALILEO now included.
- Thus far we have not yet been able to establish a presence on individual class WebCTs.

Our next step is to work with professors to show them how the Libraries' presence in their individual class WebCTs would enhance their course when presenting custom links to library resources tailored to their class course of study. To be successful this will require additional staff and/or staff time to make the initial contacts and consistently provide up-to-date links as course requirements or subjects change and well as providing additional links as new electronic titles become available to UGA.

**5) Combined comments from both LibQUAL and feedback received in the Library Director's 5-Year Review concerning the need for better and more comfortably pleasing library environments at the Main and Science buildings prompted the formation of a task force to study the needs of the Science Library.**

The science disciplines are a major focus for UGA. This coupled with the fact that the Science Library changes would need to go beyond a cosmetic change, the Libraries formed a task force in January 2007 to redefine the mission of the Science Library. With access to electronic resources more readily available the Science Library has seen a recent decline in "walk-in" use. In addition, EITS has shut down many of its labs on south campus and by default, the public computers at the Science Library are being used by students to fill this void. Some of the issues to be explored by this task force include:

- Who are the biggest users of the physical facility?
- What do users in the science disciplines need/want most from the Science Library?
- Are our public computers serving the needs of the users, and if not, what should be done?
- Can the building be redesigned or reconfigured to make optimum use of its space?
- What physical or technical constraints (wiring, power, software) need improvements?

A survey will be administered in spring of 2007 seeking input answers about science faculty and user needs for the future. The Georgia Tech newly designed "Commons" presents a good model that illustrates how space reconfigured for flexibility can enhance use. Of course, all of this will take money but it may be a small investment for the University to vastly improve the usability of space and resources of the Libraries and the UGA science community.

**Limitations impacting ability to implement improvements requested and needed by our users:**

Accompanying this report is a copy of the Libraries' 2007 Budget requests presented in January 2007. It will outline in more depth the financial, staffing, technical and spacing needs facing the Libraries but listed below are specific issues that must be addressed before we can realize significant improvements for our users.

- Our continuing support to faculty, staff, and students, will begin to suffer without a permanent permanent increase to both the Libraries' operational and materials budget to

- allow for long range planning to acquire the resources needed to enhance the scholarship of our UGA community.
- Materials budget:** Currently we are facing a budget deficit of \$1.75M in FY08 without additional increases to our budget. This will require canceling 20% of our journals and electronic databases, exactly those areas cited by our users' as needing the greatest improvement. Our current materials budget situation is explained quite well in a recent *Columns* article... *"...biggest challenge—funding—is one faced by libraries nationwide even though the UGA Libraries has a record of generous supplemental support from the UGA administration. One battle the Libraries face is the perception that many electronic resources are free, when high-quality scholarly journals are among the most expensive items in the Libraries' budget. "It is a serious matter for everyone on campus if the library doesn't have enough money," McMurry said. "The libraries we want to emulate are getting increases—they may be small, but they are getting them." To support a major research university, the Libraries must have the capital to provide the information resources on which all disciplines depend. "We've dodged a lot of bullets, but each year we face a big gap between the base budget and what we need. Every year we don't know what we will get—that makes it really hard to plan," she said. "We ought to be going out and buying new products, new journals, and we're just trying desperately to keep up with paying for what we already subscribe to. If we have too many more lean years, we'll evolve—devolve—into a different and lesser kind of library." Columns, March 5, 2007, interview with Nan McMurry, Head of Collection Development, UGA Libraries. <http://www.uga.edu/columns/current/profile.html>*
  - Operational budget:** funds for adequate staffing is still needed to maintain and/or increase the extended hours for our 3 primary physical facilities. Many users want 24/7 operations, something the Libraries is unable to accommodate at present though we have extended the weeknight hours requested by many users in the 2004 LibQUAL comments. In addition, salaries for our classified staff are painfully low and we are experiencing a 29% turnover rate with salaries cited as the #1 reason for leaving. Median salaries for librarians are also quite low as reflected in ARL statistics where we have fallen from 63<sup>rd</sup> in FY2000 to 104<sup>th</sup> in FY07! Our operational budget does not have enough money to increase salaries and we are seeing an "experience" drain in the Libraries as both professional and classified staff retire or leave for jobs that will afford them at least an average standard of living. As experienced staff leave, we finding our current salaries are not competitive with other libraries and we are unable to hire anyone with experience.
  - The many requests from users for more group and individual study space that are esthetically pleasing and comfortable comes with a high price tag. The SLC has certainly set the standard of expectation for our Science and Main buildings which is something that will be difficult to improve without special funds for such projects.
  - The frustrating problem for users' not being able to locate materials on the shelf that are indicated in GIL as being available is exacerbated by lack of space at Main and Science. Many "lesser" used materials have been shifted to the offsite repository, yet shelving space and staff to shelve materials in a timely manner remains a critical problem. When several shelves fill up books are often placed on "overflow" shelves and as books are gathered up from in-house use, they are placed in a "to be shelved" area; both of these shelving nuances are not easily understood by the library user. The spacing issue may be relieved once we receive funding for our Special Libraries Building and these special collection facilities are moved from the Main Library.

## **References and Resources for the above assessment information:**

**Information literacy competency standards for Higher Education.** Association of Colleges & Research Libraries. <http://www.ala.org/ala/acrl/acrlissues/acrlinfolit/infolitstandards/standardstoolkit.htm>

**LibQUAL+™ Survey Data Report, 2004 & 2006.** UGA Libraries and ARL Libraries.

**LibQUAL+™ Survey Data Report, 2006.** Georgia Consortium (non-consolidated report)

**LibQUAL+™ Policies and Procedures Manual, 2006.** Association of Research Libraries.

<http://www.libqual.org/Manual/index.cfm>

**New Measure Initiatives.** Association of Research Libraries. <http://www.arl.org/stats/initiatives/index.shtml>

Shi X. & Levy, S. (May 2005). **A theory-guided approach to library services assessment**, *College & Research Libraries*, 66, 266-277.

*Original report: March 8, 2007*  
*Revised March 14, 2007*



## LibQUAL+™ 2006 at UGA Libraries

### Introduction to LibQUAL+™:

The UGA Libraries participated for a second time in the annual international LibQUAL+™ library assessment survey sponsored by the American Association of Research Libraries (ARL). The survey was held from October 2 to November 12, 2006.

The LibQUAL+™ web-based survey is designed to measure library users' perceptions of their library's services, environment, and resources. Responses to the survey questions identify gaps between the minimum, perceived, and desired expectations of service, which help the library identify areas for improvement.

The goals of LibQUAL+™ are to:

- Foster a culture of excellence in providing library service
- Help libraries better understand user perceptions of library service quality
- Collect and interpret library user feedback systematically over time
- Provide libraries with comparable assessment information from peer institutions
- Identify best practices in library service
- Enhance library staff members' analytical skills for interpreting and acting on data

### **Overall statistics for the 2006 LibQUAL+™ survey:**

- 298 participating institutions
- 166,820 valid surveys received
- 216 institutions classed as college or university libraries
- 45 (or 15%) of institutions were ARL libraries
- 222 of the institutions were located in the USA

### UGA Participation:

#### **Survey:**

In addition to reporting UGA Libraries' data separately, LibQUAL+™ provided the opportunity to include UGA data in reports with other participating groups. UGA Libraries were included this year in two additional reports:

- *Georgia Consortium* (consists of the USG academic libraries; 2006 was the first time this group participated)
- *ARL - Association of Research Libraries* (annual report of aggregate data of its participating members)

The Georgia Consortium assigned the UGA Libraries to participate in the fall session (UGA administered the 2004 survey in the spring, which may account for some differences between the two years' results).

#### **Participants:**

A random sample of 12,232 faculty, graduates, undergraduates, UGA staff, and Library staff were sent e-mails inviting them to participate in the survey.

**Sample size:**

- 2,333 Faculty
- 2,453 Graduates
- 5,066 Undergraduates (due to poor response rate a 2<sup>nd</sup> mailing was sent to this group; each mailing contained 2,533 invitations)
- 2,380 UGA and Library Staff

**Responses:**

- 12,232 e-mails sent
- 10,412 e-mails delivered (1,820 were returned)
- 2,835 opened survey
- 1,294 completed survey
- 72 number of invalid surveys (based on criteria established by LibQUAL)
- 1,222 valid surveys

UGA received an overall response rate of 12%.

Though a respectable response rate, it is 4% less than the percentage we received in 2004. In 2006 the lowest number of responses came from undergraduates where in 2004 undergraduates submitted the highest number of responses. Other participating institutions also noted a sharp decline in response rates when compared to previous years. In our case, the decline could be attributed to several factors: the survey was conducted in the fall when students, particularly undergraduates, were just returning to school from a summer break; UGA was experiencing e-mail difficulties with spam; and many undergraduates use e-mail addresses other than ones on record with the UGA Libraries.

**Respondents by User Group based on the 1,222 valid surveys returned:**

- Faculty: 368 or 30%
- Graduate: 323 or 26%
- UGA/Library Staff: 279 or 23%
- Undergraduates: 252 or 21%

**What does the LibQUAL+™ survey measure?**

**A. Questions:**

- *Core Questions:* 22 questions were grouped into 3 dimensions:
  - Affect of Service: "warmth, empathy, reliability, and assurance received from library staff"
  - Information Control: "ability to control the information universe in an efficient way"
  - Library as Place. "physical environment"
- *Additional Questions:* 5 additional questions were selected by the Georgia Consortium for its participants from a prescribed list generated by LibQUAL+™. The survey also includes some general questions at the end of the survey on overall satisfaction with the library, information literacy, library use both on and off campus, and demographics.

**B. Comments:**

The survey includes a "comments box" soliciting open-ended user view. These "comments are helpful for not only (a) understanding **why** users provide certain ratings, but also (b) understanding **what policy changes** users suggest, because many users feel the obligation to be constructive". (UGA LibQUAL Report, 2006, p. 11)

## **UGA RESULTS:**

### **Key Findings from the Survey:**

The following results from the **22 core questions** indicate what our users' perceive to be our strengths and areas for improvement:

The five services/resources our users perceived as best:

1. Community space for learning and group study (LP-5)
2. Giving users individual attention (AS-2)
3. Employees who deal with users in a caring fashion (AS-6)
4. Willingness to help users (AS-8)
5. Readiness to respond to users' questions (AS-4)

The five areas users perceived as needing the most improvement at UGA:

1. Print and/or electronic journal collections I require for my work (IC-8)
2. A library Web site enabling me to locate information on my own (IC-2)
3. Library space that inspires study and learning (LP-1)
4. Making electronic resources available from my home or office (IC-1)
5. The electronic information resources I need (IC-4)

### **General findings from the core questions for UGA:**

- We find that the overall scores in the three dimensions did not change much from those in 2004 though the ranking of individual questions within the dimension changed slightly. Affect of Service was the dimension with the most scores clustered in the highest category. The dimension almost uniformly receiving the lowest scores was Information Control. Library as Place had the broadest range of scores.
- Of the 22 questions, 2 of the 8 questions in Information Control were not meeting the minimum expectations for two user groups. Both faculty and graduate students indicate that the library does not meet their minimum expectations for "print and electronic journal collections I require for my work"; in addition, faculty indicate that we fail to meet their minimum expectations for "a library Web site enabling me to locate information on my own". Though their scores are not reported in the overall survey scores, it is interesting to note that our Library Staff indicated two areas in the dimension Library as Place were not meeting minimum expectations: "A comfortable and inviting location" and "Library space that inspires study and learning".

### **Users' Satisfaction with the UGA Libraries:**

Users' overall satisfaction with the Libraries was very positive based on the 3 Satisfaction questions, particularly when compared with the scores for the Georgia Consortium and ARL. UGA Libraries scored the highest in each question among the three groups.

### **Users' Perceptions of Information Literacy Outcomes at UGA Libraries:**

Users' thoughts on Information Literacy efforts by the UGA Libraries were much in line with the scores of the Georgia Consortium and ARL. UGA scores were slightly higher for 3 of the 5 questions, equal with the highest score in another question, and lower in only one question. Our lowest score was for the question in being able to "distinguish trustworthy from untrustworthy information" and in this question we score slightly under the score for the Georgia Consortium but higher than the ARL score.

### **Comment Highlights:**

UGA users utilized 582 comment boxes to express 1,258 views.

**Comments Grouped by Dimension:**

All comments (1,258) were categorized as pertaining to Affect of Services (AS), Information Control (IC), Library as Place (LP), or Not Applicable (N/A), based on the corresponding categories of survey questions

- Significantly more comments were generated for Affect of Service (423) and Information Control (410) than Library as Place (239).

**Comments Grouped by praise or criticism:**

<u>Comments</u>	<u>Praise</u>	<u>Criticism</u>
All Comments	41%	52%
Affect of Service	61%	38%
Information Control	26%	65%
Library as Place	20%	80%

Library users are clearly more satisfied with library services than with collections and facilities.

**Comments Grouped by user groups:**

- Undergraduates expressed somewhat less dissatisfaction in their comments in all three areas than other groups.
- Library staff expressed greater dissatisfaction in all three areas than other groups.
- Faculty, graduate students, and UGA staff had similar levels of satisfaction

**Summary of overall comments:**

- Comments about the library as a whole and service in general were strongly positive.
- The statements often functioned as overall summaries to longer comments, indicating that while users do have definite and specific criticisms, their overall opinion of the library is favorable.
- Comments about staff were highly positive, corresponding to the Affect of Service questions which received our highest scores.

**Some overall findings from the questions and comments: (based on the first preliminary investigation)**

**Users want more resources, above all, electronic journals.** The related survey question, IC-8, “print and/or electronic journal collections I require for my work” received UGA’s lowest overall score and was rated by both faculty and graduate students as not meeting their minimum requirements. Comments indicate this need comes from all academic disciplines with no single discipline standing out as in need of greater attention.

**Users want on-line tools that are easier to use.** A related survey question, IC-2, “a library Web site enabling me to locate information on my own” received UGA’s 2<sup>nd</sup> lowest overall score and was rated by faculty as not meeting their minimum requirements. Comments indicated users are especially frustrated when searches don’t return expected results or when it is necessary to retype information or click multiple times to access a resource.

**Users are unable to locate materials in the library.** Several questions in Information Control (IC) seek feedback on the ability to “locate information” and/or “find things on my own”. As noted earlier, all of the IC questions rank lowest in the UGA overall scores. In addition, comments alluding to this problem illustrate some specifics on the Information Control dimension. Comments we received on this topic indicate users are confused by the arrangement of books in the stacks and become frustrated when books are indicated in the Libraries’ on-line catalog as not checked out yet when they go to the shelves they are unable to locate the volume(s). This is a continuing concern for UGA Libraries yet the problem is universal to academic libraries who are confronted with space problems, time lag between checking a book in and returning it to the shelves, signage, staff shortages, and users not always having a clear grasp of a library’s shelving scheme.

**Users find the Main and Science Libraries uninviting.** Two related survey questions, LP-1, “Library space that inspires study and learning” which received the lowest score for Library as Place (LP) and the 3<sup>rd</sup> lowest score overall, and LP-3, “a comfortable and inviting location” which received the 2<sup>nd</sup> lowest score for Library as Place and the 8<sup>th</sup> lowest score overall, support this view. Comments indicate that despite their

critical remarks about the aesthetics of the library facilities, users still want more study space in the library, both for groups and individuals.

**Users would like to see more advertisements and notices about the Libraries' instruction and orientation sessions.** Though UGA ranks consistently higher than most ARL libraries and received generally higher scores among the Georgia Consortium libraries on the Information Literacy questions, comments indicate that though users are pleased with the Libraries' efforts in this area, they would like these sessions better advertised and promoted. EndNote instruction sessions in particular were singled out for praise. Undergraduates, however, seem less aware of the potential value of instruction.

**Links:**

Assessment and LibQUAL+™ activities at University of Georgia Libraries:  
<http://www.libs.uga.edu/assessment/index.html>

LibQUAL:  
<http://www.libqual.org/>  
<http://www.libqual.org/documents/admin/1>



# What do you think?

Tell us! **UGA Libraries LibQUAL+™ Survey**

*“LibQUAL+™ is a suite of services that libraries use to solicit, track, understand, and act upon users’ opinions of service quality. These services are offered to the library community by the Association of Research Libraries (ARL). The program’s centerpiece is a rigorously tested Web-based survey bundled with training that helps libraries assess and improve library services, change organizational culture, and market the library.”*

## LibQUAL+™ 2004 at UGA Libraries

### Introduction:

The UGA Libraries play a significant role in supporting the efforts of faculty, staff, and students in their learning environment so it is equally important that the Libraries be able to assess the quality of its resources and services that so heavily impact learning at UGA. Over the last several years the UGA Libraries have developed several assessment surveys targeted to specific audiences. To broaden our scope of assessment in preparation for the Libraries’ administrative review in 2007, the Libraries decided to participate in an international library assessment sponsored by ARL called LibQUAL+™ 2004. This survey was conducted by UGA Libraries between March 31 and April 23, 2004 as an on-line survey.

### Participants :

LibQUAL+™ participants: In 2004, 202 libraries participated in this assessment project, accruing a total response rate of 112,551. Of this group, 57 (28%) of the libraries were members of ARL.

UGA Participants: A random sample of over 8,000 anonymous faculty, graduates, undergraduates, UGA staff, and Library staff were sent e-mails inviting them to participate. The random sample was based on each group’s percentage of the overall University of Georgia population delivered, 2,000 of the recipients opened their invitations and 1077 completed the survey.

### Response Rate:

Of the e-mails delivered, 2,278 of the recipients opened their invitations and 1077 completed the survey. Our response rate was 16%, which is noted by LibQUAL+™ as a good response.

#### Respondents by User Group:

Faculty: 132 (13%) [618 = sample number]  
Graduate Students: 270 (26%) [1883 = sample number]  
Undergraduate Students: 492 (48%) [5127 = sample number]  
Staff: 111 (11%) [872 = sample number, includes Library Staff]  
Library Staff: 28

## How and what does the LibQUAL+™ survey measure?

### A. Questions:

- *Core Questions:* 22 questions were measured and grouped into 3 dimensions :
  - Affect of Service: “ warmth, empathy, reliability, and assurance of library staff”
  - Information Control: “ability to control the information universe in an efficient way”
  - Library as Place. “physical environment”
- *Additional Questions:* 5 additional questions were selected by UGA from a prescribed list generated by LibQUAL+™.

## **B. Feedback:**

The survey offers a “comments box” soliciting open-ended user views. 466 participants utilized this box to give 799 specific comments.

## **RESULTS:**

### **Key Findings from the Survey:**

Overall satisfaction with the Libraries was positive based on the 3 Satisfaction questions.

### **Survey results from the 22 core questions show the following results:**

The top three services/resources perceived as best:

1. Community space for learning and group study (LP-5)
2. Giving users individual attention (AS-2)
3. Readiness to respond to users' questions (AS-4)

The top three areas perceived as needing the most improvement:

1. Making electronic resources available from my home or office (IC-1)
2. Print and/or electronic journal collections I require for my work (IC-8)
3. A library Web site enabling me to locate information on my own (IC-2)

### **General findings from the core questions for UGA:**

- Affect of Service was the dimension with the most scores clustered in the highest category. The dimension almost uniformly receiving the lowest scores was Information Control. Library as Place had the broadest range of scores.
- Comparing UGA to other ARL participants, UGA ranked higher in Information Control than most and lower in Affect of Service. This may possibly indicate that UGA offers good services and resources for both Affect of Service and Information Control, but our users' greatest expectations are in the dimension of Information Control, particularly in the area of electronic resources.
- Of the 22 questions, 4 of the 8 questions in Information Control indicated that we were not meeting the minimum expectations for one and sometimes two user groups, Faculty and Graduate Students.

### **Comment Highlights:**

- Overall, 57% of the comments indicated frustration, confusion, or improvement needed for services or resources while 37% offered positive comments.
- The ratio of dissatisfied to satisfied comments varied significantly by dimension (e.g., comments relating to Affect of Service were 53% positive, while those relating to Information Control were only 27% positive).
- When comparing comments by user groups, graduate students have the highest percentage of comments expressing dissatisfaction with services and resources. This should serve as a flag to the Libraries to investigate this user group's needs more closely.

### **Overall findings from questions and comments: (being developed by Assessment Group... ideas below)**

- The Libraries need to do a better job in marketing and/or communicating to users the vast array of services and resources it offers. (*further exploration is needed on how to improve the dissemination of this information*)
- Safety, both external and internal to the Libraries, was consistently cited as a concern for undergraduates, graduates, UGA staff, and Library staff. (*External safety concerns will be forwarded to UGA administration ; internal safety issues are currently being addressed*)

- Responses from Graduate students consistently indicate frustration, confusion, and improvements needed in all areas. *(further investigation is needed for this user group via focus groups, specific surveys, and/or review of services specifically designed for graduate students)*
- More resources, both electronic and print, are desired by graduate students and faculty. *(further study is needed to determine the subject areas and discipline groups that have the greatest needs)*
- Users indicate confusion and/or inability to successfully distinguish when and how to use GIL, GALILEO, and the E.JL. Comments indicate that success is often tied to experience in conducting research. *(further study is needed to determine what specifically causes this confusion, if changes can/should be made to make use more intuitive)*
- Users want comfort, simplicity and convenience in utilizing ALL of the Libraries' resources and services.
- Users indicated difficulty locating materials on the shelves, even though GIL indicates the book is not checked out. *(on a consistent basis conduct internal library tests to locate books (particularly new titles) on the shelves. Determine if signage contributes to the problem)*
- Overall, undergraduate students are pleased with the Libraries, particularly the SLC which allows for group discussion and study.

**Links:**

**Assessment and LibQUAL+™ activities at University of Georgia Libraries:**

UGA's Assessment website: <http://www.libs.uga.edu/assessment/index.html> : includes UGA's LibQUAL+2004 report , comments, and comment analysis report [clean up in progress]

G:\UGALibs\Assessment\LibQUAL POWERPOINTS for STAFF VIEWING

**LibQUAL:**

<http://www.libqual.org/>

<http://www.libqual.org/documents/admin/1>

## LibQUAL 2006 Comments Report

### Executive Summary

In 2006, out of 1222 valid responses to the LibQUAL<sup>+</sup>™ survey, 582 participants (48%) provided comments. Because many of these comments contained multiple ideas, they were subdivided into 1258 separate statements, which were then analyzed for content.

All comments were categorized as pertaining to Affect of Service, Information Control, Library as Place, or Not Applicable, based on the corresponding categories of survey questions. The categories of Affect of Service (423) and Information Control (410) generated significantly more comments than Library as a Place (239).

Comments were also labeled as criticism, praise, or unclassifiable.

- The ratio of criticism to praise for all comments was 52% to 41%
  - The ratio of criticism to praise for Affect of Service comments was 38% to 61%
  - The ratio of criticism to praise for Information Control comments was 65% to 26%
  - The ratio of criticism to praise for Library as Place comments was 80% to 20%
- Library users are clearly more satisfied with library services than with collections and facilities.

Undergraduates expressed somewhat less dissatisfaction in all three areas than other groups. Library staff expressed greater dissatisfaction in all three areas than other groups. Faculty, graduate students, and university staff had similar levels of satisfaction.

Each comment was assigned keywords summarizing its content. The most common keyword groups were staff, resources, online tools, library as a whole, aesthetics / comfort, equipment, location of materials, service in general, hours, study / meeting space, use primarily electronic / print, and noise level.

Comments about the library as a whole and service in general were strongly positive. The statements often functioned as overall summaries to longer comments, indicating that while users do have definite and specific criticisms, their overall opinion of the library is favorable.

Comments about staff were also highly positive, representing the aspect of the library that users seem to favor most.

All other comment groups generated primarily negative remarks, as these were the areas where users provided specific details concerning what they don't like about the library:

- Users want more resources, above all, electronic journals. While many subject areas were named as needing more resources, no single subject area stood out as in need of greater attention.
- Users want online tools that are easier to use. They are especially frustrated when searches don't return expected results or when it is necessary to retype information or click multiple times to access a resource.

- Users do not understand the arrangement of books in the stacks and are frustrated when books that are not checked out are not on the shelves where they should be.
- Users find the Main and Science Libraries unattractive and not conducive to studying.
- Despite their critical remarks about the aesthetics of library facilities, users want more study space in the library, both for groups and individuals.
- Users want more and better computer workstations, copiers, microfilm readers, and better performance from the wireless network.
- Users are critical of noise in the library, especially from cell phones.
- Users want library hours extended in every way (later, earlier, weekends, breaks)
- Most user groups appreciate the library's instruction and orientation efforts, but would like them to be better advertised and promoted. EndNote instruction sessions in particular were singled out for praise. Undergraduates, however, seem less aware of the potential value of instruction.

## ARL Salary Survey 2006-2007 Rankings

Total institutions ranked: 113

University of Georgia rank: 104

Institution ID	Rank	Institution Name	Median Salary
100	101	Alabama	\$ 49,428
200	3	Alberta	\$ 76,714
300	55	Arizona	\$ 58,917
400	66	Arizona State	\$ 56,743
440	52	Auburn	\$ 59,200
500	97	Boston University	\$ 50,000
550	36	Boston College	\$ 61,750
600	59	Brigham Young	\$ 58,500
700	32	British Columbia	\$ 62,938
800	61	Brown	\$ 58,193
900	6	California, Berkeley	\$ 72,558
1000	8	California, Davis	\$ 71,916
1050	5	California, Irvine	\$ 73,537
1100	7	California, Los Angeles	\$ 72,084
1200	22	California, Riverside	\$ 65,220
1300	10	California, San Diego	\$ 70,350
1400	21	California, Santa Barbara	\$ 65,448
1500	88	Case Western Reserve	\$ 52,842
1600	18	Chicago	\$ 65,792
1700	53	Cincinnati	\$ 58,987
1800	63	Colorado	\$ 57,622
1900	41	Colorado State	\$ 60,828
2000	26	Columbia	\$ 64,160
2100	15	Connecticut	\$ 67,825
2200	43	Cornell	\$ 60,050
2300	20	Dartmouth	\$ 65,563
2350	28	Delaware	\$ 64,130
2400	76	Duke	\$ 55,400
2500	54	Emory	\$ 58,925
2600	93	Florida	\$ 51,413
2700	113	Florida State	\$ 42,479
2750	62	George Washington	\$ 57,907
2800	51	Georgetown	\$ 59,375
2900	<b>104</b>	<b>Georgia</b>	\$ 47,731
2950	85	Georgia Tech	\$ 53,732
3000	56	Guelph	\$ 58,833
3100	24	Harvard	\$ 64,443
3200	40	Hawaii	\$ 60,959
3300	89	Houston	\$ 52,799
3400	108	Howard	\$ 47,105
3490	86	Illinois, Chicago	\$ 52,981
3500	71	Illinois, Urbana	\$ 56,091
3600	64	Indiana	\$ 57,123
3700	83	Iowa	\$ 54,207
3800	72	Iowa State	\$ 56,054
3900	46	Johns Hopkins	\$ 59,795
4100	78	Kansas	\$ 54,982

4200	94	Kent State	\$	51,333
4300	81	Kentucky	\$	54,352
4350	73	Laval	\$	55,855
4400	112	Louisiana State	\$	43,705
4420	27	Louisville	\$	64,134
4500	17	McGill	\$	66,226
4600	38	McMaster	\$	61,044
4650	4	Manitoba	\$	74,814
4700	50	Maryland	\$	59,395
4800	11	Massachusetts	\$	69,658
4900	29	MIT	\$	64,100
5000	65	Miami	\$	56,863
5100	45	Michigan	\$	59,920
5200	47	Michigan State	\$	59,700
5300	39	Minnesota	\$	61,033
5400	102	Missouri	\$	49,134
5450	80	Montreal	\$	54,360
5500	87	Nebraska	\$	52,928
5600	9	New Mexico	\$	71,319
5700	31	New York University	\$	63,700
5800	44	North Carolina	\$	60,000
5850	49	North Carolina State	\$	59,500
5900	42	Northwestern	\$	60,144
6000	30	Notre Dame	\$	63,766
6050	111	Ohio University	\$	44,263
6100	79	Ohio State	\$	54,834
6200	110	Oklahoma	\$	46,162
6300	100	Oklahoma State	\$	49,536
6400	103	Oregon	\$	48,424
6500	48	Pennsylvania	\$	59,665
6600	37	Pennsylvania State	\$	61,308
6700	69	Pittsburgh	\$	56,345
6800	23	Princeton	\$	64,600
6900	82	Purdue	\$	54,330
7000	14	Queen`s	\$	68,700
7100	92	Rice	\$	51,600
7200	99	Rochester	\$	49,733
7300	1	Rutgers	\$	80,048
7370	25	Saskatchewan	\$	64,350
7400	106	South Carolina	\$	47,388
7500	33	Southern California	\$	62,900
7600	107	Southern Illinois	\$	47,311
7800	68	SUNY Albany	\$	56,376
7900	84	SUNY Buffalo	\$	53,790
8000	19	SUNY Stony Brook	\$	65,764
8100	74	Syracuse	\$	55,757
8200	57	Temple	\$	58,670
8300	34	Tennessee	\$	62,319
8400	67	Texas	\$	56,619
8500	96	Texas A&M	\$	50,502
8550	105	Texas Tech	\$	47,410
8600	2	Toronto	\$	77,290
8700	60	Tulane	\$	58,294
8800	91	Utah	\$	51,633
8850	95	Vanderbilt	\$	51,264

8900	35	Virginia	\$	61,800
9000	70	Virginia Tech	\$	56,150
9100	75	Washington	\$	55,656
9200	77	Washington State	\$	55,343
9300	90	Washington U.-St. Louis	\$	51,648
9350	16	Waterloo	\$	67,035
9400	109	Wayne State	\$	46,387
9500	98	Western Ontario	\$	49,869
9600	58	Wisconsin	\$	58,640
9700	13	Yale	\$	68,987
9800	12	York	\$	69,450