

***1999 State of the Library Address
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Today, I would like to take a different approach than I have taken in previous years. Rather than review our accomplishments of the past year and discuss our goals for the next, I will focus on the strategic plan that we are preparing for the University.

The theme behind the University's planning effort is to envision what UGA will be in 2010 and then consider what has to occur to achieve that vision. As you all know trying to predict the future is a precarious enterprise. Ten years ago, very few people thought that the Internet would have the impact that it has had. Yet, the Internet is at the core of much of what we do today. I expect that there are new developments coming along over the next ten years that we do not see now or that we can only dimly perceive. So, I am somewhat uncomfortable in making firm plans for the next ten years. That being said, however, I do think the University's effort is worthwhile because it makes us think about the future and about what is most important to us. The final product, the written plan is not as important as the effort to develop the plan. It is that effort that opens our minds and makes us look beyond our immediate challenges.

So, let's think about the University and the Libraries in ten years. Let's envision a day in late 2009 – say Tuesday October 13, 2009. That may seem a like long time from now, but I remember that ten years ago today I was driving from Phoenix to Athens to start work here and that seems like yesterday.

10:00 a.m. Tuesday, October 13, 2009

The Student Learning Center is packed with students – 2000 in the classrooms and almost that many involved in activities throughout the Electronic Teaching Library. Two classes on information literacy are underway on the third floor, next door to a group of twelve faculty who are learning about the latest databases in their field. In the bibliographic instruction classroom, 38 students are learning about the many resources the libraries offer in anthropology. Throughout the building, students are studying – some individually, some reading books, some in pairs at computer workstations, and some in groups of four or six in the group study rooms. All of them are close to network connections and workstations that allow them to search an astounding variety of electronic resources.

Two students are sitting together at a workstation. They are thinking about doing a course project on Lester Maddox. They pull up the GALILEO virtual library and enter a request for anything the Libraries own or have access to about Lester Maddox. The results include an article on Maddox from the online *Encyclopedia of Georgia*, a list of several books (including two in full text), a set of journal articles (most in full text), political cartoons about Maddox that the Russell Library has scanned, a few television programs from the Media Archive dealing with Maddox, a host of newspaper stories from papers around the state, a film clip of Maddox riding a

bicycle backwards, and some finding aids from the Russell Library that reveal manuscript and other material about Maddox in the files of some of his contemporaries. The system asks if it should search outside the GALILEO environment, but the students decide they have more than enough.

Nearby, other students are further along in their course projects and are writing their papers. In addition to text, they have illustrated their work by integrating images and audio and video clips from the Media Archive. When they finish, they will submit the project electronically to their professor and also provide access to the other students in their class.

Students between classes are sitting in the coffeehouse, some talking with their professors, some with fellow students. On the floor above, other students are asking librarians for help in understanding something they just heard in class. In most cases, they are referred to a computer workstation to consult a particular database or resource. In other cases, the librarians help them compile a list of print resources in the Main or Science Library to consult later.

Across from the Student Learning Center, in a newer building sitting atop a parking deck, a class of students is watching a Bergman movie in the new Media Department. Other students are watching films individually, as they do now, but many others are sitting in the Digital Media Lab working on advanced multi-media projects, like a student produced documentary using resources from the Media Archives.

Just a few blocks away at the Special Collections Building, faculty and graduate students are consulting primary documents in the Russell Library and the Hargrett Library, documents that they discovered using online finding aids. Local citizens and a few tourists are viewing the latest joint exhibit mounted by the three special collections libraries, an exhibit on the writings and the historical and political context of the Georgia author Melissa Faye Greene.

A few blocks away, in the Main Library, students line up to check out books while others consult view microfilm in the subbasement or consult with reference librarians for help with the collection. The Libraries now hold over 4.5 million volumes and circulation is rising as people increasingly recognize that books best provide the deep discourse demanded by scholarship. More recent books often refer to a web site where people can view the primary documents that the author consulted, but the book remains the essential means of serious scholarly communication.

In the subbasement, the number of servers has grown with the virtual library. Digitized collections include much of the Peabody Archive, all radio programs, almost 10,000 digitized books, course reserves, and all Georgia newspapers ever published. Monitors show that these resources are being accessed from sites all around the state and even around the world.

In the Loughner Science Library – named for a generous donor who donated the bulk of his lottery winnings to the Libraries – several faculty consult with librarians on how to tailor library resources to re-enforce classroom and lab learning. This is becoming especially critical in science education with virtually all scientific articles now being published on disciplined oriented servers.

Many students – perhaps too many – are just waking up in their dorm rooms or apartments. They switch on their computers, all with high speed network access, and review the syllabus and readings for the course they will take later that day or for the one they realize they just missed. The more energetic ones click on the virtual library to do some preliminary searching for a project, or to read a review of a movie they want to see that night, or to view an episode of Winky Dink, a children’s program from the 1950s digitized from the Peabody Archive.

Faculty members in their offices and labs are reviewing updates on relevant literature compiled from a profile of their interests maintained by the virtual library. Others are renewing books using GIL or selecting items to add to their reserve reading lists.

In all, our services and collections in 2009 are much the same as they are now, but they are richer and more accessible with the help of technology. Much that was once locked up is now readily available from any network port on campus. GIL and the Virtual Library are simple and intuitive systems and people easily find what they need. Students have more places to study in the Student Learning Center and, with the completion of the Special Collections Building, space has been freed in the Main Library for many books that had been shelved in the Repository. It is a bright future, but not a radical departure from today. Rather, it is a future that reflects dedicated people making the best possible use of the tools available to them to provide the highest level of service.

Strategic Plan

That being said, how do we get to 2009. To answer that, I would like to review the draft strategic plan with you, point by point.

The plan has three major themes:
The Teaching Library
The New Collection
The Expanding Heart of the University

Let me go over each of these with you.

The Teaching Library

Many people think of libraries as passive repositories of knowledge. This was never the case. We have always been active, vital partners in education. Over the coming years, we have the opportunity to make this apparent by placing new emphasis on our engagement with 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

As I have said on many occasions, it is vitally important that we not become distracted by the promise of new technology and services at the expense of our core operations – buying books, cataloging books, answering reference questions, circulating books, keeping the building open, etc. I want to stress this again because the fact is that the use of these core services still accounts for the vast majority of the demand placed upon us.

2. Through collaboration with teaching faculty, promote library resources and services that enhance classroom instruction.

Too often, faculty and students think of the library as complementary and somehow apart from what they do in the classroom. Many of the web based services and resources we offer now can be used in the classroom as an integral part of instruction. For example, the images from the Hargrett Library that have been digitized and the television programs we are preserving. Important educational opportunities are being lost.

3. Partner with OISD and UCNS to fully exploit the potential of the Student Learning Center, especially the Electronic Teaching Library component.

The Student Learning Center offers us a tremendous opportunity to insert library resources and services into the instructional offerings of the University to the benefit of all. We need to work with OISD and UCNS on these efforts. For example:

- Information literacy programs – There is a move afoot, led by Susan Curtis, to provide instructional sessions to students that will teach them the basics about computers, about the Internet, about basic tools and skills that they will need now and throughout their lives.
- Faculty development in instructional technology – Faculty need help too and we will have classrooms that can be used for this purpose.
- Innovative use of the group study rooms – There will be 99 group study rooms in the Electronic Teaching Library component of the Student Learning Center, varying in size from six seats to twelve seats. This is more than any other library in the country and these rooms offer us a unique opportunity to promote collaborative learning among students.
- Identify spaces for special programs such as readings and lectures

There will be several attractive spaces in the Student Learning Center that we could use for lectures, readings, even musical performances. This would enliven the building.

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

The computer workstations in the SLC will be holistic. They will combine the features of our current library workstations with the offerings found in the computer labs on campus –

word processing, spreadsheets, etc. We need to work with UCNS and OISD to find the best mix of resources and applications.

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

As I have said before, I am concerned that the electronic resources we offer are split between GALILEO and our own web site. Further, these resources are not as simple to find as they should be. This is true for other libraries as well. We need a virtual library, a presence on the web that is simple, intuitive, and consistent.

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

The Libraries have benefited tremendously from these Regents funded programs. They have addressed areas that we wanted addressed. I expect that funding for systemwide efforts will continue, and possibly even grow in support for digitized resources. We need to maintain our involvement and support of these programs.

6. Continually assess services and operations

We do not have good tools to measure how well we do things. ARL is working on a set of "new measures" – statistics we can gather that will allow us to calculate the benefit of our programs to the University. We need to follow what ARL develops and we should also explore other tools as well.

7. Seek outside funding to support the Teaching Library

Outside funding will become increasingly important for all of our activities. Technology is especially important to the Teaching Library and technology costs money. The Student Learning Center offers us some naming opportunities we can use to build an endowment to support technology.

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

Our services, our collections are only as good as our staff. We need to ensure that we develop people who can work well in the Teaching Library. To do this, we certainly need to look for opportunities to increase compensation. However, this is largely out of our hands. A strong training and development program can provide incentives for people to work here and can provide an understanding of the importance of our work.

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

Faculty consistently tell me – including many with experience in much larger libraries – that they are delighted with the scope and focus of our collections. They can find what they need here and find it more conveniently and efficiently. Obviously, we have been doing something right all these years. We need to build upon the strengths that have made our collections by not tampering with success. However, we also need to measure our collections to better understand how they fit with the university programs of instruction and research.

2. Ensure an adequate budget to support the new collection

Journal prices continue to rise. Elsevier thinks they are doing us a favor when they tell us that they will hold cost increases down to 10%. Escalating journal prices are making it difficult to purchase the monographs we need and to invest in the technology we will need for the future. To grow, we need budgets that at least keep pace with these very real cost increases.

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

Increasingly, we will have options on how we make a book or journal article or other document available to faculty and students. In some cases, print will be the best choice, in others electronic will be best. We will even decide sometimes that we need both. With other documents, we will decide to rely upon ILL or upon some cooperative arrangement with other libraries. We need to select with these options in mind.

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

All the funds we have put into electronic resources are of little use if we do not have the right equipment and infrastructure to support these resources. Further, while we hope that these resources will be used in homes, offices, and labs, this will not happen without a capacious network. Finally, people are needed to support all this stuff. The University has asked the Regents for permission to institute a technology fee for students that would support equipment, network infrastructure, and support staff. The Libraries would share in this fee, but the Regents have not yet approved it.

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

Scholarly communication will change, particularly in the sciences. Electronic journals and pre-print servers are becoming increasingly important. The NIH is considering a web site where research reports would be posted. SPARC initiatives are realizing success. The new copyright law may affect our work. We need to identify and promote those developments that have the most promise to help us and our readers by improving scholarly communication.

6. Abide by prevailing copyright law while protecting the principles of fair use

Fair use allows students and faculty to freely access our collections for research and educational purposes. Publishers are not always happy about this, but we need to protect fair use while also ensuring that we do not violate the copyright law.

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

These three collections represent the fastest growing areas of the libraries. We continue to realize great success in securing new collections and this will only accelerate as we develop the new building. The primary documents held in these collections are vital to research and constitute an asset that we can use to promote cooperation with other research libraries.

8. Digitize book, image, manuscript and media collections especially in cooperation with other libraries

As the technology improves, it becomes increasingly possible to digitize portions of our collections and make them widely available across the Internet. We are doing much of this and these activities will only increase.

9. Preserve library materials in all formats for future generations using the most suitable technology

Our most pressing preservation needs lie with our media archives where programs recorded on magnetic tape are in danger of losing their signal. We must also be mindful of our rare print materials and of books from the general collection that require attention.

10. Seek outside funding to support these activities

Again, we cannot do all this with state resources alone. We need outside donors and we need grants.

The Expanding Heart of the University : Library Buildings

Carlyle said that the library was the heart of a university. Well, our heart needs to grow to support the expanding student body and the increased collections. 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.)

There are acknowledged standards for determining library space. We need to continue to use these to illustrate our space needs.

2. Complete HVAC retrofitting of the Main Library

While it has been a pain, HVAC is providing us with greatly enhanced space in the Main Library. We will complete it and we will consider the options this improved space gives us in reorganizing our services and collections.

3. Complete and occupy the Electronic Teaching Library component of the Student Learning Center

Ground will be broken for the SLC next spring and it should be completed by fall 2002. This represents a great opportunity for us to revitalize our services.

4. Design and construct the Special Collections Building following upon the success of our fund-raising program

At this point, we have raised close to \$8.5M for the Special Collections Building. Our goal is \$10M for the building and another \$10M for an endowment. The University, through the Regents, will provide the other \$20M we need for construction. The timing of this building, and its exact location, are still to be determined.

5. Renovate Main and Science libraries to provide an environment conducive to research and learning.

Both of these buildings need some cosmetic renovation – new paint, carpet, furniture would do wonders. We also need to reconsider the physical organization of both buildings before we do any remodeling. Funds have been requested.

6. Explore ways to provide additional library space for Science library seating and collections.

Science has lost seating over the years. We do have a proposal to add floors to the Science library, but I am not optimistic about this approach. It is hoped that the completion of the Special Collections Building may provide us with some opportunities to re-align the collections and create some space in Science. For example, we might consider moving the Map collection to Main.

7. Work with College of Arts and Sciences to design and construct a Fine Arts Library

The faculty and students who use our music and art collections are being located to the east campus. We are looking at the possibility of expanding the existing Music Library into a Fine Arts Library to allow us to move the collection closer to the primary users and also free up space in the Main Library.

8. Include a new Media Department and Digital Media Lab in the building that will face the Student Learning Center

These elements were originally part of the Student Learning Center. However, they were cut from the program due to budget constraints. Another building will be constructed across from the Student Learning Center and it is expected that space will be available there for these operations.

Conclusion

This strategic plan grows from a vision of the future but also from efforts that are currently underway. The University has asked us to keep this plan brief – three to five pages – and we have done that. The University wide committee will take the plans of about thirty campus units, including the Libraries, and incorporate them into a single plan that will also be no more than five pages. I doubt that many of the specifics of our plan will be evident in the University’s plan. Rather, I expect our plan to inform the committee as they prepare the University’s plan and that they will offer broader themes that ours will fit within.

As for the schedule, we hope to submit this draft to the University committee soon. However, it will remain a draft until December. We still have plenty of time to revise and augment the plan if we need to. I hope all departments and all divisions will review the plan and think about possible corrections and additions. Also, our plan will be made available to the campus community through the University Committee’s web site. I hope we get some feedback from the faculty, staff, and students.

As we look to the future, I expect most of what we have laid out in our plan to come to be. The themes especially will hold true: we will become a more active teaching library; we will see a changing balance of print, electronic, and resource sharing in our collections; and we will construct new space. Many of the specific points mentioned above will also occur, although the method and technology used may be different. This plan, then, sets directions. More important, its drafting gave us the opportunity to think about the future in a structured way. I hope you find it useful for that purpose as well.

Addendum: More Immediate Goals

Let me finish up by focusing on some more immediate goals. Last August, the President asked each Dean and Vice President to prepare five attainable goals. We discussed these at a Presidential retreat last year. This past may, the President made a similar request for five goals

for FY2000 as well as a report on the five goals we did for FY1999. Let me go over those ten goals with you:

Report on 1998/99 Goals

1. *Develop a plan for addressing the high cost of journals, especially in the sciences.* We have begun to address this through working with consortia and with the Association of Research Libraries. However, this is a long term problem for all universities.

2. *Begin implementation of a new computerized library system to replace GALIN.* We are now operational!

3. *Institute a formal preservation program for radio and television programs.* In addition to an NEH preservation grant, we redirected staff and reallocated \$50,000 for this effort.

4. *Develop a means to recover printing costs for public printing.* In a joint effort with UCNS, a method to charge for printing has been selected and should be implemented in the fall of 1999.

5. *Continue planning for new library space and for improving existing space.*

- Library staff have been heavily involved in planning for the Student Learning Center.
- The Special Collections Building is now second on the University's list of capital priorities and has been forwarded to the Regents. Significant private funds have been raised.
- The HVAC renovation of the older portion of the Main Library is slightly ahead of schedule.

Goals for 1999/2000

1. *Increase access to electronic journals.* We will continue to expand access to electronic journals while trying to put a ceiling on prices for print subscriptions.

2. *Complete implementation of the new computerized library system, GIL.* Implementation of this new system will be complete this year and should allow many new services.

3. *Develop a teaching library philosophy.* The Libraries will be more active in making students and faculty aware of the vital role library resources and services can play in instruction as well as research. This is especially important in the Student Learning Center.

4. *Continue planning for new library space and for improving existing space.*

- Continue fund-raising, select architect, and determine site for Special Collections Building.
- Complete the detailed planning and develop a staffing plan for the Student Learning Center.
- Complete HVAC renovation in the old building of the Main Library.
- Work with College of Arts and Sciences to develop a proposal for a Fine Arts Library.

5. *Develop a staff training and development program.* To address core competencies, service, and recruitment and retention, we will build a program that will provide consistent and balanced training and development for all library faculty and staff.

Of course, these are only five goals for each year and I had to be highly selective. Still, I think they represent the major challenges and opportunities that confront us.

With that, I will conclude my remarks and open this up for any questions.