



The University of Georgia

UNIVERSITY OF GEORGIA LIBRARIES

STRATEGIC PLAN

2014

October 1, 2014

STRATEGIC PLAN WORKING GROUP

SUMMARY OF VISION AND GOALS

VISION: The UGA Libraries will advance the University's mission by providing the best possible access to recorded knowledge. We will actively contribute to the success of students and faculty through teaching and research services provided in physical and virtual environments that enhance learning and intellectual creativity. As the Libraries conduct this work, we will emphasize assessment-driven decision making, collaboration, diversity and inclusion, the thoughtful use of technology, and innovation in scholarly and literary publishing. The Libraries will respond creatively to changes in the higher education landscape and exemplify the University's strategic priority to serve the citizens of Georgia and beyond.

GOAL 1: The Evolving Collection

The modern library collection combines resources in traditional and emerging formats, supplied through a variety of acquisition strategies and preserved for current and future generations of scholars. We will provide access to this recorded knowledge at a level consistent with our users' needs and expectations, maintaining a collection that includes scholarly literature in researchers' fields of study, resources for teaching and learning, and special collections, electronic archives, and other primary sources that support original research.

GOAL 2: The Discoverable Library

To be useful to scholars, library collections must have tools such as catalogs and finding aids to describe and organize their contents. We will provide discovery and access for a vast spectrum of digital and analog materials via a virtual library that is seamless and readily understood by researchers and learners. We will develop tools that make previously inaccessible resources accessible and provide efficient and controllable frameworks to support use of these resources. We will redesign our workflows and realign our efforts to manage a collection that is increasingly digital but that also emphasizes the local and the unique.

GOAL 3: The Teaching Library

The UGA Libraries collaborate with faculty and students to support all stages of the learning process. Exploring a variety of teaching and outreach methods, the Libraries play a key role in UGA's commitment to excellence in education and service to the University community and citizens of Georgia. We will sustain a vibrant and innovative teaching library that contributes measurably to student success and that responds effectively to changing priorities, needs, modes of instruction, and pedagogical approaches. The library will be woven into the fabric of online learning and will help reduce the cost of higher education for Georgia students through its work advancing affordable and open educational resources. We will provide student-centered libraries in which learners are not only knowledge consumers but knowledge creators.

GOAL 4: The Library as Place

The library as place remains critical in higher education, even as researchers are increasingly accessing resources electronically. The UGA Libraries' facilities support our community of scholars by providing an archive of knowledge and well-equipped spaces to inspire group and individual learning in an adaptable

and accessible environment. We invite and accommodate campus partners within our environs to facilitate active learning and support scholarship throughout the research life cycle. The Libraries will be reinvented as 21st-century learning environments that cultivate student success and that facilitate discovery, study and contemplation, collaboration, knowledge creation, knowledge stewardship, and knowledge sharing.

GOAL 5: The Library as Publisher

The Libraries contribute to the creation and growth of the scholarly and literary record through the publication activities of the University of Georgia Press, *The Georgia Review*, the Digital Library of Georgia, and the Athenaeum@UGA institutional repository. We will leverage our publishing and digital library programs to explore ways to establish new sustainable modes of scholarly communications that generate worldwide visibility for faculty and student research, the literary arts, and digital scholarship created at UGA. We will provide enhanced stewardship for the “big data” resulting from our digital initiatives and collaborate with others on campus and beyond to support open data and open scholarship resulting from the University’s research enterprise. Through these activities, we will contribute to the literary, cultural, and educational advancement in our state, the nation, and the world.

GOAL 6: The Empowered Staff

Recruiting, retaining, and developing a talented, diverse, and knowledgeable Libraries’ faculty and staff is essential in realizing the University of Georgia’s strategic vision to strengthen undergraduate and graduate education and invest in research excellence. Toward this end, we will have Libraries personnel with broad engagement in developing solutions for our most promising and most challenging strategic objectives, who are helping to reinvent their own work, who exhibit a habit of continued learning, who work within a culture of collaboration, in a climate that values diversity and inclusion, and as part of an organization that rewards initiative and innovation.

EXPLANATION OF GOALS

GOAL 1: The Evolving Collection

The modern library collection combines resources in traditional and emerging formats, supplied through a variety of acquisition strategies and preserved for current and future generations of scholars. We will provide access to this recorded knowledge at a level consistent with our users' needs and expectations, maintaining a collection that includes scholarly literature in researchers' fields of study, resources for teaching and learning, and special collections, electronic archives, and other primary sources that support original research.

Goal 1 Background

The universe of scholarly resources continues to expand in size, diversity, and cost. Researchers are quick to embrace and advocate for new formats and simultaneously reluctant to abandon traditional ones. Merely keeping pace with the rising cost of existing subscriptions strains library budgets and hampers support for new academic programs and fields of research. Electronic publishers have made impressive progress converting our printed heritage to the digital environment in addition to creating new digital-only works, but the resulting collections require cost investment on an unprecedented scale, far beyond the capacity of most libraries to afford. Meanwhile, increasingly comprehensive search engines heighten researchers' awareness of the existence of resources the library does not provide, feeding their perception that the collection is inadequate even as it registers substantial growth over time. Digital rights restrictions further impede libraries' ability to benefit from the advantages that digital technology could make possible. Digital information, both locally created and commercially purchased, presents an entirely new set of preservation challenges in addition to the continuing needs of library print holdings. (Further discussion of the Libraries' role in knowledge creation is contained in Goal 5.) The prominence of the Libraries' special collections serves as a magnet for attracting new donors but creates new strains on budgets and staff to provide proper maintenance and exhibition as this area of the Libraries' collections experiences more rapid growth.

Despite this challenging environment for library collections, positive developments for the UGA Libraries may be noted. Modest but regular budget increases have helped us avoid losing ground on existing subscriptions. Purchasing subscriptions in packages provides access to the largest number of titles at the most favorable cost per use. GALILEO's long-standing role in negotiating favorable pricing and providing access to basic resources at the consortial level makes the UGA Libraries' local budget extend further and allows us to purchase materials that serve a more research-oriented clientele.¹ Exploration of patron-driven acquisitions programs for monographs enables us to tailor our collection more precisely to users' needs. Greater availability of use statistics increases our ability to evaluate and modify purchasing decisions. Improvements in the efficiency of GIL Express and Interlibrary Loan reduce the obstacles faced by users when their desired resources are not part of our collection. Membership in organizations such as PORTICO begins to address the challenge of preservation of electronic access in a world where many digital materials are not owned in a traditional sense or held locally under the Libraries' control. Having the 13th largest archival collection, the 8th largest government documents

collection, the 6th largest map collection, and the 3rd largest media archive in the Association of Research Libraries, the Libraries are well positioned to excel in a world where special collections will be an increasingly important factor in defining the reputation and significance of library collections. Moreover, the opening of the Richard B. Russell Building Special Collections Libraries has created optimum space for the display, study, and preservation of special collections, and housing the government document and map collections in newly renovated space in the Main Library has improved access to these materials as well.

Goal 1 Assessment Data

Budget support: UGA's spending level relative to our peers has fallen substantially in the past ten years, though investments in recent years are helping the University to regain some of the ground that it had lost. In FY05, UGA ranked 33rd among Association of Research Libraries institutions in spending on research collections. The University currently ranks 51st. The low point was FY09, when the Libraries received \$2.2M less than needed to maintain the collection at a status quo level, triggering a major journals cancellation project. As a result, UGA's ARL ranking dropped 20 places (from 40th to 60th) by FY10. Starting in FY10, renewed investment in the Libraries' collection helped UGA to improve its position relative to other ARL institutions. However, UGA could face journal cancellations again in FY16 unless it both fills an ongoing structural deficit in the Libraries' budget and increases spending sufficient to cover inflation.

It is important to note that the efforts in regard to the library materials budget have been primarily aimed at avoiding additional journal cancellations. Faculty requests for new databases and journals that support research and teaching have gone largely unaddressed.

User behavior: Collection-related assessment data reveal a mixed picture of use declining in some areas while increasing in others as well as shifts in user perceptions that do not consistently match actual changes in the collection. Use of library-funded electronic resources is strong with full-text downloads exceeding 3 million in each of the past two fiscal years. The picture is substantially different for print. Since FY04, circulation of the Libraries' print materials has fallen by 40%. The decline is greatest at the Science Library, with a drop of 61%. However, circulation at the Music Library has increased by 42% and at the Curriculum Materials Library by 27%. Interlibrary loan borrowing has also increased, up 23% in the last five years.

LibQUAL+®/User perceptions: In each LibQUAL+®ⁱⁱ survey, users have assigned the lowest scores to the information control section of the survey (questions related to the collection and to the electronic tools used to discover materials in the collection). The lowest scores of all occurred in the 2010 survey, even though the Libraries' collection had increased every year since the previous survey in 2006. User perceptions of the Libraries' collection may have hit a low point in 2010 in response to the journal cancellation project carried out in FY09 as a result of budget cuts. Access to journal articles is an area of particular and ongoing concern, where the perceived quality of the Libraries' collection does not even meet the minimum expectations of faculty and graduate students. LibQUAL+® scores for 2013 show substantial improvement, perhaps as a result of budget increases, but still fall slightly below minimum

expectations for access to journals. In addition, faculty and students continue to express a desire for print books while simultaneously increasing their use of electronic resources.

Goal 1 Outcomes/Progress Indicators

Enhanced diversification of the UGA Libraries' holdings in support of the University's research, teaching, and service missions;

Provision of a library materials budget that permits the purchase of new subscriptions and databases in addition to supporting the cost of inflation on existing ones;

Achievement of the objective set in UGA Strategic Plan goal VI. d. to "improve the Library Investment Index as measured by the Associated Research Libraries (ARL) to the median of aspirational institutions by 2020."ⁱⁱⁱ

Ability to respond favorably to user requests for new subscriptions and databases rather than rejecting or deferring them;

Ability to adopt new journal packages and other offers by publishers that provide significantly greater access for comparatively small cost increases;

Ability to support purchases of traditional formats as long as users continue to request or use them while also providing equal or greater support for new types of publications;

Ability to support and increase acquisition models such as demand-driven programs that allow our users a more direct role in building the library collection without eliminating traditional collecting models that serve both current and future users;

Ability to invest in resources that support new academic programs without curtailing support for existing ones, as well as earlier awareness of the potential library needs of new programs;

Increased efforts to inform users about the Libraries' relationship to the resources they depend on for research and teaching, such as displaying a "brought to you by..." message prominently on database landing pages;

Increased awareness and use of special and general collections, including use by individual researchers and by classes of students, use by scholars drawn from both local and more-distant locations, and use by less traditional groups such as younger students and community groups;

Availability of sufficient storage space to manage and preserve locally created digital resources as well as traditional print materials; and

More positive statistics and comments about the Libraries' collections in assessment measures such as LibQUAL+®.

Goal 1 Alignment with UGA Strategic Plan

Strategic Direction I: Building on Excellence in Undergraduate Education

The Libraries' collection supports undergraduate education in all fields of study offered by the University. The collection contains both basic materials appropriate for introductory study as well as resources for more advanced students. The Libraries also offer reserves services at multiple library locations where instructors may assemble temporary collections of print and electronic resources for more intensive use by the students in their classes.

Strategic Direction II: Enhancing Graduate and Professional Programs

Graduate and professional students are among the most intensive users of library resources, and they are supported by a collection that includes 4.5 million print volumes; tens of thousands of electronic journals; 6.6 million microforms; over 350 online databases; collections of maps, government documents, and audio-visual archival material that are among the largest in the nation; and more than 70,000 cubic feet of unique historical records in special collections. Resources not held by the Libraries can be easily obtained in most cases from other libraries through GIL Express and interlibrary loan at no cost to the user.

Strategic Direction III: Investing in Proven and Emerging Areas of Research Excellence

No university can achieve its research goals without sufficient access to the scholarly record. At UGA much of the Libraries' annual materials budget is consumed to maintain existing journal and database subscriptions, but the Libraries also are developing new approaches to increase the access we can provide. Journal subscriptions have been converted to online format whenever possible, and journal package purchase models permit the Libraries to offer access to thousands of journal titles for which we do not hold traditional subscriptions, thus providing support to new academic schools and programs where our collecting has not been as comprehensive in the past. We also offer a patron-driven acquisitions program for electronic books that gives library users direct control over the purchase of monographs not already selected by library bibliographers.

Strategic Direction IV: Serving the Citizens of the State of Georgia and Beyond

The Libraries' facilities and collections are open to all visitors to use on site, and citizens of the state who are not associated with the University can obtain borrowing privileges for the Libraries' collections through their local public libraries. As Georgia's regional depository library for federal government documents, the Libraries provide collection management guidance for the 22 selective federal depository libraries in the state. We are also the official depository for Georgia government publications and provide free access to state documents in print and online through the Georgia Government Publications database. Our interlibrary loan program lends far more items to other libraries than it borrows from them. Researchers travel from throughout the country as well as from many international locations to make use of our special collections. In a world where much research material in electronic format is locked behind paywalls, the Digital Library of Georgia provides online access to digitized archival material from hundreds of library and archival collections throughout the state and nation that are freely available to users worldwide.

Strategic Direction V: Improving Faculty Recognition, Retention, and Development

President Morehead in his 2014 State of the University Address communicated the importance of “preserving and growing the quality of faculty” and that supporting the faculty “in every way possible” is a top priority.^{iv} A key element of this support is the library collection, print and digital. Faculty are more attracted to institutions with strong library systems that provide access to the literature in their fields and to primary sources and databases that support their research. At UGA, library tours and discussions with collection development librarians are included when possible as part of on-campus interviews for prospective faculty members, who often inquire about specific library resources as a factor in their evaluation of the research or teaching positions they may be offered. Librarians regularly meet with new faculty members to learn more about their research interests in addition to keeping up with the evolving interests of established faculty.

Strategic Direction VI: Improving and Maintaining Facilities and Infrastructure to Provide Excellence in Instruction, Research, and Service

A funding goal for library collections is described explicitly in section VI. d. on page 26 of the UGA 2020 Strategic Plan. The strategic priority expressed is to “provide library services for instructional, research, service, and student-programming needs.” The goal set by the 2020 plan is to “improve the Library Investment Index as measured by the Associated Research Libraries (ARL) to the median of aspirational institutions by 2020.”^v

GOAL 2: The Discoverable Library

To be useful to scholars, library collections must have tools such as catalogs and finding aids to describe and organize their contents. We will provide discovery and access for a vast spectrum of digital and analog materials via a virtual library that is seamless and readily understood by researchers and learners. We will develop tools that make previously inaccessible resources accessible and provide efficient and controllable frameworks to support use of these resources. We will redesign our workflows and realign our efforts to manage a collection that is increasingly digital but that also emphasizes the local and the unique.

Goal 2 Background

A library collection is only as useful as it is open to discovery. In the past discovery might begin and end with the ability to examine books on a shelf, but as texts have increased exponentially in number and expanded beyond the print realm in format, the need for control and organization of library resources has become ever more critical. In addition to perusing items on a shelf, today’s researchers employ search engines to match their needs to resources represented by descriptive information known as metadata.

The metadata used to make library collections more accessible exist at varying levels of detail and effectiveness. Some items, such as archival materials, government documents, or newspapers on microfilm, may lack all but the broadest descriptive information, offering researchers no means beyond page-by-page examination to determine their relevance and usefulness. Books and journal articles are

usually better provided for, with individual titles, subject keywords, tables of contents, and descriptive abstracts that can be identified through search engines in library databases. Even these descriptive features, however, do not always penetrate to the level of detail needed for some research topics. Full-text searching is a newer development that can compensate for limited metadata, but it can leave users overwhelmed by the sheer number of search results they retrieve. Search engines continue to evolve in sophistication, but as sophistication increases, the more users struggle to learn how to use search engines effectively. This challenge is greatly magnified by the existence of hundreds of different databases, each with varied contents and unique search capabilities. Discovery services that allow users to search multiple databases from a single search box represent another new development intended to address the problem of data segregated in separate silos, but like full-text searching, the very power of discovery services threatens to return results numerous beyond the capacity of most users to manage. Finally, even when manageable lists of resources can be identified, researchers may be further frustrated by the complexity involved in linking from the metadata to the desired item itself, and they may judge the library collection inadequate when the problem resides more in the inadequacy of the tools available to access it.

The UGA Libraries have made many strides in recent years toward providing better access to our holdings as well as support for ancillary research tools such as citation-management systems (EndNote, RefWorks, etc.). In preparation for the physical move of materials to the new Russell Special Collections Building, many special collections such as the Wymberley Jones De Renne Georgia Library and the Confederate Imprints Collection were added to the GIL library catalog for the first time. As part of the same effort, over 100 records for Media Archives collections were added to GIL, and the Hargrett and Russell Libraries digitized all of their print finding aids and established Web-based databases for the discovery of their archival collections. Over 10,000 textbooks and similar teaching materials in the Curriculum Materials Library, another 10,000 items in the Georgia Museum of Art Library, and over 1,100 music scores held at the Music Library have become more accessible as the result of major cataloging projects to create or enhance their records in GIL. Increased efforts have also been made to reduce the backlog of donated materials awaiting cataloging, and cataloging records have been purchased to provide access to newer library formats such as the Naxos streaming audio recordings. The original GIL Classic catalog interface, which affords users the power to do more sophisticated and precise searching, has been joined by GIL-Find, a newer interface that offers more inclusive searching and features such as the ability to mark favorites and set up automatic updates to designated searches. We also promote the discovery of our holdings through the Google Books full-text search interface, which allows users to link to GIL after identifying titles in Google Books that they want to examine beyond the limited text excerpts provided by Google. Development of GALILEO@UGA, a local version of the statewide suite of databases, has enabled the Libraries to offer subject menus more closely tailored to the needs of UGA faculty and students, and the new LibGuides software allows our librarians to take customization even further by preparing websites designed for individual classes that include lists of resources and recommended research strategies. The Libraries have also implemented the EBSCO Discovery Service, a product that makes it possible to search multiple databases simultaneously and refine results by a variety of limiting facets as well as enabling full-text searching in Google Scholar to

ensure the seamless integration between Libraries' resources and the Google suite of research tools. The Digital Library of Georgia's highly successful digitization projects have been characterized not only by the conversion of thousands of texts, images, and audio-visual resources to digital format but also by the provision of robust metadata and innovative search options to support users in their exploration of these databases. The design of DLG and Libraries' Web pages is guided by usability testing with students and other patrons. The Libraries have made progress toward replacing our current GALILEO-password-based authentication process, a source of considerable frustration among users, with the more familiar and functional MyID approach. Additional projects under investigation for the near future include increased mobile presence for our online tools, greater customization options for users, and a new version of the materials-processing system used behind the scenes by Libraries employees.

Goal 2 Assessment Data

User behavior: In an environment where circulation of print resources has been declining overall, the two circulating collections (Music Library and Curriculum Materials Library) that have been the focus of major cataloging projects have seen significant increases in use. On the electronic side, the DLG recently placed fourth within the most-used hubs in the Digital Public Library of America.

User perceptions: Three statements in the LibQUAL+® survey relate directly to online tools that help users discover library holdings: "making electronic resources accessible from my home or office; a library Web site enabling me to locate information on my own; and easy-to-use access tools that allow me to find things on my own." While all user groups ranked the UGA Libraries as performing adequately in these areas in the 2004 and 2006 surveys, in 2010 faculty and graduate students judged the Libraries as falling below even their minimum expectations for all three statements. By the 2013 survey the Libraries had regained acceptable status in two of the three areas but still fell below the minimum on the library website ranking. Comments included with the survey indicate that some users find the Libraries' website, catalogs, and search engines to be non-intuitive to use, difficult to navigate, needlessly complex, and outdated in appearance. The authentication process used to verify users' eligibility to access the Libraries' resources emerged as a particular target for strong criticism, which we will resolve soon.

Goal 2 Outcomes/Progress Indicators

Universal design and accessibility to UGA Libraries' resources by creating an intellectual environment that nurtures and supports academic success for our diverse community;

Continuation of database integration efforts and description projects aimed at providing greater control over previously less accessible collections such as media archives and government documents;

More-rapid processing of items received as donations without increased delay in processing those acquired by purchase;

Implementation of a next-generation processing system for acquiring, cataloging, and managing library resources;

Redesign of DLG support tools to improve discovery, including full-text searching;

Evidence of new or greater use of Libraries' collections where cataloging records or enhancements to existing records have been added;

More faculty publications and student theses and dissertations based on locally held special collections and DLG databases;

Deliberate and thoughtful management of our Web presence by such means as adoption of a content-management system to increase the ease and efficiency of making improvements to the Libraries' website; expanded provision of training, software, and equipment for Libraries' staff who contribute to creating and maintaining the website; and increased mobile functionality for all our sites, search engines, and resources;

Professional development support for teaching and program development, which may include ACRL's Information Literacy Immersion training, as well as support for participation in conferences, workshops, and technology training; and

More positive statistics and comments about the Libraries' discovery tools in assessment measures such as LibQUAL+®

Goal 2 Alignment with UGA Strategic Plan

Strategic Direction I: Building on Excellence in Undergraduate Education

As the least-experienced users in the University community, undergraduates have the greatest need for discovery tools that make it easier for them to identify and locate Libraries' resources for their studies. The Libraries' website includes a group of Web pages specifically tailored to undergraduate needs, and most of our LibGuides have been designed for undergraduate classes.

Strategic Direction II: Enhancing Graduate and Professional Programs

Graduate and professional students depend not only on the same basic discovery tools used by all Libraries' patrons but also on more-extensive and -sophisticated features that enhance their access to resources they will need for long-term and in-depth research efforts such as theses and dissertations.

Strategic Direction III: Investing in Proven and Emerging Areas of Research Excellence

As increases to library budgets for new materials have slowed in recent years, providing better access to materials already held can enable the Libraries' collections to grow in a different sense, that of usefulness. This is especially important for special collections, which have traditionally represented

some of the most challenging materials to enhance with sufficient description to make them truly accessible for research.

Strategic Direction IV: Serving the Citizens of the State of Georgia and Beyond

The Libraries' website, the GIL library catalog, and all DLG databases are freely available to the citizens of the state as well as to users throughout the world. Although some of the other databases provided by the Libraries are licensed products whose use is restricted primarily to members of the University community, most allow at least on-site use by outside visitors, and remote streaming access to Media Archives materials is available to all users whenever copyright regulations permit. Future projects, such as the enhancement of current Media Department database records, will provide access to valuable special collections filled with unique images and interviews, including that department's vast collection of WSB newsfilm. Users in other locations can use our discovery tools to determine whether to visit our facilities in person as well as make advance arrangements for using special collections on site. Those who do not visit in person may use our catalog to determine whether material is available that might be eligible for interlibrary loan.

Strategic Direction V: Improving Faculty Recognition, Retention, and Development

As the most advanced users of library materials, faculty are positioned to benefit the most from effective discovery tools. Identifying formerly inaccessible sources as objects for local study may eliminate or reduce the need for travel time and funding for some projects and help to recruit and retain faculty through the richness of research opportunities available on their own campus.

GOAL 3: The Teaching Library

The UGA Libraries collaborate with faculty and students to support all stages of the learning process. Exploring a variety of teaching and outreach methods, the Libraries play a key role in UGA's commitment to excellence in education and service to the University community and citizens of Georgia. We will sustain a vibrant and innovative teaching library that contributes measurably to student success and that responds effectively to changing priorities, needs, modes of instruction, and pedagogical approaches. The library will be woven into the fabric of online learning and will help reduce the cost of higher education for Georgia students through its work advancing affordable and open educational resources. We will provide student-centered libraries in which learners are not only knowledge consumers but knowledge creators.

Goal 3 Background

The UGA Libraries reach tens of thousands of UGA and community participants annually through their instructional and outreach programs. Librarians and archivists teach in a variety of ways: in the classroom, virtually via chat reference and online tutorials, and in person at service points across campus.

The Libraries offer a breadth of programming both through their own initiatives and in collaboration with other academic units. Examples include the UGA Libraries Undergraduate Research Awards; the Graduate School's Summer Bridge Program; the Peach State Louis Stokes Alliance for Minority Participation's programming; partnerships with K-12 programs; library orientations for UGA programs such as the Osher Lifelong Learning Institute; screenings, public forums, and lectures offered by the Special Collections Libraries; citation-management training and technical support; and specialty instruction for undergraduates, graduate students, faculty, and staff. These initiatives illustrate a rich diversity of programming and the Libraries' commitment to the core mission of the University.

The completion of the Russell Building in 2012 led to an expansion of the use of UGA's special collections in instructional activity. Teaching at the new library is by Libraries' personnel but also by UGA faculty who use the opportunities provided by the new space to encourage their students to engage with original materials in innovative ways. In several cases faculty members have collaborated with librarians and archivists to build entire courses based on the use of special collections.

The Libraries partner with the Office of Online Learning and the Center for Teaching and Learning (both of the Office of the Vice-President for Instruction) to support access to library material in the context of online and e-enhanced courses. Additional activity in this area is needed as UGA expands its online education initiatives.

In general, the Libraries need to remain responsive to trends in higher education in order to keep their teaching relevant. Developing skills and programs to respond to trends like digital humanities, increased accountability expectations (ROI), support for open educational resources (OER) to lower the cost of higher education for students, as well as expanded or new academic programs on campus are essential in maintaining a vital instruction and outreach program.

Additional support for professional development is needed to sustain a responsive, innovative program. The Libraries lag well behind their peers in this area. Continued renovation of library spaces also is important, as like many classrooms on campus, the Libraries' instructional spaces tend to be inflexible and require updating to accommodate more participatory pedagogical techniques, technology, and increasing class sizes.

Goal 3 Assessment Data

The Libraries' instruction program provides quality and essential services to the UGA community, holding classes and consultations for nearly 40% of UGA's total student enrollment each year. Measures of impact include:

LibQUAL+® results: In this periodic survey of UGA students, staff, and faculty, the Libraries consistently exceed the minimum desired levels of service for information literacy instruction, and the percentage of positive responses has increased steadily over the past four iterations of the survey.

Instruction statistics: The number of classes taught and individual consultations has remained steady over the last five years, with annual averages of 561 and 486, respectively. Workshops devoted to the use of the bibliographic-management tools Endnote and RefWorks provide an additional 320 sessions each year.

Desk, Chat, and Remote Reference statistics: A national trend in libraries sees in-person questions at reference desks decreasing. This is evident at the UGA Libraries as well, but the number of questions asked via our online chat reference service has grown substantially. Chat reference traffic has increased 64% in the past five years with current counts near 6,000 questions each year.

Special Collections Libraries: Over 23,000 people visited the Russell Building in its first year as researchers, visitors to exhibits, and as attendees at one of the 360 events held there. Two hundred and forty classes were taught in the building using materials in the archives ranging from rare books and historic documents to film and even costumes. One result of this expanded instructional program in the Special Collections Libraries is a corresponding and pronounced increase in use of archival collections in the Russell Building's research rooms by UGA undergraduate students, contributing to their critical thinking and encouraging them to develop their own original interpretations from the raw material of history and culture.

Other indicators include the success of the Undergraduate Research Awards and Libraries' faculty participation in the First-Year Odyssey program as instructors of record. The number of UGA's faculty requesting librarian-led instruction for their courses semester after semester suggests that faculty believe that user instruction matters and contributes to their students' academic success.

Goal 3 Outcomes/Progress Indicators

Diverse and multicultural perspectives integrated into the UGA Libraries' outreach activities and instruction sessions;

Professional development support for teaching and program development, which may include ACRL's Information Literacy Immersion training, as well as support for participation in conferences, workshops, and technology training;

A healthy and responsive instruction and outreach program as evidenced by an authentic assessment cycle that includes a combination of statistics, examination of progress toward achieving learning outcomes, feedback from students/faculty, and evidence-based improvement plans;

Promote library resources and services to the UGA community and beyond;

Librarians/archivists serving as Instructors of Record for credit-bearing classes;

Innovative new teaching and outreach methods/programs and resources to advance these endeavors,

for example, in areas such as geographic information systems (GIS) and digital humanities;

Enhanced assessment methods that inform our ability to affect student learning;

Collaboration with campus and University System of Georgia (USG) partners to promote the use of open educational resources (OER) to lower the cost of higher education for UGA students;

Improved more intuitive method for off-campus authentication into licensed electronic library resources; and

Library instruction and resources more fully integrated into online learning.

Goal 3 Alignment with UGA Strategic Plan

Strategic Direction I: Building on Excellence in Undergraduate Education

The UGA Libraries promote the academic success of undergraduates and aid faculty in their teaching by providing instructional and research support. The Libraries' teaching activities reach approximately 15,000 students each year, and faculty demand for library-led instruction is consistently strong. Areas of innovation include enhanced use of special collections such as the Media Archives undergraduate curated screenings and exhibits as well as investment toward extending more formal support in areas such as GIS and digital humanities. Both *The Georgia Review* and the UGA Press host undergraduate interns interested in learning about writing, editing, and publishing careers.

Strategic Direction II: Enhancing Graduate and Professional Programs

Areas of innovation include facilitating graduate-student-curated exhibits on the history and future of the book at the Hargrett Rare Book and Manuscript Library. The Civil Rights Digital Library provides a model for future partnerships between the Libraries and faculty, engaging graduate students in innovative Web-based projects. *The Georgia Review* has maintained a graduate-student research position for some twenty-five years; this position is open by competitive application to any interested advanced graduate student from a relevant field of study. Through funding from Georgia Power, the UGA Press offers a competitive annual internship for a graduate student from the Grady College of Journalism and Mass Communication.

Strategic Direction IV: Serving the Citizens of the State of Georgia and Beyond

Since dedicating the Russell Special Collections Building in 2012, the Libraries have sponsored or hosted hundreds of programs reaching thousands of participants from within the UGA community and among the general public. Events like the Georgia Writers Hall of Fame, screenings from the Peabody archive, public issues forums moderated by the Russell Library, academic conferences and symposia, lectures, readings and talks by UGA Press and *The Georgia Review* staff and authors, and many others have generated educational dialogue and cultural enrichment. The Russell Building's museum-quality exhibits provide a new resource to advance learning in the areas of Georgia and broadcasting history. More than

50,000 people have visited since opening, and in 2013 and 2014 the Special Collections Libraries hosted every eighth grader in Clarke County as part of their Georgia Studies curriculum.

GOAL 4: The Library as Place

The library as place remains critical in higher education, even as researchers are increasingly accessing resources electronically. The UGA Libraries' facilities support our community of scholars by providing an archive of knowledge and well-equipped spaces to inspire group and individual learning in an adaptable and accessible environment. We invite and accommodate campus partners within our environs to facilitate active learning and support scholarship throughout the research life cycle. The Libraries will be reinvented as 21st century learning environments that cultivate student success and that facilitate discovery, study and contemplation, collaboration, knowledge creation, knowledge stewardship, and knowledge sharing.

Goal 4 Background

The Libraries offer multiple, well-sited locations throughout the Athens campus. In addition to the Main Library, Science Library, Miller Learning Center, and Russell Special Collections Building, the Libraries also support library spaces at the College of Education (Aderhold) with the Curriculum Materials Library, a reading room at the College of Veterinary Medicine, and a small library at the School of Music, as well as supporting branches at several UGA research facilities and serving as the custodian of much of Georgia's historical record. A long-standing goal came to fruition with the construction of the Russell Special Collections Building. Dedicated in February 2012, the Russell Building provides a new home for the University of Georgia's three special collections libraries: the Hargrett Rare Book & Manuscript Library; the Richard B. Russell Library for Political Research and Study; and the Walter J. Brown Media Archive and Peabody Awards Collection. The Russell Building measures 115,000 square feet and includes a 30,000-square-foot, 35-foot-high storage chamber capable of holding 4 million volumes or 220,000 cubic feet of archival material. This mostly subterranean vault features state-of-the-art climate control, fire suppression, and security. This library building includes research rooms serving an international clientele of scholars, as well as classrooms where UGA professors integrate special collections into their teaching. Exhibit halls within the Russell Building promote among the UGA community and general public a deeper appreciation and enjoyment of Georgia and broadcast history. In the months since it opened, the building's public-event spaces, including a 208-seat auditorium, have been the setting for hundreds of gatherings.

The Main Library has undergone significant renovations since 2012. These include repurposed and renovated office space for the University of Georgia Press and *The Georgia Review*. The sub-basement level area vacated by the Richard B. Russell Library has been renovated as space for the new Map and Government Information Library, which allowed the map collection to return to campus and now provides a dedicated service point for the map and government documents collections. On the entry level, the collections, office spaces and service points have been relocated to provide a more open public space with access to windows. New soft seating, movable furniture, and whiteboards allow for

flexible study spaces. The new ADA-accessible service desks are located near the entry, providing more-convenient assistance, and way-finding signage has been improved. The Libraries have also renovated areas on the third and fourth floors to provide an additional 15,000 square feet of learning commons and study space.

At the Science Library, recent renovations include the addition of windows throughout the main floor, improved classroom space, a combined ADA-accessible service desk, movable furniture, whiteboards, and a general update including new paint and carpet. The Libraries adapted a former office space on the fourth floor to a new, quiet study area branded the “Think Tank.”

The Miller Learning Center celebrated its 10th year and 20 millionth visitor in 2013. Wear at the facility necessitated reupholstering of soft seating and replacement of carpet in highly trafficked areas. The Libraries addressed demand for additional group study by adding a post-and-beam office-design system on the second floor west wing to create enclosed study pods. Mobile furniture and whiteboards were added to other areas to provide flexible-design learning spaces. EITS updated technology at the MLC, including the replacement of many of the PCs with thin-client devices providing access to the new virtual lab or vLab system.

Future plans include the development of a digital humanities lab on the third floor of the Main Library and a GIS lab in the Map and Government Information Library to support interdisciplinary teaching and research. The Libraries also will develop a master plan for the renovation of additional spaces at the Science Library, having received private funding to begin this planning process.

The library as a place of serendipitous discovery via an open and browsable print collection will continue to be a hallmark. As mentioned in Goal 1, print materials continue to be requested and utilized. As electronic access grows, more libraries are choosing to store increasing amounts of their print collections off site in order to convert spaces into learning and studying areas. To accommodate growing print collections, beginning in 1993 the Libraries began relocating low-use items to an off-site repository that is currently at 80% capacity. A USG or regionally shared repository for storage of print materials could alleviate some of these impending space shortages especially if next day delivery service could continue to be provided. Vacated spaces could be converted into additional spaces for collaborative and individual uses along with inviting campus partners to provide services in concert with those of the Libraries. Upgrading outdated spaces is an ongoing issue as well. Identifying priorities and securing funding to accommodate the evolving library will be crucial.

Sustainability has been a factor in the recent construction and renovations efforts at the different library locations. The Russell Building was built to LEED gold standards. At the Main and Science Libraries, energy-efficient lighting fixtures replaced existing fixtures throughout the public areas. Filtered water rehydration stations encourage waste reduction by allowing hands-free filling of reusable water bottles as well as serving as water fountains. Trash receptacles have been replaced with dual bins for landfill and single-stream recyclable items.

Goal 4 Assessment Data

Gate counts: Visits to the Main Library have decreased somewhat over the last five years, while gate counts at the Science Library have increased since the renovations. Gate counts at the MLC are close to 2 million for FY13. This is a slight decrease from previous years but in line with the gate counts for the previous five years. A campus-wide survey initiated in 2013 by EITS, TechQual+, asked students which computer lab on campus they used the most. MLC was ranked first (58% of respondents), and the Main Library was second (34% of respondents). The Science Library was not listed as an option for this question but will be included in future iterations of the survey. It is significant, however, that even without the Science Library numbers, 92% of respondents preferred labs provided by or in partnership with the UGA Libraries.^{vi}

LibQUAL+®: One of the aspects of library performance measured in LibQUAL+® surveys is “Library as Place” or the evaluation of the library facilities and environment. While in previous surveys users have ranked actual conditions lower than their desired levels, in the 2013 survey this gap narrowed, suggesting that the renovations have helped to improve users’ satisfaction with the Libraries’ facilities. For faculty and staff survey participants the gap disappeared altogether; that is, the Libraries’ facilities now equal or exceed their desires. Comments accompanying the survey support the conclusion that users are pleased overall with the recent changes, but they also indicate a desire for further improvements and renovations.

Russell Special Collections Building use: Since its dedication in February 2012, the Special Collections Library as a facility has expanded the reach and impact of our special collections by providing more access with exhibit and classroom space. In 2012 the building had more than 23,000 visitors who attended 92 tours, 240 classes, and over 360 unique events ranging from small meetings to banquets.

Goal 4 Outcomes/Progress Indicators

Universal design and accessibility provided to UGA Libraries’ facilities and holdings by creating and enhancing a physical environment that nurtures and supports academic success for our diverse community;

Continued renovations/updates at the Main Library and Miller Learning Center to enhance the library as learning environment;

Development of a Science Library renovation plan to reconceive the space in light of changing needs and to complement the planned Science Learning Center;

New learning commons and expanded library services at the Health Sciences Campus via a renovated Carnegie Library;

Support and staff training for museum functions of the Libraries;

Success with facilities-related components of the Comprehensive Campaign; and

Campus partnerships that expand learning and research opportunities within library space.

Goal 4 Alignment with UGA Strategic Plan

Strategic Direction I: Building on Excellence in Undergraduate Education

The Libraries offer well-equipped spaces that are accessible, flexible, and adaptable to both individual and collaborative learning and study. They contribute to use of library facilities at extended campuses. The Libraries provide space within their buildings for academic support services provided in collaboration with the Writing Center and EITS. The classrooms at the Special Collections Library Building allow classes to be conducted in a space where students can work with primary source materials.

Strategic Direction II: Enhancing Graduate and Professional Programs

Quality library facilities contribute to institutional prestige and, specifically, to recruiting graduate and professional students. Among our users, graduate and professional students are the most demanding and often the most intense users of library resources. They require spaces for informal learning, including group work and individual study. They need access to research support provided by librarians and archivists at our facilities. Increasingly, the Libraries also are able to contribute to their learning in new and innovative ways. For example, graduate students are leveraging the opportunities provided at the new special collections facility to develop student-led exhibitions and colloquia with the Hargrett Library. Advances in supporting the digital humanities via the lab planned for the Main Library (combined with the University's related cluster hire) will provide additional research and creative opportunities for graduate students.

Strategic Direction III: Investing in Proven and Emerging Areas of Research Excellence

The Libraries' facilities contribute to the research enterprise in all areas, and they are integral to research in many disciplines. Through its facilities, the Libraries support research using original and secondary sources in a variety of formats and media. The Libraries provide research support on campus through staff at the Main and Science Libraries, Special Collections Libraries, Miller Learning Center, Curriculum Materials Library, Veterinary Medicine Reading Room, and Music Library. The UGA Libraries contribute to the operation of library locations supporting research at the Skidaway Institute of Oceanography, Sapelo Island Marine Institute, UGA Griffin campus, and Tifton campus. The Libraries facilities contribute to research by supporting its dissemination among the scholarly community, providing renovated space in the Main Library for the UGA Press, which publishes 80 books each year. New event spaces in the Russell Building host hundreds of public events each year, including numerous scholarly conferences and symposia. Looking forward, the Libraries are developing a digital scholarship lab in the Main Library, which will support innovative research in the digital arts and humanities, along with a technology-enhanced lab located in the Map and Government Information Library to support research and instruction using GIS applications. With a privately raised gift, the Libraries will develop a plan for a reengineered use of spaces in the Science Library; and the Libraries are working with the Office of University Architects and others to renovate the 1910 Carnegie Library on the Health Science Campus through which we will expand our research support and availability of library materials at this new campus.

Strategic Direction IV: Serving the Citizens of the State of Georgia and Beyond

The Special Collections Libraries and the Capitol Museum provide facilities that preserve, display, and promote Georgia's cultural heritage. The Libraries provide server rooms and office spaces in which GALILEO operates technology that runs the statewide GALILEO virtual library including the Digital Library of Georgia, providing services for Georgia's public and most private colleges and universities, technical college system, public and some private K-12 schools, and public libraries. The UGA Libraries serve as Georgia's regional depository for documents published by the federal government as well as the official depository for documents published by the state of Georgia. Access to the Libraries' facilities and collections is offered to all members of the public.

Strategic Direction V: Improving Faculty Recognition, Retention, and Development

Quality library facilities are key assets in recruiting new faculty members and retaining existing ones. For example, a recently hired dean remarked to library staff that a visit to the Russell Special Collections Building helped to cement his decision to come to UGA. Within this facility, the Libraries have added instruction space that allows faculty to incorporate special collections into their teaching. The response has been remarkable, and as a result, only two years after the building's dedication about a third of library-related instruction is occurring at the Russell Building. The UGA Press and *The Georgia Review* add distinction to the University and offer opportunities for faculty to disseminate their scholarship and literary creations. The Libraries provide spaces for these operations at the Main Library, where they are visible and convenient to the University's faculty. Plans for a digital humanities space at the Main Library and improvements at the Science Library will advance this strategic direction as well.

Strategic Direction VI: Improving and Maintaining Facilities and Infrastructure to Provide Excellence in Instruction, Research, and Service

UGA's library facilities are essential in providing stewardship and access for the Libraries' print collection (4.5 million volumes), government documents (1 million items), cartographic resources (640,000 items), microforms (6.6 million units), and special collections (70,000 cubic feet of archives, 200,000 books, and 200,000 media items). They provide access to technology required for the support of research and learning, including access to the Libraries' digital collection. Instructional spaces promote information literacy among students and support curricular objectives of faculty. Learning commons support individual and group study and creative activity. The Libraries' buildings provide a setting for service activities like support of the GALILEO virtual library and the Digital Library of Georgia that advance learning statewide. Library spaces are assets in recruiting faculty and students, and they are a common ground for interdisciplinary activity.

Strategic Direction VII: Improving Stewardship of Natural Resources and Advancing Campus Sustainability through Continual Efforts to Reduce the Libraries' Environmental Footprint

A significant accomplishment toward this direction was the construction of the Russell Special Collections Building, which is on track for LEED Gold certification.

GOAL 5: The Library as Publisher

The Libraries contribute to the creation and growth of the scholarly and literary record through the publication activities of the University of Georgia Press, *The Georgia Review*, the Digital Library of Georgia, and the Athenaeum@UGA institutional repository. We will leverage our publishing and digital library programs to explore ways to establish new sustainable modes of scholarly communications that generate worldwide visibility for faculty and student research, the literary arts, and digital scholarship created at UGA. We will provide enhanced stewardship for the “big data” resulting from our digital initiatives and collaborate with others on campus and beyond to support open data and open scholarship resulting from the University’s research enterprise. Through these activities, we will contribute to the literary, cultural, and educational advancement in our state, the nation, and the world.

Goal 5 Background

Scholarly communications is the process by which new knowledge is created and shared. The UGA Libraries are uniquely positioned to develop a strong scholarly communications program based on organizational units that include the largest research library in the state, the oldest and largest publisher in the state, an internationally distinguished literary journal, a statewide digital program, and an institutional repository program that launched the first open-access peer-reviewed journal at UGA. The library-press reporting relationship reflects a small but growing trend on campuses; currently 20 university presses report to libraries nationwide.

Scholarly publishing is the best-known and most visible aspect of scholarly communications, and today it occurs in an ever-increasing variety of forms. The UGA Press and *The Georgia Review* produce award-winning publications and pursue collaborative projects with other scholarly and literary partners. Through monographs and scholarly series, the Press’s publication program makes available important work on diverse cultures and perspectives. Receiving more than four million hits annually, the Digital Library of Georgia is used in virtually every community in the state and also has an extensive national audience. The open-access Athenaeum@UGA repository promotes UGA-affiliated research and scholarship by making it available worldwide. The Libraries, the Press, and the *Review* are members, respectively, of the Library Publishing Coalition, the Association of American University Presses, and the Council of Literary Magazines and Presses, organizations with an increasing interest in scholarly and/or literary communications.

Our scholarly communications program educates faculty, staff, and students on issues in author rights, copyright, and fair-use legislation affecting higher education and assists them in understanding the wide range of scholarly publishing models. To that end, the UGA Libraries support an institutional membership in one of the premier open-access publishers, BioMedCentral. Additional collaborative projects in which the Libraries are involved include the Georgia Board of Regents’ initiative to expand affordable learning solutions for students; our partnership with the New Georgia Encyclopedia, the first

born-digital state encyclopedia; and the nascent digital humanities lab, which is to be located in the Main Library.

These related programs share significant challenges, including the ever-changing array of hardware and software for accessing and long-term storing of publications in electronic format. Additionally posing as challenges are the evolving business models for publishing open access and their varying rates of adoption and acceptance by scholars.

Open-access publishing has found the greatest acceptance in the sciences, perhaps because research in these fields is largely sponsored by tax dollars. Even in the sciences, however, while many examples of top-ranked open-access publications exist, the elite “tenure-worthy” publications such as *Nature* and *Science* are likely to remain within the traditional subscription-based model, where excessive annual cost inflation by for-profit publishers has rendered maintenance of these subscriptions increasingly unsustainable for many libraries.

Apart from the sciences the inroads made by open-access publishing into other disciplines are even more modest. Tax-supported research is less common in the social sciences and humanities, and the scholarly monograph rather than the academic journal article is a more typical requirement for promotion and tenure in the humanities. Although conversations among professional societies such as the Modern Language Association are ongoing about accepting alternative forms of scholarship such as digital humanities work, change is slow in coming.

Related to open access, the topic of open data sharing is a newly emerging challenge for researchers, campus IT infrastructures, and libraries alike. Federal policies, such as the National Science Foundation’s requirement for grantees to submit a Data Management Plan, pose a challenge for our campus with regard to long-term needs for data storage and preservation infrastructure. Athenaeum@UGA offers some assistance to faculty for data storage, however modest; campus efforts are underway to study data-preservation needs, but a more permanent and campus-wide solution remains to be identified.

Meanwhile, the Libraries grapple with their own “big data” challenge. The UGA Libraries hold a large-scale and rapidly growing collection of locally managed digital resources comprising both digitized and born-digital content. This collection is the product of more than 16 years of digital library activity, with an unprecedented acceleration during the past 5 years. For a point of comparison, the entire, HathiTrust, which holds more than 10 million volumes of digital books, amounts to 488TB of data. The UGA Libraries manage nearly 650TB.

The principal categories of digital library activity that have generated our local digital collection include the following:

1. Digitization of paper- and image-based materials, including special collections, government publications, and newspapers, which generates more than 4 million online page views per year
2. Digitization of at-risk analog audio-visual material converted in the interest of preservation
3. Acquisition of born-digital audio-visual material received largely through the Peabody Awards submission process and oral-history production
4. Collection of born-digital electronic records, which follows the shift to digital work products by the people and organizations whose records we collect
5. Development of the Athenaeum@UGA scholarly repository providing stewardship and access for UGA research and related digital content

Digitization has allowed the Libraries to build resources of instant global reach that have generated exciting research and learning outcomes at the University, across Georgia, and nationally. Many of the organization's most compelling ambitions for the future require the ability to preserve and share digital objects. Also, this ability has become essential for the preservation of the at-risk media and born-digital content that we collect. But the scale and level of complexity at which we now work necessitate the careful reexamination of our approach to curating the digital collection that we hold.

Goal 5 Assessment Data

The UGA Press publishes about 60 new books annually. It has more than 1,500 books in print and makes more than 500 titles available electronically. The Press won 18 awards over the past year. It leverages more than 20 outside partnerships to connect users to content and has contracts with about 10 different digital delivery vendors. Three UGA Press books are currently cited as Choice Outstanding Academic titles.

Each year *The Georgia Review* submits for consideration its four book-length issues at regional and national competitions. It is consistently an award winner among all types of magazines, not just its literary counterparts.

The Digital Library of Georgia registered 4.5 million page views in 2013 from nearly every community in Georgia. The DLG received visits from every state and 188 other countries.

The Athenaeum@UGA scholarly repository currently provides stewardship and access for 10,500 works by UGA faculty and students, including electronic theses and dissertations, scholarly papers, and media content. Athenaeum@UGA received 146,600 page views in 2013.

Goal 5 Outcomes/Progress Indicators

Increased digital/web metrics (visitors, depositors, downloads, etc.);

Increased number of open-access journals hosted by the Libraries;

Increased amount of scholarly content deposited in Athenaeum@UGA, such as faculty papers, UGA electronic theses and dissertations, and other works;

Clearly defined goals and objectives for a scholarly communication program to educate the campus on author rights, copyright and fair-use legislation, and open-access publishing;

Progress on innovative collaborative initiatives that explore new modes of scholarly communication;

Increased incorporation of digital resources into monograph publishing and scholarly series produced by the UGA Press;

Successful efforts to secure grant and private funding to support new approaches to scholarly communication as well as existing areas of print and electronic publishing;

Increased dissemination of scholarly resources to citizens of the state, nation, and world in support of the University's land-grant mission and quest for research excellence; and

Development of policies and infrastructure to support stewardship of the Libraries' rapidly growing, locally held digital collection.

Goal 5 Alignment with UGA Strategic Plan

Strategic Direction III: Investing in Proven and Emerging Areas of Research Excellence

This goal supports the visibility and impact of research conducted at the University of Georgia. It promotes the print and electronic publishing of scholarly and creative content via a distinguished university press and internationally recognized literary review. Through the Athenaeum@UGA repository and open-journal hosting services, it highlights additional components of the University's intellectual product, much of which may not have a permanent life in printed form. Goal 5 promotes new forms of digital scholarship and creative activity now coming into their own at UGA in part through new cluster hires. It also encompasses digital resources that provide broad public access to key portions of the original record of history and culture.

Strategic Direction IV: Serving the Citizens of the State of Georgia and Beyond

The Libraries' digital collections on state history and culture are used by all communities within the state and are freely available to support learning at all of Georgia's schools, colleges and universities, public libraries, and wherever citizens have access to the Internet. The UGA Press publishes works of regional interest that support the general educational and cultural advancement of the state. The UGA Press also is a principal partner in the operation of the award-winning and heavily-used online New Georgia Encyclopedia, the first state encyclopedia conceived exclusively for Web-based publication. *The Georgia Review*, though it has readers around the world, serves more subscribers in the state of Georgia than in

any other, and its recently instituted online version of the print journal increases its availability to Georgians and all others. The Libraries' Athenaeum@UGA repository is part of a USG network of scholarly repositories known collectively as the Georgia Knowledge Repository. This network expands open access to USG scholarship for the benefit of the people of Georgia and beyond.

Strategic Direction V: Improving Faculty Recognition, Retention, and Development

The UGA Libraries promote recognition and development of UGA faculty by publishing their research both through established channels and by advancing new models of scholarly communication.

GOAL 6: The Empowered Staff

Recruiting, retaining, and developing a talented and knowledgeable Libraries' faculty and staff and taking steps to increase the diversity among them is essential in realizing the University of Georgia's strategic vision to strengthen undergraduate and graduate education and invest in research excellence. Toward this end, we will have Libraries personnel with broad engagement in developing solutions for our most promising and most challenging strategic objectives, who are helping to reinvent their own work, who exhibit a habit of continued learning, who work within a culture of collaboration, in a climate that values diversity and inclusion, and as part of an organization that rewards initiative and innovation.

Goal 6 Background

The complex nature of a major research library requires a visionary, skilled, diverse, and nimble workforce. Without talented faculty and staff, the UGA Libraries could not have been a leader in such major initiatives as GALILEO; GIL and its shared USG borrowing system; the Miller Learning Center; the Digital Library of Georgia; and the Russell Special Collections Building. The Libraries must remain competitive in salaries and professional development to continue the important work of acquiring, organizing, providing access to, and preserving our resources in a changing information environment.

This goal has been difficult to meet due to the economic downturn. The state allocated a very welcome merit raise pool for FY15. Previously, the University System experienced a lengthy period in which it was not able to support merit raises. This lack of regular opportunities to increase their salaries based on good performance has been hard on Libraries' employees and left UGA near the bottom of ARL salary rankings.¹ Salaries for classified staff, in particular IT staff, are rarely competitive within the Athens job market. Funding for professional travel has been depleted at a time when the rapidly changing information and higher-education environments demand an accelerated rate of professional growth. Limited technology budgets hinder innovation, as employees are not always able to access needed equipment, software, and server space for experimentation.

While the Libraries are fortunate, in this environment, to have continued to recruit excellent faculty and staff, retaining and cultivating them is a challenge. In the absence of a regularly allocated state-funded merit-raise pool, UGA has found internal ways to mitigate some of the most significant cases of salary

compression during the past two fiscal years. The upcoming capital campaign prioritizes support for staff training. To address minimal professional development funds, the Libraries have increased lower-cost training activities such as webinars and leveraged private funding to bring speakers to campus. Although we do not currently have a formal system of mentoring, a mentor program would help new faculty and staff better integrate into the organization and assist with retention. Recent improvements in facilities help with recruitment and promote staff job satisfaction. Public service staff are consistently rated highly by our users. In addition, Libraries' faculty and staff find ample opportunities for collaboration and engagement within the Libraries and the University, and Athens has a rich cultural environment that makes it an appealing place to live.

The Libraries also advance the goal of an "empowered staff" through its diversity-related initiatives. The University of Georgia Libraries, including the UGA Press and *The Georgia Review*, support the University's core values with respect to diversity and inclusion. We strive to create an environment of acceptance and respect in which all students, faculty, staff, and visitors feel welcomed and included at the University of Georgia. In May 2012, the University Librarian established a diversity task force charged with creating the UGA Libraries' first diversity plan. The UGA Libraries' Department Heads Group approved the resulting document in February 2013, and it is available at <http://www.libs.uga.edu/diversity/index.html>.

Goal 6 Assessment Data

Salaries: The median salary for librarians has fallen to 114th out of the 115 members of the Association of Research Libraries (ARL). Only two ARL institutions have starting salaries lower than UGA's. Within the University System of Georgia, UGA's average salary is lower than Georgia State University, Georgia Tech, Georgia Southern University, and the University of West Georgia.^{vii}

Professional development: Professional travel support for librarians and archivists has been low relative to UGA's peers with a baseline allocation of \$300 per faculty member per year. As a result, the professional engagement of many library faculty in activities outside the University is constrained, particularly when low travel support is coupled with lagging salaries. The Libraries have increased our use of Web-based professional development opportunities, providing cost-effective ways to keep library personnel informed of emerging trends. In 2013 the Libraries offered 15 webinars, 4 classroom instruction sessions, and a lecture as part of our Staff Training and Enrichment Program (STEP). The Libraries' Professional Development and Research Committee (PDRC) convened sessions on topics of interest to the library faculty and staff, including an assessment of user perceptions of library services and an evaluation of learning outcomes that result from library instruction. The Libraries also have made effective use of endowment funds to bring speakers to Athens to share information on significant topics.

User perceptions: In LibQUAL+® surveys the level of service by Libraries' employees exceeded users' basic expectations every year. With the exception of a slight dip in 2010, the ratings for service levels have increased each year on questions such as "Employees have the knowledge to answer users'

questions” and “Employees understand the needs of users.” The most recent data shows that our users’ desired level of service is 7.96, and their perception of our service is 7.66, meaning we nearly meet their ideal level of service.

Goal 6 Outcomes/Progress Indicators

Provide enhanced financial and other resources to recruit, retain, and support a more diverse faculty and staff;

Increased relative position regarding salary for UGA among ARL peers and state and regional cohorts;

Increased level of faculty professional engagement and continued learning facilitated by increased support for professional growth;

Increase in salaries for classified staff to make them competitive within the Athens job market;

Support for the growth of classified staff as appropriate for the duties of their positions and their individual goals;

Continued ability to recruit and retain excellent faculty and staff;

Increased level of diversity and inclusion awareness through engagement programs available to faculty and staff;

Progress in the area of universal design and accessibility to UGA Libraries’ facilities and holdings;

Evidence of leadership at all levels of the organization toward the achievement of UGA Libraries’ goals and the advancement of the University’s strategic vision; and

Continued improvement of the promotions process for Libraries’ faculty, providing incentives for professional growth as well as meaningful and well-recognized career advancement.

Goal 6 Alignment with UGA Strategic Plan

Strategic Direction I: Building on Excellence in Undergraduate Education

Libraries’ faculty and staff promote the academic success of UGA students by providing an array of scholarly and technical resources and teaching students how to access, evaluate, and use those resources. They design and staff learning spaces conducive to research, study, creativity, and collaboration. Librarians and archivists partner with faculty members to promote undergraduate research and provide innovative learning experiences. They support online learning by providing virtual access to an increasing percentage of the Libraries’ collection.

Strategic Direction II: Enhancing Graduate and Professional Programs

Along with faculty, graduate and professional students are the most intense users of UGA's collection of print and electronic materials, as well as the individualized services offered by the Libraries. LibQUAL+® survey results consistently indicate that graduate and professional students value library services and that their desired level of service from the library is high. A qualified, service-oriented Libraries' faculty and staff is essential for providing the scholarly record in students' fields of study, research assistance and document delivery services, spaces conducive to individual and group study, and unique special collections to advance student research. *The Georgia Review's* graduate research assistantship serves a new student each academic year, and the *Review* is also open to additional graduate student involvement via internship.

Strategic Direction III: Investing in Proven and Emerging Areas of Research Excellence

Access to the scholarly record and to unique special collections is essential for the advancement of the research enterprise. This requires librarians, archivists, and other staff who select, organize, maintain, and support use of the UGA Libraries' collection. These individuals manage 4.5 million print volumes, thousands of electronic journals, more than 350 online databases, extensive collections of maps and government publications, more than 70,000 cubic feet of archival material, and the third largest archive of audio-visual material among North American research libraries. Publishers and related staff contribute to the dissemination of research and new creative literary endeavors (which can then elicit yet more research), particularly through the publications of the University of Georgia Press and through *The Georgia Review* and the Athenaeum@UGA scholarly repository.

Strategic Direction IV: Serving the Citizens of the State of Georgia and Beyond

Technical operation of the statewide GALILEO network resides within the UGA Libraries and requires technical staff with a high level of IT knowledge and ability. Talented, well-trained staff are necessary to preserve and provide access to the record of Georgia history and life through the work of UGA's three special collections libraries and the Digital Library of Georgia. The UGA Press hires specialized staff who help to publish books of state and regional significance. Important Georgia writers have earned initial and/or ongoing recognition via publication in *The Georgia Review*. UGA's library staff also offers research assistance to anyone by phone, email, and chat, and they loan items to non-UGA affiliates through outside borrowers' programs, GIL Express, and interlibrary loan.

Strategic Direction V: Improving Faculty Recognition, Retention, and Development

Research and instructional support for faculty from a talented and diverse team of library faculty and staff advances this goal. Also, this goal directly relates to the UGA Libraries' desire to recruit, retain, and develop its own faculty.

ⁱ GALILEO is Georgia's virtual library, which is administered by the Board of Regents, University System of Georgia.

ⁱⁱ LibQUAL is a national assessment survey of users' views on the quality of library services, collections, and facilities. The UGA Libraries conducted LibQUAL surveys in 2004, 2006, 2010, and 2013.

ⁱⁱⁱ “University of Georgia 2020 Strategic Plan: Building on Excellence,” Oct. 30, 2012, p. 26
[http://oap.uga.edu/uploads/sp/UGA_Strategic_Plan_2020_October_30_2012.pdf].

^{iv} Jere W. Morehead, “2014 State of the University,” Jan. 23, 2014
[http://president.uga.edu/index.php/statements_remarks/detail/message/2014-state-of-the-university].

^v “University of Georgia 2020 Strategic Plan,” p. 26.

^{vi} Forrest Bridges, Jeff Simpson, and Will Walker, “2013 TechQual+ Review (Student Responses Only)” [Powerpoint presentation], UGA EITS, 2014.

^{vii} Association of Research Libraries, *ARL Annual Salary Survey, 2012-2013* [<http://www.arl.org>]; UGA Libraries, “Report of the Salaries and Work Life Committee,” 2013.