

# LIBRARY AND INFORMATION CENTER GEORGIA INSTITUTE OF TECHNOLOGY

## Strategic Plan 2002-2007

### Introduction

Before the dawning of the Information Age, the role of the traditional library was simple: acquire, house, organize and lend physical items to library patrons. This narrow, linear process, with its clearly defined services, has since been rendered obsolete by the Internet and various digital research tools. The contemporary library, much like the World Wide Web, is now more of an electronic labyrinth, profoundly confusing in its complexity and content, and no longer confined by physical walls.

To successfully navigate this labyrinth, further complicated by the expanding capabilities of desktop research, libraries are confronted by a shifting set of additional responsibilities. Standard organizing, cataloging and lending have been superseded by the need to access, license and monitor virtual items. Cataloging now involves building access tools, indexing and linking indexes to content and establishing relevance to target users. Making this material available requires the ability and foresight to build effective, dynamic knowledge management and research tools that describe, link and deliver extensive content.

Librarians continue to select and purchase resources (delivered or licensed) on the basis of relevance, quality and cost. Once they implement tools that allow users to determine their specific research goals, librarians must also identify and create linkages to a variety of instructional and research content resources, then teach users how to most effectively maneuver within this system.

As it continues to open new corridors within the labyrinth, the Information Age has created a necessary symmetry between technological advancement and human interaction. This Library in the 21<sup>st</sup> century will be the physical and virtual intellectual center of campus and an essential element in the learning community. Expert staff will continue to keep students, faculty and alumni apprised of the information skills they need for research, instruction, professional development and academic success.

### MISSION

The Georgia Tech Library and Information Center is a creative partner and essential force in the learning community and in the Institute's instructional, learning and research programs. The Library plans, develops and implements programs to provide expert staff, information, learning resources and information competencies to students, faculty, and staff and selected services to off-campus clients. Using appropriate technology, the Library delivers resources to satisfy information needs, promote lifelong learning and create productive connections for the scholarly community.

This Strategic Plan calls for the Library to be on the forefront of information content and technology in order to enhance and enrich Georgia Tech's overall learning, teaching, training and research environment. The Plan also takes advantage of information technology, improves the learning infrastructure and expands collaboration and linkages. The virtual library delivers information, training and learning materials to the desktop upon demand. The physical library houses Georgia Tech's outstanding print and film collections and provides space for training, consultation, group study and interaction.

*(continued on p.2)*

## VISION

Creating a better educated graduate for Georgia.

*(Introduction, continued from p.1)*

Collaborative partners include faculty, students, campus units, other universities, consortia and companies.

The Library is one of the most dynamic units on campus as a pioneer in the application of information technology and the development of multimedia learning materials; it is critically involved in the business of the Institute—the acquisition, distribution and creation of knowledge. The Library lends significant value to information and the learning community by adapting to its customers' changing needs and providing access to librarians with expertise in information content and information sourcing.

We are faced with great opportunities and challenges. With appropriate support, the Library will continue to make a positive difference in the success of our students, faculty, staff and alumni.

## LIBRARY GOALS AND STRATEGIES

"In response to its changing role, the library needs to develop skills among employees relevant to each of the collection elements. This is a much broader role than reference and moves the library away from a collection view to a service-based view. Consultants to users for the kind of integrated collections described here have to create, transform, store, access, manipulate and manage a large variety of digital resources. Multiply this by the number of information consultants and the library winds up with layers of complexity, which can, in turn, be linked in manifold ways. This leads ultimately to intimate involvement of the individual in a global digital library." Erik Jul, March 2002

### **1. Enhance and expand customer-centered services at all levels to enrich research, teaching and learning.**

- Restructure customer services based on the traditional information-seeking paradigm derived from the card catalog and printed index to one based on the relevant current paradigm used by students and faculty today, which is affected by commercially developed search tools for the Internet. Restructure our information-seeking tools to better balance the new paradigm with effective, success-elevating customer outcomes.
- Maintain the Library's identity to users in supporting their needs in a 24/7 learning and research environment and in a setting where the Internet obscures ownership and resource origins.
- Plan and construct the Library West Commons in which the Library and OIT staff converge in one service point to enhance students' academic experience by combining comprehensive information resources with cutting-edge technology. The Commons represents a team of collaborators from both inside and outside the Library who are converging into a higher quality and more engaging service center designed to

meet user needs. It converges computer system, software and bibliographic components, but will scale up the engagement with CETL and in the long range with tutoring, advising, undergraduate laboratories and others in the Innovative Learning Resource Center (ILRC).

- Review the need for and mechanisms available to provide access to electronic resources for alumni and walk-in patrons under the distance education and continuing education campus mission. Enhance the general information resources already provided for alumni with the addition of science and technology resources.
- Provide users easier access to information consultants, using appropriate customer relationship management tools to identify user challenges and provide appropriate assistance.
- Introduce a visual component to GTEL's electronic reserves system, allowing College of Architecture faculty to provide their students with online access to scanned images from class lectures, as well as course syllabi and reserve readings. Promote e-reserves as a platform for delivering comprehensive course content (including images) and expand this initiative campus-wide.

## **2. Expand instruction and training programs for students, faculty, staff, and alumni to provide competencies for navigating the Internet and finding, filtering, evaluating and using information effectively.**

- Articulate to users the appropriate means of utilizing a wide variety of instructional and research content sources.

- Adopt a collaborative approach to pedagogy, coordinating with campus curriculum committees at the college, school, and Institute level in meeting student, faculty and staff information literacy requirements.
- Develop mechanisms to push to users, via technology, the relevant concepts about information access.
- Utilize the Library's Electronic Reserves web pages to provide information about information, links to subject guides, Information Consultant pages, etc. Obtain professor endorsement of these initiatives and utilization of them in their courses when appropriate.
- Incorporate library information (information about information) on course WebCT pages.

## **3. Select, acquire, organize, preserve and assess information and learning resources appropriate to Georgia Tech's mission and programs in cooperation with local university libraries and informed by the academic needs of our campus constituents.**

- Provide content appropriate to the user needs, preferably at the desktop; bibliographic databases should provide links to holdings in the Library's catalog and to full-text content where possible.
- Establish a forum to evaluate the impact of technology on Technical Services and Systems including whether the Library has enough or too much software and the appropriate software; utilize the new model for Public Services and Library West Commons as a data collection point to inform this process. Examine other models of organization as well.
- Maintain existing and establish new partnerships for coordination of access

- via consortia (both formal and informal) with diligence and sophisticated attention.
- Support the authentication, authorization and digital certification needs of Library vendors and users.

**4. Use cutting-edge technology to store and deliver information and multimedia content to the computer desktop and create online collections for scholars.**

- To meet user needs, provide various search interface options, including federated searching across databases and research level interfaces using the full functionality of Library databases.
- Make available linkages to content to the extent possible, using tools designed to provide seamless access, as if the Library's web page were the real front door of the library.
- Reduce workload and effort in the Systems Department by eliminating unnecessary software and resource support. Take advantage of state initiatives for access to content; e.g., wherever possible, utilize consortia-developed resources and services such as Endeavor via GIL.
- Inventory the knowledge and digital content being developed on campus, to determine how to capture all pertinent "born digital" content. Develop a Library position to assume responsibility for digital resource coordination, including development of an inventory of initiatives, mechanisms to capture temporal digital resources, and the related campus.

**5. Acquire, organize, preserve, and provide access to the official records of Georgia Tech and archival material related to the Institute, its history, faculty and alumni.**

- Implement the new Board of Regents records management schedule and ensure participation campus wide; based on this schedule, continue discussions with campus departments on retention and destruction schedules. Address campus records storage and handling procedures and acquire additional space for records storage as needed.
- Implement the recommendations of the Records Management Committee related to the hiring of a certified records manager.
- Implement the Sponsored Research Initiative comprised of approximately 2,500 print sponsored research reports to be scanned and digitized in PDF format. Prepare for receipt of all Georgia Tech sponsored research in electronic form with implementation in summer 2002. Continue to plan for the Electronic Theses and Dissertations Project with implementation in summer 2003, for inclusion of all 2004 and later Georgia Tech theses and dissertations.
- Implement a digital publishing program campus wide intended to promote the use of open standards for faculty and students, resulting in durable, functional digital works and collections that are accessible worldwide.
- Make Georgia Tech photographs accessible from the Library's Catalog and the campus web site via a searchable database.
- Prioritize archival collections for cataloging with special attention to key holdings, e.g. the Fulton Bag and Cotton Mill archives.
- Initiate a Library-wide preservation program based on the findings of the

preservation survey conducted by Dr. Trinkley.

**6. Support professional development opportunities for staff to promote skills development in order to provide valued-added services and a dynamic staffing and management infrastructure.**

- Implement development programs to elevate staff skills in the maintenance of digital resources, with an understanding of intellectual property rights law and related legal issues. Reform Library human capital to adapt to changes in user service demands, with the assistance of OCLC Institutes, Solinet training, the Office of Organization Development, associations, conferences, internal brown bags, and other forums as available.
- Develop a training program, service guide and data interchange tool along with data collection tools to help information and educational technology staff achieve a comfortable level of skills in finding information content. Utilize tools
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with the assistance of OCLC Institutes, Solinet training, the Office of Organization Development, associations, conferences, internal brown bags, and other forums as available.

- Develop a training program, service guide and data interchange tool along with data collection tools to help information and educational technology staff achieve a comfortable level of skills in finding information content. Utilize tools such as the Library's web page to facilitate this initiative.
- Enhance staff skills development in the areas of acquisitions and cataloging in a high-tech environment and in the area of information services to support complex user interfaces and student/faculty technology demands.
- Establish and fill leadership positions to coordinate the transformation of the Library's role in conjunction with the public service areas by creating two positions: 1. Associate Director for Digital and Technical Services (serials and acquisitions, information control and management [cataloging], systems, digital production, and archival units) and 2. Digital Initiatives Manager reporting to the Associate Director above.
- Enhance interdepartmental communications and inclusion of Library participants in initiatives early in the process, based on our growing interdependency and the need for collaboration.

## PROGRESS TOWARD LIBRARY GOALS 1996-2002

The Library and Information Center held a strategic planning retreat in March 2002 to document the status of its 2000-2004 Library Strategic Plan and to begin the process of updating it. The Strategic Plan reflects new directions for the Library, particularly the Library West Commons and increased campus collaboration. The following accomplishments have been added to the Strategic Plan as a result of the retreat, a Library-wide Town Hall meeting held in April 2002, and additional input from Library staff.

The **Information Services** Department's (formerly Reference) accomplishments include a mature and viable Information Consultant program with librarian specialists assigned to all academic departments and many administrative departments. Information Consultants offer weekly office hours in some academic departments and collaborate with faculty on their research and pedagogic needs. Information Services also provides virtual reference services, Real-Time (chat) Reference and Ask A Librarian (an electronic mail-based information request system). Planning and implementation of the Library's two electronic classrooms, the Homer Rice Center and the Kaiser Room, were spearheaded by Information Services staff.

Information Services is also responsible for Library instruction including collaboration with faculty on customized library classes, and extensive partnering with Literature, Communications, and Culture (LCC) instructors in teaching the Library component of the LCC 1102 freshman English class. Participants in all Library instruction initiatives have tripled since 1996/97. In addition, librarians continue to serve as instructors in Psychology 1000, the "Freshmen Experience".

The **Georgia Tech Electronic Library (GTEL)** has grown significantly in the last 6 years. A web version of the Library's catalog (GTEC) was implemented in 1995, superseded in summer 2002 by GALILEO Interconnected Libraries/GIL Catalog as its public catalog. The Library offers an increasing array of databases (over 250, primarily deriving from GALILEO) and electronic journals (over 3500) pertinent to the Institute's curricular and research needs (through a variety of consortial arrangements and despite flat budgets). An exponential growth in student access to the Library's Electronic Reserves (course readings, samples tests, homework solutions, etc.) has emerged in the past 3 years.



The **Technical Services, Systems, and Archives** have achieved significant accomplishments as well. Library resources are being cataloged using metadata (expanded Dublin Core) to meet the needs of the Georgia Tech community. Electronic access to sponsored research and theses / dissertations are two other important digital initiatives. In addition, the Library has collaborated on a number of other digital projects including Georgia Tech historic buildings, the Sam Nunn Policy Forum, Witness to the Holocaust, and Alumni Living History. The Library is accelerating its activity to create durable, highly functional digital collections and digital works that can be shared with the Georgia Tech community and colleagues worldwide.

The **Archives and Records Management** Department now provides access to its collections via online finding aids and abstracts. They have begun to collaborate with Systems and LCC in classes that provide students with research experience coupled with the use of advanced technology. The Archives Department has also initiated an undergraduate internship with the School of History, Technology, and Society (HTS).

Some of the Library's **overall accomplishments** include the development of partnerships with other campus units (such as the collaboration with the Office of Information Technology on the Library West Commons and with the School of Chemistry on the purchase of SciFinder Scholar). Library staff have been actively involved in

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planning for the implementation of the Library West Commons and also provided critical input in the initial planning of a \$46 million Innovative Learning Resource Center (ILRC), slated for completion in approximately 5 years. Experience gained from the Library West Commons will influence the design of the ILRC. The Information Services and Access Services divisions consolidated into one operation, Public Services, to reduce the number of service points in the Library and to accelerate the delivery of information to the desktop of students and faculty. A single information service point at the entrance to the Library, the Information Services desk, will open in Fall 2002, adjacent to the Library West Commons. Storage capacity in the Library's general stacks in the East building will increase by 1.25 linear miles of shelf space.

Some additional overall Library achievements are the migration of cataloging and circulation functions to Endeavor in 2001 and the migration of acquisitions and serials check-in during summer 2002. Underdeveloped areas of the Library's collection have been enhanced through Library endowments as much as is feasible. The Library offers a 24/5 schedule with an overnight study hall Sunday through Friday, in addition to its regular Saturday hours. Corporate Time software for personal schedules, room scheduling, and meeting arrangements has been implemented. Remedy software is being used for internal Library hardware/software problem reporting. Wireless and network portal access is offered on all floors of the Library and wireless network cards are available for 24-hour check out by patrons. Provision of additional seating and improved aesthetics have been a priority as well.

These Library achievements are remarkable in lieu of an ostensibly flat budget since the mid-90's. The Library administration, faculty, and staff is to be commended for their numerous achievements during the last six years.

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## PROGRESS TOWARD LIBRARY GOALS BASED ON 2002-03 LIBRARY ANNUAL REPORTS

A mission-critical activity of the Library is to provide digital content to the desktop. As we expand the scope and quantity of full-text electronic resources, consumers can be confused by the proliferation of access points and interfaces to navigate. At the beginning of the fall semester 2003, the Library implemented **SFX**, an application that creates dynamic links to fully integrate the majority of our information resources. The end-user is linked to full-text when available, to the catalog for referral to available print formats, to Interlibrary Loan, and to other relevant resources as appropriate. The Library will replace locally-loaded databases with enhanced commercial databases to take full advantage of SFX functionality.

The Library is aggressively pursuing the transition to **electronic full text journal and conference literature**. In spring 2002, the GT Faculty Senate endorsed an acquisitions policy that drops print journal subscriptions in favor of e-journals. Our goal by the start of 2005 is to receive the majority of our journals electronically. We participate in a Georgia consortium (GETSM) comprised of UGA, GSU, Emory and the Medical College of Georgia to license some of our electronic resources. In this cooperative arrangement we leverage our buying power so that electronic journals ordered by one member are available to all in the consortium. This has greatly increased our access to electronic journals, especially in the medical and biological sciences.


Work began in late spring to **integrate the IPST** Haselton Library and Knowledge Center into the GT Library & Information Center. Comprehensive planning addressed personnel integration, assessment and integration of IPST collections and catalog records, acquisitions and subscriptions work, license agreement issues, digital initiatives, systems, space accommodations, and public services. Management of IPST's proprietary research information remains a complex issue for further development. IPST integration is targeted for completion in June 2004, and presents a number of challenges in sustaining services to IPST clientele with no perceived erosion or inconvenience. The space vacated by the IPST Library in the IPST building is being considered for the Library's Archives and Special Collections Department.

The Library has captured the attention of the Institute's students, faculty, staff and administration with its popular **Library West Commons (LWC)**. The LWC provides students with basic productivity and multimedia workstations, enhanced with skilled information and technology assistance. The LWC has become an important destination for students who then remain in the Library to do research and study. Beginning fall semester 2003, both Library buildings (East and West) is open overnight to handle the steadily increasing numbers of students, and to provide access to all collections and circulation / reserve services. Library hours are noon Sundays through 6:00 pm on Fridays, in addition to Saturdays from 9:00am – 6:00pm. In 2002-03, the Library door count increased 56% over the previous year, from 530,000 entries to 830,000, the highest attendance in 15 years.

In August 2003, the Library introduced a comprehensive **redesign of its website** in accordance with Institute Communications and Public Affairs guidelines. In addition, a new Library Catalog interface was introduced to provide improved navigability and functionality. The Library hopes to provide to GT information consumers a "federated search engine" for simultaneously searching multiple databases, but there is not yet a good product in the marketplace. We are aware that many faculty and students prefer a more Google-like front-end so we continue to pursue opportunities in this arena.

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In 2003, the **Digital and Technical Services Division** was charged by the Dean of Libraries to evaluate and improve the computing and networking environments in which the Library's resources and services reside, and to accelerate the Library's acquisition, management and creation of digital content. This Division will increasingly interact with campus customers to inform the Library's "digital agenda". The new Digital Initiatives Department will gather faculty research content, and, in partnership with these individuals and units, create workflows and establish technology standards to conserve this valuable knowledge store. The Information Control and Management Department will provide metadata services directly to campus units so that the organization and description of digital content is improved at points of campus origin. The Information Procurement Department (formerly Serials Control and Management) will participate with campus units to manage rights to Georgia Tech digital objects generated by the campus. The Archives and Records Management Department will interface with campus units to implement electronic records management. And the Systems Department will increasingly collaborate with OIT, GT portal designers, and instructional technologists on emerging, mutually beneficial opportunities.

In January 2003, the Library's **Digital Initiatives Department** was formally created and currently is staffed by 3 FTE. The major thrust of this department is to implement an institutional digital repository for the intellectual content of the campus. Digital repositories are important to scholarly communities in that they serve as tangible indicators of an institution's quality, thus increasing its visibility, prestige, and public value.

The Library is identifying new ways to **support learning communities**. Examples are scheduling teaching assistants from schools of engineering in the consultation cubicles of the Information Services compound; working with CHALLENGE / OMED to incorporate an "information proficiencies" component into their summer curriculum; and engaging an increasing number of our librarians as faculty in "Psyc 1000" courses, who then are scheduled by fellow instructors to teach "information components" to their sections of freshman students.

The Library is making unprecedented progress in **measuring and assessing** the services we offer. In this important cultural shift, we consider customer feedback and assessment as integral to understanding the relative merit of existing and emerging services. Insight is now continuously provided by quick surveys, comprehensive questionnaires, LibQUAL+, and unsolicited customer feedback. And we are more likely than in the past to attempt to understand the implications of it all. As we continue to assess and measure, we will apply critical thinking and exacting standards to our tools and techniques.

The Library participated in the **LibQUAL+ Survey** (an international initiative of the Association of Research Libraries) in spring 2003. The survey results indicate that faculty, in particular, think that library resources are inadequate, that more information should be available electronically, and that new programs are not adequately funded. Although the Library's materials budget has been flat for the last 5 years, in FY2003-2004, the Provost provided a budget increase for information resources of approximately \$700,000. This increase will enable us to purchase faculty-requested resources and will facilitate the transition to e-journal content. In spring 2003, a Serials Review Project resulted in some journal cancellations to support needed acquisitions. Although the additional funds are of some help, inflation and increased demand for electronic and other resources continue to impact and deplete the budget.

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## PROGRESS TOWARD LIBRARY GOALS BASED ON 2003-04 LIBRARY ANNUAL REPORTS

**"Select, acquire, organize, preserve, and assess information and learning resources appropriate to Georgia Tech's mission and programs . . . and informed by the needs of our campus constituents."**

A mission-critical activity of the Library is to provide digital content to the desktop and to make it easily accessible for students, faculty, and staff. A transition to electronic full-text journal and conference literature was endorsed by the GT Faculty Senate in spring 2002. The Library continued its aggressive pursuit of digital content by nearly doubling the number of electronic journals (now about 13,000 titles), conference proceedings and approximately 30,000 electronic books available at the computer desktop via the Library web site. The Library also replaced its remaining locally-loaded databases with vendor databases and has purchased and implemented SFX linking software to facilitate easier access to full-text electronic content.

Completion of the integration of the IPST Haselton Library and Knowledge Center into the GT Library & Information Center was completed in September 2004. Comprehensive planning addressed personnel integration, assessment and integration of IPST collections (approximately 24,000 items). Other related activities were cataloging, acquisitions/subscriptions work, resolution of licensing issues, management of digital initiatives, systems, space accommodations, and public services.



The Library, in collaboration with the GALILEO Interconnected Libraries (GIL), now offers two new services: the Universal Catalog and GIL Express. The Universal Catalog: <http://giluc.usg.edu> provides students, faculty and staff access to the catalogs of the 34 University System of Georgia [USG] libraries and the Gwinnett University Center. **GIL Express** offers borrowing privileges through both [on-site](#) and [desktop request options](#). GIL Express provides easy access to the resources of all the Georgia state-funded universities/colleges for Georgia Tech faculty, staff, and students.

**"Enhance and expand customer-centered services at all levels to enrich research, teaching and learning."**

The Library continues to capture the attention of the Institute's students, faculty, staff, and administration and has become a critical destination for undergraduates. Since 2002, attendance in the Library has increased dramatically. This increase can be attributed most directly to the popularity of the Library West Commons (LWC), which provides students with basic productivity and multimedia workstations, enhanced with skilled information and technology assistance. This year, GT students conferred two "best of" distinctions on the Library: "best place to study" and "best computer lab on campus." Since August 2003, both Library buildings (East and West) are open for the Georgia Tech community from Sunday noon to Friday 6:00pm plus Saturday 9:00 to 6:00. Average use of a computer in the LWC and the Library East Commons productivity areas is 3,500 hours per year, nearly twice as great as the next most popular computer lab in the Student Center. The Library and OIT have applied for a Technology Fee stipend of \$275,000 to refresh all LWC computers, replace printers, and further enhance equipment in the Multimedia Center.

Soon after the LWC opened in August 2002, the Provost asked the Library Dean to develop plans for a 2<sup>nd</sup> floor expansion of the facility. Initial discussions with GT students and faculty confirmed our thinking that the expansion

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would support group study accommodations. Along with OIT and CETL partners, the Library developed a plan that provided 50 workstations for groups in a variety of settings, 10 of which are reserve-able rooms, with a total seating capacity for 240 students. Experimental aspects of the 2<sup>nd</sup> floor expansion are programmed into the space: 1) how to effectively accommodate virtual tutoring between remote expert and assembled group (with support from ECE); 2) the efficacy of a writing clinic (LCC-sponsored); and 3) expanding opportunities for teaching assistant office hours and tutoring in the Library. As of June 2004, this plan is yet to be funded.

The Presentation Rehearsal Studio (a space designed for students to practice presentations) opened in March 2004. The studio: [http://www.library.gatech.edu/about\\_us/presentation\\_studio.html](http://www.library.gatech.edu/about_us/presentation_studio.html) replicates the technology available in better-equipped campus classrooms and includes a plasma touch screen, laptop hookups, and videotaping capabilities. Digital video recording and storage of practice sessions and a desktop reservation system were added in late summer 2004. Feedback from students is overwhelmingly positive.

We have orchestrated a sophisticated, multi-tiered marketing campaign of Library services and resources. Public Services staff have identified several excellent venues to heighten awareness of students and faculty. In addition to New Faculty Orientation and the Library's 5<sup>th</sup> Annual Welcome Back event, Information Services staff in recent years have collaborated on graduate student orientation, President's Scholars tours, FASET Marketplace, FASET tours of the Library, and the GradExpo. In addition in August 2004, the Library and OIT collaborated on a RATS Week event: a computer game tournament for incoming freshmen with food and other entertainment.

In fall 2003, a Georgia Tech Technology Fee request was submitted to purchase EndNote software, a bibliographic management software that has been widely requested by Library users. The Technology Fee request for \$20,000 was successful and a campus-wide license was implemented in January 2004. The software is available on the OIT Software homepage with Library staff providing extensive support, including training sessions offered on a regular basis. A proposal for renewing the EndNOTE site license through Technology Fee funding will be submitted in the fall 2004.


The Information Delivery Department's online interlibrary loan (ILL) request form debuted in August 2003. Planned for fall 2004 is the implementation of the OCLC ILLiad Resource Sharing Management Software. This software further streamlines routine interlibrary loan functions using a single Windows-based interface. Faculty, staff, and students will be able to submit and track their own requests on the Web.

The Library adopted OCLC's QuestionPoint virtual reference service in 2003 and Enhanced QuestionPoint was launched in spring 2004. With this chat reference service, Library staff are able to share software applications with users. QuestionPoint also allows the Library to create its own local knowledge base of previously-answered questions for faculty and student consultation.

The Library expects funds to be committed by Auxiliary Services in the new fiscal year to proceed with installation of a coffee/snack bar on 1<sup>st</sup> floor East, with construction during summer 2005 and completion slated for the beginning of the fall 2005 semester. The refreshment utility will supply much needed relief for students who spend time in the Library. It will also be a compelling destination for students, faculty and staff who otherwise might not visit the Library. Faculty who have heard about the coming "coffee house" imagine that it might host visiting authors, book signings and small exhibits.

The majority of the Library's rare book collection was moved into the Neely Gallery on 1<sup>st</sup> floor West following installation of new locked, glass-fronted bookcases. The Library removed the rare books from the Archives

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closed stacks in the basement of the Library and placed them in a secure yet more visible location for library users. Space in the Neely Gallery is available by appointment for classes to view rare books and to learn about them. Individual users are able to request access to rare books in the Archives Department and the books are used under supervision in the Archives reading room.

The Neely Gallery anteroom (or Neely Lobby) serves a dual purpose for exhibit space and events. From February 2003 – February 2004, this space housed the “50 Years of Women at Tech: An Exhibition Honoring the 50th Anniversary of Women at Georgia Tech.” This exhibit, designed and installed primarily by the Archives Department, was re-installed in the Georgia Tech Women’s Resource Center in the Student Services Building. From March – April 2004, the Library in collaboration with several campus partners, exhibited “Frankenstein: Penetrating the Secrets of Nature.” This exhibit organized by the National Library of Medicine and the American Library Association with major grants from the National Endowment for the Humanities examined how the Frankenstein myth has been used to articulate concerns raised by contemporary scientific advances including cloning and genetic engineering.

**“Use cutting-edge technology to store and deliver information and multimedia content to the computer desktop and create online collections for scholars.”**

In August 2003, the Library introduced a comprehensive redesign of its website in accordance with Institute Communications and Public Affairs guidelines. In addition, a new Library Catalog interface was introduced to provide improved navigability and functionality.

Electronic Reserves is a heavily used Library service. At no cost to faculty, the Library provides access to a wide variety of scanned materials, including published articles, homework solutions, sample tests, PowerPoint presentations, images, etc., typically within 24 hours of submission. In the months ahead we expect to facilitate access to streaming videos of digitally recorded classes. By the end of fall semester 2004, the Library will migrate from its homegrown e-reserves system to Docutek e-reserve software.

The Library’s Systems Department converted both the Reserves database and the Database of Databases to MySQL, and installed a new version of ezProxy software to facilitate user access. In collaboration with OIT, they also implemented a Library firewall to improve security, installed the LOCKSS software on a server, and migrated the Library email server to Spectrum.

The Digital Initiatives Department conducted an informal environmental scan of Georgia Tech intellectual output on the campus web site to harvest the existing born-digital intellectual property into an Institutional Repository. They are working with campus partners to develop a framework for making future Georgia Tech digital assets available in this Institutional Repository using DSpace. DSpace is a digital library system to capture, store, index, preserve, and redistribute the digital intellectual output of a university’s faculty and researchers. In August 2004, SMARTech, or Scholarly Materials and Research @ Georgia Tech: <http://SMARTech.gatech.edu> was launched to create a cohesive, useful, sustainable repository available to Georgia Tech and the world. It serves as a campus repository for the capture of the Institute’s intellectual output in support of its teaching and research missions. Another Library digital initiative is the **ETD (Electronic Theses and Dissertations) repository**: <http://etd.gatech.edu> which provides easy access electronically to Georgia Tech dissertations and theses.

The Library is participating in a RACL and GALILEO-sponsored WebCT VISTA and library work group to study the needs and approaches required to make WebCT VISTA and library information services and resources

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interoperable. The report "Recommendations for a USG Solution for Integration of Library Resources in USGWebCT / VISTA Environments" became available in summer 2004.

The Library joined the LOCKSS consortium, a worldwide organization of libraries and publishers, led by Stanford University whose mission is to develop license arrangements and leading edge technological approaches to gather licensed digital content (i.e. e-journals), preserve it, and share it among universities. This is a major step forward in the Library's consortial approach to bring GT faculty, staff, and students scholarly digital content, sustain its availability over time, and achieve cost savings.

The Library continues to serve as a leader of the campus portal "BuzzPort" through its participation on the BuzzPort Steering Committee. During 2004, it is also developing a "MyLibrary" application in BuzzPort that will allow individual students, faculty, and staff to customize what digital resources and service they will see from the Library. The MyLibrary service is expected to be available in 2005.

**"Expand instruction and training programs for students, faculty, staff, and alumni to provide competencies for navigating the Internet and finding, filtering, evaluating and using information effectively."**

The library instruction and outreach opportunities for Georgia Tech constituents continue to grow. The total number of 2003/04 classes, tours, and orientations was 165, a 43% increase over 2002-03. The total number of participants in classes, tours, and orientations was 4,881, a 57% increase. OMED Challenge students, Presidential Scholars and freshmen in many of the GT1000 sections receive customized information instruction. Subject Librarians also spent more than 350 hours in individual consultations with students and faculty, and further outreach was conducted through office hours at other campus units. Formal instruction increasingly targets undergraduates in customized classes in addition to graduate student orientations and classes. We endeavor to move from an "instructional model" to a "learning model," with an emphasis on "information competencies for lifelong learning." We also continue to schedule teaching assistants from the College of Engineering in the consultation cubicles of the Information Services compound, teaching MATLAB proficiency.



**"Acquire, organize, preserve, and provide access to the official records of Georgia Tech and archival material related to the Institute, its history, faculty and alumni."**

The new GT Records Center on Ethel St. was completed in June 2004. All non-archival records held by the Archives Dept.'s records management unit was moved to this new location during the summer 2004. This facility has a capacity of over 10,000 cubic feet of storage for university records. The Records Center aims to reduce the cost of storage for records slated for destruction, and improve the accessibility of these records for campus units who need to maintain this information in support of their operational activities.

**"Support professional development opportunities for staff to promote skills development in order to provide valued-added services and a dynamic staffing and management infrastructure."**

Staff development, training, coaching, mentoring, and formal coursework that leads to certifications, undergraduate degrees and new MLS-degreed librarians accelerated in the past 12 months. Three Library staff members

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received their masters of library and information science during 2003-04. In addition, Library faculty and staff have participated in Georgia Tech Office of Organizational Development classes throughout the year with 17 graduates of the OOD Certificate programs as follows: 8 graduates of the Office Professional Certificate Program; 6 graduates of the Supervisory Development Certificate Program, and 3 graduate of the Management Development Certificate Program.

Library faculty members participate actively in professional associations and conferences, including the American Library Association, the Special Libraries Association, the Association of Research Libraries, the Association for Engineering Education, the Association of Research Libraries, the American Society for Information Science, EduCAUSE, the Georgia Library Association, and the Association of Southeastern Research Libraries.

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## SUMMARY OF PROGRESS IN ASSESSING INSTITUTIONAL EFFECTIVENESS


In spring 2004, the Library participated in the LibQUAL+ Survey for the second consecutive year: [http://www.library.gatech.edu/about\\_us/libqual/](http://www.library.gatech.edu/about_us/libqual/). The LibQUAL+ Survey is an international initiative of the Association of Research Libraries, with over 500 libraries participating and over 350,000 respondents since its inception in 2000. The Library's results are similar to what was learned in 2003. Most users are pleased with staff and think the Library does a good job with limited resources. All users want more books, journals, and electronic/digital materials. Faculty members are particularly vocal in this area and are not satisfied with the Library's collection depth. Students want more leisure/fiction books. Many users are challenged by the variety of interfaces offered and at times have difficulty accessing e-journals. Students agree that the Library buildings, furnishings, etc. need to be refurbished. Students want more computer workstations and more wireless access. The top three overall areas that need improvement are: 1) easy-to-use access tools that allow me to find things on my own; 2) a library Web site enabling me to locate information on my own; and 3) the electronic information resources I need. The top three overall service areas perceived as best are: 1) giving users individual attention; 2) community space for group learning and group study; and 3) employees who deal with users in a caring fashion. Although the Library's materials budget had been flat for the last 5 years, in FY2003-2004 the Provost provided a budget increase for information resources of approximately \$700,000. This increase enabled us to purchase faculty-requested resources and facilitated the transition to e-journal content. Although the additional funds are helpful, inflation and increased demand for electronic and other resources continue to impact and deplete the Library's budget.

The Information Services Division has closed gaps identified in the LibQUAL surveys and in unsolicited feedback from users via "Feedback" button, Steelcase student study behavior study, live customer feedback, and Library staff suggestions. Suggestions from customers and Library staff were the stimuli for the following improvements: 1) purchase an additional micro-format reader/scanner; 2) addition of visitor seats in the Library East Cluster; 3) elimination of "add on" charges for interlibrary loan services; 4) remodeling the Kaiser Room; 5) improvements to 1<sup>st</sup> floor signage; and 6) transition to the BuzzCard debit system for library services and payments.

The Library West Commons (LWC) Customer Relations Team implemented its third survey in fall 2003 with positive results similar to previous surveys. Also the "Feedback" button continues to receive comments with appropriate follow-up responses made. Surveys and other assessment measures of LWC and the Library in general will continue on a regular basis.

In spring 2004 as a follow-up to the new design, the Library's Web Sites Advisory Group conducted a user survey to obtain preliminary feedback on the new design of the Library's web site prior to an extensive usability study. The web-mounted questionnaire, consisting of seven directed questions plus several identifying/categorizing queries, was posted on the Library homepage for three weeks. In all, 61 completed forms were submitted, 89% from students. Overwhelmingly the respondents indicated that the web site design was good and that the content was adequate. The wide variety of responses, some contradictory, point to the need for a follow-up, comprehensive usability study in order to obtain truly actionable data. The Library is making unprecedented progress in measuring and assessing the services we offer. In this important cultural shift, we consider customer feedback and assessment as integral to understanding the relative merit of existing and emerging services. The publication entitled "Library's Effectiveness 1995-2004" document: <http://intranet.library.gatech.edu/docs/assessment04.doc> provides a comprehensive overview of assessment initiatives on the part of the Library &

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Information Center and the progress made toward providing the best information and technology resources and services to the Georgia Tech community.

**“Enhance and expand customer-centered services at all levels to enrich research, teaching and learning.”**

The Library continues to capture the attention of the Institute's students, faculty, staff, and administration and has become a critical destination for undergraduates. Since 2002, attendance in the Library has increased dramatically. This increase can be attributed most directly to the popularity of the Library West Commons (LWC), which provides students with basic productivity and multimedia workstations, enhanced with skilled information and technology assistance. This year, GT students conferred two “best of” distinctions on the Library: “best place to study” and “best computer lab on campus.” Since August 2003, both Library buildings (East and West) are open for the Georgia Tech community from Sunday noon to Friday 6:00pm plus Saturday 9:00 to 6:00. Average use of a computer in the LWC and the Library East Commons productivity areas is 3,500 hours per year, nearly twice as great as the next most popular computer lab in the Student Center. The Library and OIT have applied for a Technology Fee stipend of \$275,000 to refresh all LWC computers, replace printers, and further enhance equipment in the Multimedia Center.



Soon after the LWC opened in August 2002, the Provost asked the Library Dean to develop plans for a 2<sup>nd</sup> floor expansion of the facility. Initial discussions with GT students and faculty confirmed our thinking that the expansion would support group study accommodations. Along with OIT and CETL partners, the Library developed a plan that provided 50 workstations for groups in a variety of settings, 10 of which are reserve-able rooms, with a total seating capacity for 240 students. Experimental aspects of the 2<sup>nd</sup> floor expansion are programmed into the space: 1) how to effectively accommodate virtual tutoring between remote expert and assembled group (with support from ECE); 2) the efficacy of a writing clinic (LCC-sponsored); and 3) expanding opportunities for teaching assistant office hours and tutoring in the Library. As of June 2004, this plan is yet to be funded.

The Presentation Rehearsal Studio (a space designed for students to practice presentations) opened in March 2004. The studio: [http://www.library.gatech.edu/about\\_us/presentation\\_studio.html](http://www.library.gatech.edu/about_us/presentation_studio.html) replicates the technology available in better-equipped campus classrooms and includes a plasma touch screen, laptop hookups, and videotaping capabilities. Digital video recording and storage of practice sessions and a desktop reservation system were added in late summer 2004. Feedback from students is overwhelmingly positive.

We have orchestrated a sophisticated, multi-tiered marketing campaign of Library services and resources. Public Services staff have identified several excellent venues to heighten awareness of students and faculty. In addition to New Faculty Orientation and the Library's 5<sup>th</sup> Annual Welcome Back event, Information Services staff in recent years have collaborated on graduate student orientation, President's Scholars tours, FASET Marketplace, FASET tours of the Library, and the GradExpo. In addition in August 2004, the Library and OIT collaborated on a RATS Week event: a computer game tournament for incoming freshmen with food and other entertainment.

In fall 2003, a Georgia Tech Technology Fee request was submitted to purchase EndNote software, a bibliographic management software that has been widely requested by Library users. The Technology Fee request for \$20,000 was successful and a campus-wide license was implemented in January 2004. The software is available on the OIT Software homepage with Library staff providing extensive support, including training

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sessions offered on a regular basis. A proposal for renewing the EndNOTE site license through Technology Fee funding will be submitted in the fall 2004.

The Information Delivery Department's online interlibrary loan (ILL) request form debuted in August 2003. Planned for fall 2004 is the implementation of the OCLC ILLiad Resource Sharing Management Software. This software further streamlines routine interlibrary loan functions using a single Windows-based interface. Faculty, staff, and students will be able to submit and track their own requests on the Web.

The Library adopted OCLC's QuestionPoint virtual reference service in 2003 and Enhanced QuestionPoint was launched in spring 2004. With this chat reference service, Library staff are able to share software applications with users. QuestionPoint also allows the Library to create its own local knowledge base of previously-answered questions for faculty and student consultation.

The Library expects funds to be committed by Auxiliary Services in the new fiscal year to proceed with installation of a coffee/snack bar on 1<sup>st</sup> floor East, with construction during summer 2005 and completion slated for the beginning of the fall 2005 semester. The refreshment utility will supply much needed relief for students who spend time in the Library. It will also be a compelling destination for students, faculty and staff who otherwise might not visit the Library. Faculty who have heard about the coming "coffee house" imagine that it might host visiting authors, book signings and small exhibits.

The majority of the Library's rare book collection was moved into the Neely Gallery on 1<sup>st</sup> floor West following installation of new locked, glass-fronted bookcases. The Library removed the rare books from the Archives closed stacks in the basement of the Library and placed them in a secure yet more visible location for library users. Space in the Neely Gallery is available by appointment for classes to view rare books and to learn about them. Individual users are able to request access to rare books in the Archives Department and the books are used under supervision in the Archives reading room.

The Neely Gallery anteroom (or Neely Lobby) serves a dual purpose for exhibit space and events. From February 2003 – February 2004, this space housed the "50 Years of Women at Tech: An Exhibition Honoring the 50th Anniversary of Women at Georgia Tech." This exhibit, designed and installed primarily by the Archives Department, was re-installed in the Georgia Tech Women's Resource Center in the Student Services Building. From March – April 2004, the Library in collaboration with several campus partners, exhibited "Frankenstein: Penetrating the Secrets of Nature." This exhibit organized by the National Library of Medicine and the American Library Association with major grants from the National Endowment for the Humanities examined how the Frankenstein myth has been used to articulate concerns raised by contemporary scientific advances including cloning and genetic engineering.