

Commitment to Excellence

A STRATEGIC PLAN
for the

**Georgia Institute of Technology
Library and Information Center**

2007 – 2011



“Commitment to Excellence”

A STRATEGIC PLAN

for the

Georgia Institute of Technology

Library and Information Center

2007 – 2011

The Georgia Tech Library and Information Center is an active participant in the teaching, research and service missions of the Institute. For students, the Library is a gathering place -- cultivating intellectual inquiry and the development of critical thinking skills, promoting academic discourse, and fostering lifelong learning and knowledge enhancement. In this capacity, we are integral to the retention and overall success of our students. For our faculty and researchers, our most compelling priority in support of the Institute’s mission is to enrich their teaching, learning and research -- contributing to their knowledge advancement and research output with resources and services to meet their needs.

Over the cycle of the 2002 – 2007 Strategic Plan, the Georgia Tech Library and its talented staff achieved many significant accomplishments. Beginning in mid-2001, the Dean of Libraries sought opportunities to contribute to the learning and research agendas of the Institute. In response to student and faculty input, we began a rapid and comprehensive shift to digital collections. We also began to collaboratively engage our students and faculty in developing new services and in the renovations of Library space.

The Library:

- extended hours to better match student habits and consolidated service points to facilitate customer service and use;
- created the Library West Commons (LWC), offering computer resources, information assistance, technical support and a much needed Presentation Rehearsal Studio in a single location;
- expanded programming for students, faculty and staff through the Library’s Tuesday Talks series, RATS Week “Library CeLIBration” event, enhanced technology and information competency instruction, multimedia tutoring, training to support campus initiatives, and more;
- engaged assertively with undergraduate leaders to shape our programs and formally implemented a Student Advisory Council that meets regularly with Library and OIT leadership to collaborate on a variety of Library initiatives;
- launched the Library East Commons (LEC) to rave reviews with experimental group computing spaces, a café, a performance stage, and a facility to showcase student artwork and exhibits;
- substantially increased online full-text access to journals, databases and electronic books, and developed and implemented award-winning software to improve access to and usability of electronic resources;
- launched SMARTech, an institutional repository designed to collect and preserve Georgia Tech e-publications, and EPAGE, an electronic press that provides technical support for e-publishing initiatives;
- implemented the Georgia Tech Records Center, managed by the Library, to arrange all campus business and operations records and house them in remote storage;
- enhanced our Archives with both print and digital collections for use in the classroom;

- established productive collaborations and partnerships with OIT, CETL, DLPE, Tutoring, and Advising -- and opened the Resource Center, offering OIT customer support, advising, and tutoring in a centralized Library location;
- systematically and completely reviewed serials subscriptions in 2003 and 2006 with input from faculty to focus as effectively as possible on the journal content most needed by students, faculty, and researchers.

See <http://hdl.handle.net/1853/12982> for the complete "2001-2006: Strategic Achievements: Creating a better educated graduate for Georgia"

The Georgia Tech Library, recognized as the "2007 Association of College & Research Libraries' Excellence in Academic Libraries Award" winner, is now positioned to meet future challenges, and to also take a leadership role as the Institute strengthens its global responsibilities as a world-class research institution. Our challenges will include budgetary issues caused by increasing costs and demands, meeting the ever-evolving information needs of our primary users, responding to major changes in the scholarly communication arena, embracing the dynamic transformations in technology, and cultivating the skills of our talented staff in order to provide the services and resources needed in the 21st Century. The 2007 – 2011 Strategic Plan will provide direction as we embrace these challenges, and as we continue to establish an exemplary record of service & leadership for the Institute.

The Strategic Plan is a dynamic, living document meant to serve as a roadmap as we prioritize our opportunities and resources to advance the vision and mission of the Library, and the Institute. We must focus on future excellence in selective directions and domains because there will never be enough resources to address every issue or initiate all worthy endeavors. Although the Plan sets an agenda for the next five years, it will evolve. Over time, the Plan will have areas where achievement is completed or where new strategies will be necessary. The future is difficult to predict and so this Plan will change to reflect new and evolving circumstances. The Library Administration will continually examine the strategic directions and priorities and recommend changes as appropriate.

THE LIBRARY'S PLANNING PROCESS

As the Library approached the end of the planning cycle covered by our Strategic Plan 2002 - 2007 document, it was implicitly understood that we would move forward with setting an overall direction that would translate into viable goals for the future work of the Library staff, and that this new strategic direction would align with the Institute's current priorities and initiatives.

In June 2006, the Strategic Planning Steering Committee, comprised of members of the Library's senior administration, was formed. The Steering Committee decided that a new strategic planning process was appropriate, with the goal of producing a strategic plan for the next five years. This Committee determined the process that would be utilized in the planning cycle (a modified version of Bryson's Strategy Change Cycle), and selected Library staff to serve on the Strategic Planning Task Force -- which was then charged to develop the Plan. It was agreed that the planning process would be consultative (externally), inclusive (internally), and iterative.

The Strategic Planning Task Force (SPTF) began its work in late August 2006. Team Building helped the Task Force to coalesce from a group of individuals from myriad Library departments into a coherent team tasked to apply their expertise and experience to develop a dynamic Strategic Plan for the Library as a whole. The Task Force reviewed the Mission and Vision of the Library, and then identified the stakeholders and the organizational mandates under which the Library functions. These mandates included formal mandates that are

required by funding or authorizing groups as well as informal mandates such as unwritten expectations of our users or staff. Analysis of these mandates helped determine what we as an institution are 'supposed to do' or what we are 'expected to do', and who requires us to do it.

The SPTF then set out to "take stock" and examine both the internal status of the Library and the external context in which the Library is situated. To do this, a Current Situation Analysis (CSA) was conducted. The CSA is the process of collecting, analyzing, and reporting information that describes the current state of the library environment, as well as anticipating changes in the future environment. It consists of an environmental scan (opportunities and threats) and an internal assessment (strengths and weaknesses) -- therefore, input was solicited from internal and external stakeholders, both directly and indirectly. Surveys, questionnaires, and focus groups with Library departments, Georgia Tech students, and faculty were conducted to invoke 'conversations' about our users, our services, our resources, and more. In addition, an extensive amount of documentation, ranging from internal (library) documents to institutional (Georgia Tech) documents to external (global) documents deemed relevant to the process, was reviewed. An analysis of the data gathered ensued, and included a comprehensive SWOT (strengths, weaknesses, opportunities, threats) Analysis to help identify areas for development/advancement. The SWOT Analysis provided the framework for identifying the critical issues that face the Library in the next 3 - 5 years. An Open Forum with all Library staff helped the SPTF to select the five most strategic directions for the Library. Working groups (comprised of 35 members from across the Library) were then established to help define/refine these five critical issues, and to provide input to the Task Force as they developed the goals, objectives, and expected outcomes for the final planning document, which was completed in April 2007.

For detailed information on the process, the background materials gathered and examined, and the in-depth analysis of the feedback and information see:

<http://smartech.gatech.edu/handle/1853/14251>

Mission & Vision

In the process of updating our Strategic Plan, we are reaffirming our mission and vision as stated in 2002:

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.

VISION

Creating a better educated graduate for Georgia.



Core Values

In pursuing our vision and mission, we are guided by core commitments to:

- Support the goals of the Institute and share in its commitment to teaching, learning, research, and service
- Further the Institute's curricular, research and professional pursuits by providing effective access to information and responsible stewardship of resources
- Deliver resources and services to distance learners that are comparable to those available to local users, subject to license restrictions
- Create, acquire & organize, preserve and distribute information and knowledge
- Enrich the academic community through effective partnerships
- Expand and strengthen the Library as a place of learning, and provide lifelong learning services
- Respect, support and empower a diverse library staff and user community
- Provide excellence in professional service to users

These core commitments serve as major governing principles that guide us as an organization. Within the context set by these commitments, we have identified five strategic themes. These themes are broad areas within which action must be taken in order to ensure the Library's mission and vision.

Strategic Themes

Our strategic planning themes for 2007 – 2011 are:

- I. Partnerships: Collaborating to Educate, Advocate, and Promote
- II. Developing, Managing, and Making Accessible Library Collections
- III. Enhancing Building Resources and Fostering Library as Place
- IV. Expanding, Preserving, and Promoting Digital Repositories & Services
- V. Empowering and Developing Library Staff while Promoting Internal Communication and Collaboration

I. Partnerships: Collaborating to Educate, Advocate, and Promote

The Georgia Tech Library is committed to establishing and strengthening collaborative relationships campus-wide and beyond, in alignment with the Institute's goals to expand the local, regional, and global outlook of Georgia Tech. These collaborations support the research and instructional mission of the Institute and fall into several areas: partnerships with students, partnerships with faculty, including support for scholarly communication and for information competency development, and partnerships with other entities. The Library will reinforce its position as a dynamic partner both on campus and off using a multi-pronged approach to information delivery and outreach. Partnerships with researchers, education programs, and information technology departments are central to the development of effective information services for our users. Collaborations with the local community, industry, and information professionals will also facilitate learning and research opportunities at Georgia Tech. These approaches are applicable to both existing and potential collaborations with our valuable partners.

GOAL AREA: I.1

Partnering with Students

The successful renovation of the Library's interior space has demonstrated the Library's ability to collaborate effectively with Georgia Tech students. It has also demonstrated the willingness of students to use the Library and its resources once they have had the chance to make them their own. The Georgia Tech Library will build on that success by developing a conscientious approach to connect with students and to consider their needs and concerns in order to design and implement Library resources and services that are useful to them.

Goal I.1.1: Work with students to customize and design Library resources and services that are intuitive to Georgia Tech students and that support their research and scholarship.

Objectives:

- a. Use student input to design Library technology that is easy for students to use and that creates for students a greater sense of ownership of Library resources.
- b. Seek opportunities to gain input from all students, including under-represented student populations and groups, in developing, implementing, and evaluating Library resources and services.
- c. Foster opportunities to collaborate with student organizations, interest groups, and students in general in developing, implementing, and evaluating Library resources and services.

Goal I.1.2: Develop and implement strategies for effectively marketing services and resources to students.

Objectives:

- a. Assess how students use the Library's physical and virtual resources.
- b. Collaborate with students to develop multifaceted strategies for marketing Library services and resources to students, student organizations, and student interest groups.
- c. Evaluate the effectiveness of our marketing efforts with appropriate assessment tools.

EXPECTED OUTCOMES:

- Students view the Library as an accessible and reliable source of their information resources and services.
- Course-related and research requirements of students have a greater impact on the design and implementation of Library technologies.
- The talents of students in senior design and capstone courses are employed in developing the scope of Library resources and services, such as customizing access technologies.
- The Library portal parallels commercial websites and social software in ease of use.
- Usage of the course management software significantly increases each school term, measured by the total number of courses implementing it.
- Library staff who are “early adopters” of new technologies effectively communicate with the student population using these technologies.
- Library services and resources change quickly, by dropping unneeded services and resources and adding new ones based on usage data.
- A variety of marketing methods are used to effectively communicate with the student population.
- Students are contacted regularly about activities or resources available at the Library based on their area of study or coursework.
- The Library forms focus groups to access students, including under-represented and marginal student populations.
- Library representatives are welcomed as advisory staff into student organizations and interest groups.

GOAL AREA: I.2

Partnering with Faculty

The Georgia Tech Library will pursue rewarding and productive partnerships with faculty. We will also strive to work with faculty to make the Library a productive place for cross-disciplinary interactions.

Goal I.2.1: Increase awareness and use of Library resources and services among faculty.

Objectives:

- a. Conduct an environmental scan of the use and awareness of Library resources and services among faculty.
- b. Design and implement a targeted marketing plan that promotes Library resources and services to faculty using data gathered from the environmental scan.
- c. Conduct systematic assessment of the success of the marketing plan and its implementation.

Goal I.2.2: Collaborate with and support faculty in scholarship and research.

Objectives:

- a. Determine ways the Library can help facilitate multidisciplinary and interdisciplinary research.
- b. Promote the Library’s and librarian’s role as facilitator of intellectual discourse among faculty.
- c. Encourage Library staff participation in intellectual discourse with faculty.
- d. Explore opportunities to collaborate with faculty in research, publishing, and/or other creative endeavors.

Goal I.2.3: Strengthen faculty participation in the development and assessment of Library services and resources.

Objectives:

- a. Build partnerships between subject specialist librarians and department faculty to enhance collection development.

- b. Explore with faculty ways to integrate Library resources and services on campus.
- c. Collaborate with faculty to design and assess Library learning and research services.
- d. Actively engage with faculty in their academic units to recruit content for local collections.
- e. Establish a faculty advisory group to stimulate shared decision-making with faculty.

EXPECTED OUTCOMES:

- The Library sponsors disciplinary and interdisciplinary programs, such as panel discussions, lecture series, and brown bags.
- Faculty intellectual discourse takes place in the Library.
- Librarians serve as principal investigators, co-principal investigators, or active participants on research grants designed by or in collaboration with faculty.
- Librarians co-present with faculty at the local, national and international levels.
- Librarians collaborate with faculty to plan and program conferences, lecture series and/or symposia.
- Faculty increasingly use Library resources for research and for the benefit of the student learning experience.
- The SMARTech institutional repository and archival collections from academic departments continues to increase in size at an appropriate rate.
- Faculty and researchers expand their use of Library publishing/archiving platforms and Library-hosted e-journals.
- Library representatives serve on campus department/unit committees.
- A campus-wide Library-Faculty Advisory Council is created.
- A Writing Clinic is located in the Library.
- Library resources are increasingly made available through a course management system and students effectively use this system to retrieve Library materials.
- An increasing number of faculty participate in Library usability studies.
- Faculty are more satisfied with collection development for their disciplines.
- Librarians are better able to design and market Library resources and services.

GOAL AREA: I.3

Supporting Information Competency

The most effective development of information competency skills occurs within the context of the curriculum, aligned with the acquisition of discipline knowledge, professional proficiency and critical thinking skills, and delivered in a discipline-specific, multifaceted program. Collaborative strategies can ensure that this program supports students' learning needs and provides them with lifelong learning skills.

Goal I.3.1: Collaborate with the Georgia Tech academic community to prepare information-competent graduates.

Objectives:

- a. Determine student and faculty information competency needs; and, in partnership with teaching faculty, develop methods to assess the effectiveness of existing and developing strategies on student learning.
- b. Identify curricular structures that support an emerging model of integrated information competency.
- c. Communicate with faculty to plan a multifaceted, targeted strategy to provide every student with opportunities to acquire information competency by incorporating it into the curriculum campus-wide.
- d. Delineate a progression of needed information competency skills that are relevant to each stage of a student's academic career.

- e. Collaborate and partner with other campus programs that impact students' academic lives (e.g., OIT, Success Program, OMED, 1-to-1 Tutoring, Undergraduate Research Opportunities Program, President's Scholars Program).
- f. Utilize emerging technologies to ensure flexible delivery of information competency instruction across and beyond campus.
- g. Provide opportunities for Library staff to develop and share their expertise in instructional techniques and innovative instructional technologies.
- h. Implement strategies for promoting the Library's services, resources, and capabilities to raise awareness of the Library's role in supporting information competency.

EXPECTED OUTCOMES:

- Library instructors/liasons and teaching faculty collaborate on syllabi, instruction, and/or assignments.
- Course-specific information competency tools are embedded in course management software.
- Informational tools (e.g., web pages, tutorials, workshops for faculty) are developed for faculty and graduate teaching assistants.
- Information competency standards/attributes are integrated into curricular programs.
- Specialized online tutorials or web resources are available for student use.
- Student use of the Library's information resources has increased.
- Innovative delivery methods are utilized for information competency instruction.
- Assessment tools for measuring student success in using and understanding Library resources are collaboratively developed.
- Teaching tips, tools and/or training programs are provided for Library instructors.

GOAL AREA: I.4

Supporting Scholarly Communication

Georgia Tech Library faculty and staff will work collaboratively with campus faculty/ administration, national associations and publishers to continue to ensure the widest possible access to research, to inform the Institute about the changes occurring in scholarly communication, and to assist researchers with intellectual property issues.

Goal I.4.1: Provide leadership and expertise to inform and mobilize the Georgia Tech community in the evolving scholarly communication landscape.

Objectives:

- a. Assess the current state of scholarly communication at Georgia Tech, and establish an ongoing evaluation program.
- b. Establish a Library scholarly communications committee that collaborates with faculty and administrators to explore copyright and rights management issues, as well as issues of scholarly publishing.
- c. Advocate for, promote, and support Library alternative publishing models, such as SMARTech and epage@Tech, to faculty and researchers.
- d. Inform Georgia Tech faculty and researchers and train Library personnel about alternative models for scholarly publishing and copyright and rights management issues.
- e. Serve as a primary resource to the campus community for rights management and copyright questions and issues.
- f. Prepare the Library subject librarians to facilitate local changes in the scholarly communication system.

EXPECTED OUTCOMES:

- The Library provides and directs Library users to more open access resources.
- Local and global programs and initiatives, such as SPARC, that promote changes in scholarly communication, are supported.
- A web page for scholarly communication is updated and increasingly visible.
- The Library sponsors speakers/symposia/programs and campus-wide discussions on scholarly communication issues, resulting in an increased faculty awareness of these issues.
- The Library sponsors electronic publishing platforms and locally-hosted e-journals.
- A campus education program on issues relating to scholarly communication is developed and implemented.
- A Library scholarly communications committee with an advisory group of faculty and Institute administrators is formed.
- Librarians are prepared to speak with faculty about scholarly communication, copyright and rights management issues.
- Partnerships are developed with campus units/faculty for scholarly communication programming and advocacy efforts.
- A position of Library coordinator of scholarly communication programs and copyright and rights management services is created.

GOAL AREA: I.5

Partnering with Others

The Library will seek to develop dynamic relationships with campus partners as well as with private and public sector organizations. The goal of these collaborations will be to enhance the educational and research experience not only for the campus community, but for the Atlanta community at large.

Goal I.5.1: Develop ongoing relationships with OIT and other campus technology units to deliver effective technological access to Library resources.

Objectives:

- a. Facilitate desktop delivery of the Library's digital resources.
- b. Embed Library resources and services in campus learning and communication tools.

Goal I.5.2: Foster mutually beneficial relationships with area academic libraries, museums, and archives.

Objectives:

- a. Identify relationships between unique collections held at area institutions.
- b. Collaborate to create better universal search capabilities with regard to these collections.
- c. Where possible, collaborate on promotion of programs and/or exhibits that feature unique collections.
- d. Seek opportunities for collaborative grants which strengthen relationships with regional institutions.

Goal I.5.3: Promote partnerships with campus research units to facilitate the development of well-organized, cohesive repositories for Georgia Tech-generated research content.

Objectives:

- a. Promote SMARTech as an institutional repository, further developing collections from academic support and non-academic research entities.
- b. Promote Library's archival and records management services to preserve and manage campus records.

Goal I.5.4: Pursue opportunities to collaborate with campus research units to use the Library as a case study subject.

Objectives:

- a. Develop relationships with campus research units to study the challenges of library-oriented tasks such information search and retrieval.
- b. Seek opportunities to use campus expertise to develop enhanced user-friendly Library work spaces.

Goal I.5.5: Collaborate with local public and private sector organizations to facilitate learning and research opportunities.

Objectives:

- a. Partner with private sector organizations to positively impact student learning by developing sponsorship opportunities for student-centered programs and/or competitions.
- b. Strengthen Library's relationship with Georgia Tech alumni, seeking development and fund-raising opportunities.
- c. Develop a marketing strategy dedicated to enhancing the Library's relationship with Georgia Tech alumni.

EXPECTED OUTCOMES:

- Coordinated evaluation and enhancement of desktop delivery of digital resources is enacted.
- Consistent, ongoing inclusion of Library resources and services in campus learning tools occurs.
- A position of Library coordinator with designated responsibility to pursue and organize grant funding opportunities is created.
- The Library participates in collaborative grants with regional academic libraries, museums, and/or archives.
- Ongoing relationships with campus research units are established to provide means of evaluating information search techniques, web site usability, and/or Library space and access.
- SMARTech collections include more materials from academic support and non-academic research entities, such as technical reports, research publications, campus publications, and archival materials.
- Vendors collaborate with the Library to develop innovative approaches to information access and/or enhancement of Library space.
- Industry partners collaborate with the Library to sponsor events, programs, competitions, and/or awards which highlight innovative student research projects.
- The Library develops internships and mentorships with library school students in support of strategic initiatives.

II. Developing, Managing, and Making Accessible Library Collections

The Library must use a variety of information to develop appropriate collections that support the research and teaching mission of the Institute and optimize use of budgetary resources. We need to increase our collections in key areas in order to increase our national reputation as a specialized research library. We must consider how we can improve the work we do within and across departments in managing our collections—creating clear, transparent, and flexible processes and workflows for selecting, purchasing, processing, and making available our resources. As we continue to spend a larger portion of our budget on electronic resources each year in accordance with the needs of our users, we need to focus on electronic resource management and how we will approach the converging issues of vast amounts of digital content, new content types, limited budgets, and cutting edge technologies. Other focus areas are communication, appropriate preservation of our collections, and creating a web presence that encourages use.

GOAL AREA: II.1

Developing Collections

As Georgia Tech grows, the Library's collection must grow to support the research, teaching, and learning needs of the Institute, with a focus on the community's needs, prioritized collection areas and increased funding.

Goal II.1.1: Meet research and curriculum needs of existing, new, and emerging academic programs through increased funding opportunities.

Objectives:

- a. Assess and determine appropriate support for existing academic programs.
- b. Continue to identify new and emerging academic programs in order to fund them appropriately, including integrating Library funding needs into the campus development of these programs.
- c. Assess the Library's collections to determine strengths and weaknesses.
- d. Increase endowments and investigate alternative funding sources such as friends of the library, fundraising events, or paid privileges.

Goal II.1.2: Aggressively move Library collections to digital format.

Objectives:

- a. Purchase reference materials in electronic format whenever possible.
- b. Expand access to electronic texts (collections & individual titles).
- c. Identify and purchase electronic content previously collected in a microform format.

Goal II.1.3: Address the leisure needs of the Georgia Tech community.

Objectives:

- a. Develop a committee to guide leisure collection decisions, using patron input and available data.
- b. Develop a collection development policy and identify funding resources for a collection of leisure materials.
- c. Educate users about the availability of leisure materials outside Georgia Tech.

Goal II.1.4: Create collection development strategies to guide and prioritize collections decisions.

Objectives:

- a. Prepare a data-driven Collection Development Policy with particular emphasis on issues unique to electronic resources.
- b. Prepare subject-specific collection development policies.
- c. Use existing and newly-developed data to allocate the Library's collection budget.

Goal II.1.5: Regularly communicate the Library's collection initiatives and decisions.

Objectives:

- a. Create a central location for collection development policies.
- b. Organize and communicate collections-related data and decisions (reviews, additions, cancellations).
- c. Communicate and educate Library staff on collection development issues particularly related to electronic resources.

EXPECTED OUTCOMES:

- The Library's budget is increased to a level sufficient to support the research, teaching, and learning needs of a growing, dynamic top 10 public institution.
- The Library's Collection Development Policy is updated annually.
- The results of the 2009 LibQual+ Survey show that faculty and students are more satisfied with the Library's collections.
- The Library offers a leisure collection, developed based on user-input and data that satisfies the needs of the Georgia Tech community.
- Regular fundraising events are held to support specific collections.
- Core reference items and journals for new and emerging academic programs are available within one year of program approval.
- A document is developed that identifies collection strengths and weaknesses, and includes a prioritized plan for these areas.
- Increasingly, Library materials are purchased and delivered electronically.
- Collections-related data and policies reside in a centralized web location.
- Information sessions on e-resources are regularly offered.
- The GT community will have access to a database of data related to journal collections.
- New partnerships with faculty will have been forged and existing ones will have been strengthened.

GOAL AREA: II.2

Managing Collections

Effective management of the Library's collections within and across departments requires clear, transparent, and flexible communication processes and workflows for selecting, purchasing, processing, and making available Library resources with an emphasis on addressing key electronic resource issues.

Goal II.2.1: Improve efficiency of collection management workflows.

Objectives:

- a. Develop tools and procedures for improving internal communication related to collections management.
- b. Analyze cross-departmental workflows for managing materials in all formats and implement recommendations based on this workflow analysis.

Goal II.2.2: Manage electronic resources more effectively.

Objectives:

- a. Acquire and implement an electronic resource management (ERM) system.
- b. Train appropriate staff in the use of the ERM system.
- c. Provide ongoing staff training and education related to electronic resources.
- d. Continue to implement and adapt a database management system for archival collections.

EXPECTED OUTCOMES:

- A consultant is used to conduct a cross-departmental work flow analysis for managing materials in all formats.
- Workflows in managing print and electronic resources are handled more efficiently and effectively.
- An electronic resources management (ERM) system to improve efficient handling of electronic resources is implemented.
- Library staff is trained to effectively utilize the ERM system.
- Archival collections workflow and management are enhanced and improved.

GOAL AREA: II.3

Accessing Collections

The Library needs to focus on direct user feedback, marketing, and the creation and utilization of user-friendly, interactive tools to facilitate access to appropriate resources at the appropriate time, whether that be in courseware, on the Library's website, or on the open web.

Goal II.3.1: Provide more user-focused access to collections.

Objectives:

- a. Regularly obtain user feedback through usability tests, usage analysis and surveys.
- b. Create a centralized interface for all user accounts (e.g. Circ, ILL, GIL).
- c. Distinguish more effectively between circulating and non-circulating material in the Library catalog.
- d. Create a more user-friendly Library catalog with features such as book covers, reviews, and recommendations.
- e. Determine ways and/or develop technologies to make collections accessible through the open web and course management tools.

Goal II.3.2: Increase awareness and use of collections.

Objectives:

- a. Gather and analyze usage statistics to determine which resources are under-utilized.
- b. Make faculty and graduate teaching assistants aware of new electronic collections and how they can be used for teaching.

- c. Work cross-departmentally to market Library collections and services to the Georgia Tech community.
- d. Create and feature databases of award-winning or special interest collections.

EXPECTED OUTCOMES:

- User accounts and services will have a single sign-on.
- User review and recommendation services (similar to Amazon) are in place.
- A position is created that is responsible for leading the Library's marketing and public relations initiatives in conjunction with a Library-wide Marketing Committee.
- Usage of electronic materials in general, and utilization of electronic content in the classroom by faculty increases.
- User feedback is being used to make collections more accessible and to update the Library web site.
- Tools for incorporating Library resources into course web sites or course management software (i.e. Sakai) are available for faculty and teaching assistants.
- Georgia Tech Library's resources are promoted outside of the Library's web site.

GOAL AREA: II.4

Preserving Collections

Proper preservation of all our collections, regardless of format, is necessary to ensure long-term access to existing and new collections. Preservation must extend to all collections of enduring value, including digital and non-digital items as well as unique and rare materials.

Goal II.4.1: Develop and implement strategies to preserve existing and acquired collections, regardless of format.

Objectives:

- a. Develop and expand preservation policies to include all formats, including technical reports, other microforms and any at-risk collections.
- b. Investigate alternative storage solutions such as off-site storage and compact shelving, and implement as appropriate.
- d. Allocate funds for preservation training and staff.
- e. Prioritize, schedule, and assess preservation projects on an annual basis.

Goal II.4.2: Communicate preservation policies, procedures and practices.

Objectives:

- a. Develop preservation training sessions for Library staff and education opportunities for the Georgia Tech community.
- b. Create a central location for preservation policies and practices.

EXPECTED OUTCOMES:

- A well-trained Library-wide Preservation Council is established, in addition to a position responsible for leading the Library's preservation initiatives.
- All microform technical reports are adequately preserved.
- Library materials are stored in accommodations appropriate to their unique preservation needs.
- Library stacks have sufficient capacity to accommodate collection growth.
- The Archives have sufficient space available for the growth and expansion of its collections.
- Information sessions on preservation issues are regularly offered.

III. Enhancing Building Resources and Fostering Library as Place

When the Price Gilbert Library and the Crosland Tower were built, the Library was a place to research, read, think and write . . . a traditional library model. This model has changed drastically to one with ubiquitous access from anywhere in the world. The Library has become more than a place for books and a center of information . . . it's a place to work, create, study, collaborate, recharge, exchange ideas, tutor or be tutored, research, listen, learn, hone skills, feel safe, socialize, flirt, eat, and much more. Even though online resources and services in libraries are rapidly expanding, turnstile counts are increasing dramatically. Today, the Georgia Tech Library has more in-person visits than ever before, and it is essential that the Library assess and continue the process of reinventing itself as a destination for students, faculty, and staff where they can conduct research, study, collaborate, socialize, and learn. The Library can change student perceptions of what an academic library can be by taking advantage of its combination of academic resources (books/periodicals/librarians) and campus resources (food/tutoring/computers/digital media tools/social activities).

GOAL AREA: III.1 Programming

Programming incorporates all initiatives beyond the scope of the traditional library model that cause students, faculty, and other constituents to come to the Library building.

Goal III.1.1: Facilitate Library users' need for collaboration neighborhoods and group learning by transforming the campus libraries into interdisciplinary and multifunctional learning spaces that support group and individual learning.

Objectives:

- a. Repurpose existing Library areas to provide additional flexible group study spaces.
- b. Facilitate the use of group study spaces by providing an online reservation system.
- c. Enhance student communication specific to Library visits.
- d. Continue to experiment with collaborative, replenishable learning tools throughout the Library, such as flipcharts, Post-it walls, and whiteboards.
- e. Examine the need for increased hours in all Libraries.

Goal III.1.2: Cultivate additional collaborations with Georgia Tech departments to provide facilities and services that benefit our mutual constituents.

Objectives:

- a. Assess the need for and feasibility of devoted and/or transient spaces for campus collaborations.
- b. Establish proactive measures with the Georgia Tech Police and Parking and Transportation departments to offer safe, convenient access to the Library.

Goal III.1.3: Continue to expand and improve the advanced information technology services needed by Library users.

Objectives:

- a. Continue to support a diverse inventory of digital learning objects.
- b. Proactively plan for upgrades and maintenance of computer hardware, software, and networking resources to anticipate customer needs.
- c. Research and implement a self check-out system for all Library open stacks items.
- d. Provide adequate and updated multimedia facilities in both libraries.
- e. Enhance the availability and convenience of printing and photocopy services for non-Georgia Tech users in the Architecture Library and Archives.

Goal III.1.4: Assess and expand the content and marketing of Library events and exhibits.

Objectives:

- a. Recruit presentations, performances, and exhibits from all areas of campus including research and academic units and the community in general.
- b. Establish guidelines and an online mechanism for proposing and vetting Library events co-sponsored by campus departments.
- c. Increase the awareness of sponsored events in the Library.

EXPECTED OUTCOMES:

- Students have more control and freedom in creating collaborative spaces through the use of flexible furnishings, moveable barriers and/or other permeable space dividers.
- An electronic bulletin board service is offered near the Library entrance to facilitate student communication during Library visits.
- Library East Commons managers create student positions to maintain flexible spaces in the Library, specifically in the LEC and other venues as needed.
- Student access to campus services such as a Writing Center and additional tutoring facilities is accommodated by housing them in the Library.
- A Safety Officer is appointed to assess student transportation needs to and from the Library (the Stinger, GT Trolley, and Stingerette) and the need for officer escort services.
- Efficient, well-marked access to the Library for emergency vehicles is available.
- The purchase, maintenance, and upgrading of a diverse inventory of learning objects such as camcorders, cameras, laptops, and projectors as well as learning tools such as flipcharts and other supplies will be fully supported.
- Student computer hardware, software, and networking resources are cutting edge.
- Visitor printing options and photocopy services are more convenient in the Archives Department and the Architecture Library.
- Undergraduate research, architectural models, photography class projects, technology transfer (GT commercialized inventions), and Advanced Technology Development Center incubator company initiatives are featured in the Library.
- Visiting authors programs and book signings regularly occur in the Library.
- A virtual gallery of Library exhibits is available through the Library's website.
- The Library sponsors contests to promote upcoming events.
- Press releases are developed for the Whistle and Technique to increase awareness of Library events.
- The Library hours increase to meet demand, and the Architecture Library hours are in line with the main Library.

GOAL AREA: III.2

Renovation

Renovation includes all major systems and structural improvements for the Library buildings which require funding and construction outside the regular Library budget and practice.

Goal III.2.1: Renovate existing Library buildings to meet student, staff, and faculty needs.

Objectives:

- a. Plan and implement a comprehensive renovation of the Library buildings.
- b. If a comprehensive renovation isn't funded, develop a prioritized list of areas to be renovated and implemented, and a timeline for the listed items.
- c. Evaluate the need for additional presentation rehearsal and group study spaces for student use.
- d. Appraise current areas for repurposing and/or build additional computing, scholarly, and social areas for student use.
- e. Assess and plan for accessible Archives service points to increase visibility and awareness for students, faculty, and Library staff.
- f. Collaborate with the College of Architecture to design and create improved student areas in the Architecture Library.
- g. Investigate student communal space needs.
- h. Consider the need for Library restroom renovations and implement as appropriate.

Goal III.2.2: Renovate existing Library buildings to meet collections needs.

Objectives:

- a. Assess and improve storage space for the Library's General collections, Archives and Records Management collections, and Architecture Library collections.
- b. Ensure adequate space and storage to facilitate the preservation of special format materials including paper, microform, and digital.

Goal III.2.3: Assess and meet the internal space needs of Library personnel.

Objectives:

- a. Support the office space needs of all librarians, archivists, managers, and professional exempt staff.
- b. Provide co-located work space for Library staff/Librarians dispersed throughout the building, as appropriate, to promote synergy in their work.
- c. Provide additional departmental meeting spaces.
- d. Evaluate the current practice of separating technical services staff from public areas and investigate a potential integration.

Goal III.2.4: Assess and upgrade, in partnership with campus Facilities, the Library's infrastructure to meet the needs of all its constituents.

Objectives:

- a. Evaluate the need for improved temperature control and airflow of the heating, ventilation, and air conditioning systems as well as other infrastructure needs throughout all Library spaces and remote buildings.
- b. Develop proactive measures with Facilities to begin a directed maintenance effort concerning long-term infrastructure needs.

EXPECTED OUTCOMES:

- Additional presentation rehearsal space is provided using existing or renovated space(s).
- The Archives provides improved access for patrons (in the main Library or in its existing space), contains improved student areas in the Reading Room, and offers a new student demonstration space.
- 2 West is redesigned to facilitate more effective group and collaborative study.
- The Architecture Library has an LWC/LEC-like facility and improved areas for student use.
- Improved Library restrooms are provided to meet the needs of all Library users.
- Rental lockers are available for student daily use.
- "Satellite" information kiosks are located in high-traffic areas throughout the Institute advertising Library services and offering dedicated access to subject librarians and Library databases.
- 1 West houses a more user-friendly Information Services Desk.
- The Library supports the office space and storage needs of Library personnel.
- Infrastructure issues including leaks, low pressure water supply, power outlets placement, and worn elevator control panels are improved and systems are upgraded, as needed.
- The Library provides improved storage for microform materials in appropriate cabinets with proper lighting.
- The Library utilizes appropriate compact shelving for its Architecture, Archives, and General collections to increase space for multipurpose use.
- Oversized books are identified and organized for improved retrieval.
- Students and faculty are aware of the services and assistance available in all Library departments.
- All Library staff have defined and efficient work spaces.
- The Staff Lounge is renovated to provide an appealing venue for all staff.

GOAL AREA: III.3

Appearance

Appearance encompasses aspects of the Library environment which give it character and appeal, and which are usually funded by the regular Library or GT Facilities budget and practice.

Goal III.3.1: Assess and implement refurbishment and replacement of Library fixtures, furniture, décor, and promotional materials to meet user and Library personnel needs.

Objectives:

- a. Implement a cohesive plan (with systematic room audits) for the identification of areas that need attention in conjunction with a process for realizing, reporting, and approving the repairs and refurbishments.
- b. Assess the need for a Public Relations/Marketing position to assess the efficacy of Library promotional/marketing/signage materials.
- c. Investigate the development of a brand identity for the Library.
- d. Create a cohesive look for all Library service points.
- e. Evaluate signage, call number labels, posters, and brochures for timeliness, cleanliness, visibility, and usefulness.
- f. Improve the cleanliness and maintenance of Library buildings and maintain a regular schedule of deep cleaning of student and staff areas.
- g. Formulate an online system for submitting building maintenance/cleaning needs (similar to OIT Remedy system) and assign appropriate Library staff to monitor and manage the requests.

Goal III.3.2: Continue to develop policies and procedures to ensure the Library provides a safe environment for both individuals and materials with a particular focus on 24-hour activity.

Objectives:

- a. Evaluate the need for additional lighting inside and regular patrolling of areas outside and adjacent to the Library where students park and congregate.
- b. Attempt to educate patrons about Library safety concerns.

Goal III.3.3: Enhance and expand Library decoration to reflect the Georgia Tech community.

Objectives:

- a. Form a Library staff /student group to solicit and review student works of art, class projects, models, and the like for display in the Library.
- b. Examine all Library spaces for possible aesthetic improvement.

EXPECTED OUTCOMES:

- A public relations/marketing agenda is used to increase the Library's visibility on campus and in other venues.
- The Library's air vents, ducts, windows, floors, carpets, and other surfaces are proactively maintained, using outside contractors if necessary.
- Library Security increases student awareness of petty thefts and other safety issues.
- A recognizable Library personality (like George P. Burdell) will be a potential outcome of the new Library brand identity efforts.
- Students and Library staff provide an online mechanism to submit exhibit and advertising proposals for Library display cases.
- Library entrance points, stairwells, display cases, and other spaces are enhanced aesthetically with displays such as student art, class projects, and models as well as Library staff exhibits and advertising.
- Items such as the intercom system and clocks are appropriately maintained with malfunctioning Georgia Tech-provided clocks replaced by battery-operated ones managed by Library staff.

IV. Expanding, Preserving, and Promoting Digital Repositories & Services

The digital landscape of academic research is changing rapidly, fundamentally, and irreversibly. The convergence of new technologies, along with the economic challenges of providing traditional library services, has created a conducive environment for the emergence of new scholarly communication models. As more scholarly output is created and published in digital format, academic institutions are forced to more effectively manage their digital assets. This knowledge must be created, gathered, organized, preserved, made accessible, and made usable. One way libraries can provide these services is through their digital repositories. Institutional repositories, such as Georgia Tech's SMARTech, are beginning to expand their collections to include different media types, such as learning objects, research data sets, and multimedia. Additionally, repositories support scholarly communication by publishing online journals, lectures, and conferences.

GOAL AREA: IV.1

Information Technology Infrastructure

The Library must focus on growing the IT infrastructure to aid in the proliferation of digital assets. This will not only create new jobs and technical ventures, but will also build a sustainable framework rooted in the Library's policies and best practices. An effective IT infrastructure creates an environment that allows the Library to become a leading institution in the development of digital repositories.

Goal IV.1.1: Plan for future repository growth, backup, recovery, and maintenance.

Objectives:

- a. Define standards and develop policies for digital repository technology infrastructure.
- b. Periodically assess the level of technical staff required to support new digital initiatives, and ensure adequate levels of support.
- c. Establish a process to recommend, fund, and purchase new hardware and software.
- d. Continue to develop shared, networked, redundant storage for digital repositories.

Goal IV.1.2: Become a leader in the realm of digital repositories and services on campus and in the broader community by encouraging research and development and use of open source software.

Objectives:

- a. Support collaboration among Georgia Tech Library faculty and staff for digital projects.
- b. Foster professional development which furthers digital services expertise, and ensure adequate funding for staff training.
- c. Stay abreast of developments in the open source community, creating or adopting open source software as appropriate.
- d. Modify open source software to suit the specific needs of the Georgia Tech community.
- e. Contribute to the open source community through the submission of patches to software source code and the development of new features and functionalities.

Goal IV.1.3: Maintain repository accessibility.

Objectives:

- a. Conduct usability testing, and analyze repository statistics and comments, implementing changes as appropriate.
- b. Develop policies driven by appropriate standards and user input to ensure repository accessibility.

EXPECTED OUTCOMES:

- The Library employs the necessary technical staff to support new initiatives and maintain the technical infrastructure.
- The Library is an active participant in the open source software community.
- Library staff actively share expertise with all interested parties in the academic and research communities through presentations at conferences or the submission of patches or modules to open source code projects.
- Formal policies or procedures are in place, such as a technology advisory group, to monitor changes in digital repository hardware and software.
- A centralized storage facility for the Library's digital content is in place.
- The Library has established guidelines for repository accessibility and adheres to accessibility standards.

GOAL AREA: IV.2

Repository and Digital Services Development

As digital repositories mature and reach a critical mass of content, the Library's repository focus should shift towards digital service development. It is not enough to simply make content available, the Library should help users create content, and offer them new and relevant ways to make use of that content.

Goal IV.2.1: Encourage user participation in designing and developing repository content, features and functionality.

Objectives:

- a. Establish a feedback mechanism for repository services and implement appropriate suggestions.
- b. Develop a plan for involving users in the design and development of repository collections, content, features, and functionality.

Goal IV.2.2: Develop and maintain value-added digital services.

Objectives:

- a. Continue to support current services such as journal publishing (OJS) and capturing conference media.
- b. Establish a process to assess the digital services needs of the Georgia Tech community, and develop new digital services based on these needs.
- c. Stay abreast of new initiatives at Georgia Tech, at peer institutions, and in the wider library community.

Goal IV.2.3: Build flexibility into organizational and repository structures.

Objectives:

- a. Tailor repositories and services to balance the evolving needs of the users and the requirements of the content, based on ongoing assessment.
- b. Continually review current repository policies, procedures, and services.

- c. Evaluate and adopt new software technologies and standards (e.g., metadata schemes or digital object formats) as appropriate.

EXPECTED OUTCOMES:

- Library digital materials are being used in the curriculum, as well as in the research environment at Georgia Tech.
- Procedures are established for collecting and addressing user feedback.
- Both repository content and digital services continue to grow in size and use.
- Communication about Digital Initiatives' projects within the Library increases.

GOAL AREA: IV.3

Digital Preservation

Over the next five years, the amount of digital content housed in the Library's repositories will expand exponentially. It is essential that the Library develop its digital preservation program in conjunction with traditional preservation needs. Experts from all departments of the Library will partner to find a solution to the ever-growing problem of information loss due to inaccessible formats, corrupted storage media, and incompatible hardware.

Goal IV.3.1: Develop a preservation policy for digital objects.

Objectives:

- a. Evaluate format standards for short-term use and long-term preservation.
- b. Periodically review metadata schemes for digital object administration and preservation.
- c. Develop a migration or emulation policy as dictated by technological changes and developments, and reassess as appropriate.

Goal IV.3.2: Create and maintain highly available, recoverable repositories that maintain data integrity.

Objectives:

- a. Continue to participate in shared resource programs such as LOCKSS.
- b. Continually review physical storage media (such as CD, DVD, magnetic tape, and hard disks) to ensure continued viability.

Goal IV.3.3: Create an organizational structure that ensures coordination of the Library's preservation program.

Objectives:

- a. Examine current preservation activities and responsibilities.
- b. Coordinate preservation activities and responsibilities via a formalized structure.

EXPECTED OUTCOMES:

- The Library has a formal preservation program, including a Preservation Officer and/or Digital Preservation Committee.
- Clearly communicated digital preservation policies and standards are being utilized.
- Processes for checking data integrity, formats migration, and physical media are formalized.

GOAL AREA: IV .4

Advocacy, Education, and Promotion

The Library must be the advocate on campus for the new models of scholarly communication that are emerging, and it must promote its digital repositories and services as a vital part of teaching and learning at Georgia Tech. Digital repositories not only increase the visibility of institutional scholarship; they also can change the way the academic community exchanges and conducts research.

Goal IV.4.1: Engage all Georgia Tech Library staff in the repository.

Objectives:

- a. Provide in-depth information on building and using repositories to Library staff.
- b. Encourage Library staff to promote digital projects in their interactions with the Georgia Tech community.

Goal IV.4.2: Educate and engage Georgia Tech faculty, staff and students in the repository's availability and use to create an institutional trust.

Objectives:

- a. Cooperate with Library marketing initiatives to promote the Library's digital services and initiatives on campus.
- b. Encourage Georgia Tech community to use digital repositories in teaching and research.

Goal IV.4.3: Promote, participate in, and lead collaborative projects internally and externally involving the repository.

Objectives:

- a. Identify potential partners and determine their interest in collaborative digital projects.
- b. Continue commitment of resources and staff to collaborative projects, such as the Georgia Knowledge Repository, MetaArchive, and the LOCKSS Alliance.
- c. Promote Georgia Tech's digital initiatives to the global community.

EXPECTED OUTCOMES:

- Increasing numbers of non-Digital Initiatives Library staff are participating in repository and digital services development and promotion.
- Subject librarians are collaborating with faculty and campus departments to increase content contributions.
- The number of hits on Library digital collections by the Georgia Tech community continues to increase.
- Surveys, focus groups, and other instruments are used to evaluate the effectiveness of promotional activities.
- Clearly defined policies designed to ensure repository trustworthiness (based on accepted standards) are in place.
- Library participation in collaborative projects such as the LOCKSS Alliance, MetaArchive, and the Georgia Knowledge Repository continues and expands.

V. Empowering and Developing Library Staff while Promoting Internal Communication and Collaboration

The Library's staff is talented, responsive, and rated highly for customer service in library surveys, focus groups, etc. In addition, they are able to multitask and are willing to share greater responsibility. The staff wants additional opportunities and resources; their interests lie in enhancing their skills through professional development and cross-training. They prefer to work in an environment where creativity, risk-taking, front-line empowerment, involvement in decision-making, and embracing new technologies are important. The Library should seek to foster a culture which rewards risk-taking and creativity; one that supports innovative projects and initiatives. Empowerment and development of Library staff coupled with effective, integrated communications and inter-departmental, well-defined collaborations will ensure that the Library remains competitive. The Library's commitment to its staff is paramount to the continued success of the organization.

GOAL AREA: V.1

Organizational Support and Staff Empowerment

To support and empower Library staff requires the provision of the resources necessary for continued productivity and growth, and greater input from all staff.

Goal V.1.1: Foster a culture of inclusion that encourages open communication and participation.

Objectives:

- a. Communicate the decision-making process and include staff input when possible.
- b. Strive to reduce department barriers and to work more collaboratively.
- c. Explore cross-departmental employment opportunities.
- d. Encourage volunteerism throughout the Library.
- e. Encourage open communications among all Library staff.
- f. Develop guidelines and standardized procedures for requesting supplies and equipment.
- g. Explore utilizing open call and rotating membership structures for committees and working groups.
- h. Conduct staff surveys to aid in Library planning processes.

Goal V.1.2: Promote leadership, innovation and entrepreneurship.

Objectives:

- a. Support and encourage individual success, personal growth, and risk-taking.
- b. Provide release time from regular duties to allow staff to pursue other Library-related opportunities.
- c. Explore alternative career paths based upon creativity, initiative and leadership experience rather than progressive supervisory responsibilities.
- d. Cultivate leadership development in project oriented programs that enable individuals to gain experience.
- e. Provide support for staff to experiment with new technologies.

Expected Outcomes:

- Staff regularly participates in surveys and other metrics seeking to gauge perceptions, satisfaction, skill sets, and work interests.
- The process of ordering supplies and equipment is streamlined and web based.
- The Library offers Open Door Days for Department Heads and Administration, encouraging staff to present suggestions and concerns.
- Ideas are shared more openly through online channels, including an inventory of ongoing projects, and public discussions such as Big Idea and Devil's Advocate sessions.
- A funding and support process is available for the development of new ideas, aimed to increase experimentation and risk-taking.

GOAL AREA: V.2

Communication

Integrated communication strategies are necessary to create an inclusive culture where all staff are aware of Library processes, and proper outlets for dissemination of information are available.

Goal V.2.1: Expand, develop, and improve communication channels throughout the Library.

Objectives:

- a. Increase the use and functionality of the Library Intranet.
- b. Establish regular department tours or information sessions.
- c. Increase staff and faculty input in prioritizing strategic directions and objectives.
- d. Provide forums for regular updates from Department Heads and Associate Directors.
- e. Identify and describe all Library committees, taskforces, and working groups, and encourage the publication of regular updates on progress.
- f. Establish a forum for Library staff to discuss technology-related needs and opportunities.

Goal V.2.2: Improve and increase interpersonal communications between Library Staff.

Objectives:

- a. Establish an online directory for ongoing projects, research interests, training opportunities, and upcoming presentations.
- b. Create staff and department profiles which will include regular updates and critical information.
- c. Host an annual staff retreat.
- d. Develop initiatives to frequently celebrate staff and Library accomplishments.
- e. Provide events and activities geared toward staff interests.

Expected Outcomes:

- The Intranet is more dynamic featuring collaborative tools and regular updates from departments, committees and work groups. All groups will include membership lists, charges, and current tasks.
- The Library regularly holds meetings, workshops, and activities for professional development, information sharing, and employee engagement.
- All staff understand their unique roles as well as the workflow of the organization.
- An end of the fiscal year report highlights accomplishments, provides budget transparency, and sets goals and priorities for the upcoming year.
- A Library-wide committee(s) focuses on staff engagement and professional development.
- A Technology Senate is established to discuss library technology issues.

GOAL AREA: V.3

Training and Opportunities

The acquisition of job-related skills and knowledge will enable Library staff to carry out their duties efficiently and effectively.

Goal V.3.1: Provide and support staff development and cross training opportunities.

Objectives:

- a. Develop and encourage intra-departmental and inter-departmental training initiatives.
- b. Facilitate internal training and work-related development opportunities.
- c. Establish a framework for external training opportunities.
- d. Encourage professional development amongst staff to promote career growth.
- e. Provide on-the-job opportunities for staff to apply new skills and knowledge.

Goal V.3.2: Provide and support mentoring programs.

Objectives:

- a. Develop a Library orientation program designed for new staff.
- b. Develop a career progression process.
- c. Develop a career mentoring initiative for librarians and staff.

Expected Outcomes:

- Increased opportunities exist for staff to work across departments through a structured system. (Examples: job rotation system, threaded experiences, joint projects)
- Department (or Library) specific professional development programs to enhance library leadership and skill sets while decreasing dependence on more generic, Institute-wide training classes are created.
- The Library maintains an inventory of skill sets and offers a development process for staff.
- A career progression process, or Career Ladder, enables staff to learn incrementally about other departments, gain hands-on experience, and to identify expectations for advancement.
- Staff have clear and concise guidelines for travel, training, and conference support, and an electronic process for submitting and tracking requests.
- A mentoring system is in place to guide career development and to initiate new staff.

Appendices

A. Detailed context statements for the Strategic Themes

I. Partnerships: Collaborating to Educate, Advocate, and Promote

The Georgia Tech Library is committed to establishing and strengthening collaborative relationships campus-wide and beyond. These collaborations support the research and instructional mission of the Institute and fall into several areas: partnerships with students, partnerships with faculty, including support for scholarly communication and for information competency development, and partnerships with other entities.

Partnering with students

Today's students have come of age in an era dominated by visual media and characterized by easy access to networked information. This not only decreases students' familiarity with the library overall – as both a physical and a virtual entity – but also causes students to view the library as a needlessly complicated and uninviting place. Accordingly, the traditional, passive approach to outreach and marketing adopted by academic libraries of the past fails to reach today's students.

With the above in mind, the Georgia Tech Library will develop a more sophisticated approach to connect with our students. Successful renovations of the Library's interior spaces have demonstrated the vitality of the Library's environment and student willingness to take advantage of it. We must follow these successes by making access to the Library's information resources similarly inviting. Specifically, we will work with students to design library resources and services which use techniques and media familiar to them. We will develop clearly delineated visual pathways through both the physical and virtual space of the library. And, finally, we will target the specific information needs of students where they exist, within the context of the students' physical and virtual learning environments.

Partnering with faculty

Emerging information and communication technologies have provided new opportunities for university faculty, scholars, and students to interact and to relate to each other, both inside and outside of the classroom. Inter-disciplinary and inter-departmental collaboration is a crucial component in higher education and research in the 21st century. As both the intellectual center of campus and as a forum whose central location and comfortable facilities make it a convenient place for informal, cross-disciplinary interaction among faculty and students, the Georgia Tech Library is well poised to collaborate with Georgia Tech faculty across campus to ensure the Institute's continuing success and to create an even better Library.

The Georgia Tech Library will pursue rewarding and productive partnerships with faculty. These synergistic, cooperative ventures could take many forms: team teaching; developing a course syllabus or curriculum; research and writing; grant writing; presentations; workshops; seminars; conference planning; Web site development; collection development; and faculty-Library committees. We will also collaborate with faculty to make the Library an even more productive place for such cross-disciplinary interactions.

Supporting scholarly communication

Scholarly communication is a cyclic process that delineates the work that all scholars do: perform research, share and publish results in myriad formats, and gain access to the scholarship of others. At Georgia Tech, scholarly communication is pivotal to librarians, faculty, and administrators because it is at the crossroads where costs, access to scholarship, changes in copyright and author's rights, and the development of practical alternatives such as digital repositories converge. The state of scholarly publishing and communication is changing. The Georgia Tech Library will advocate and even lead in this change by increasing the options for affordable and open access to scholarly content, including providing innovative alternative avenues for publication of scholarship. With the implementation and expansion of SMARTech, Georgia Tech's institutional repository, and epage@Tech, Georgia Tech's electronic press, the Library is positioned to generate positive developments in emerging models of scholarly communication.

As the traditional model of scholarly communication becomes more cost prohibitive, more restrictive, and more limited in terms of access, the Library will continue to seek additional avenues to support scholarship. Georgia Tech librarians and staff will work collaboratively with faculty, the administration, national associations, and publishers to continue to ensure the widest possible access to research, to inform the Institute about the changes occurring in scholarly communication, and to help researchers with rights management issues.

Supporting information competency

As articulated by the Information Literacy Competency Standards for Higher Education (<http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>) from the Association of College and Research Libraries (ACRL), an information competent individual understands the need for information, as well as how to find it, evaluate it, and use it effectively, ethically, and legally. Information competency has traditionally fallen into the purview of the library, however, it can not be taught in a vacuum; collaboration with teaching faculty is essential.

Information competency is critical to the development of lifelong learning skills essential for living and working in today's knowledge-based society. In order to contribute to the educational environment and develop global citizens who are culturally literate, technologically savvy, and productive, the Library needs to support students' participation in inquiry and critical thinking with a multidisciplinary, multifaceted approach. For all Georgia Tech graduates to be lifelong learners, as articulated in the mission statement of "The Strategic Plan of Georgia Tech" (<http://www.gatech.edu/president/strategic-plan.html>), this approach needs to be incorporated across the curriculum, and developed in partnership with the faculty who formulate and implement this curriculum.

Partnering with others

In alignment with the Institute's goals to expand the local, regional, and global outlook of Georgia Tech, the Library will foster synergistic activity between the Library and vital communities on and off campus. Through our collaborations with these partners, we will expand the possibilities for education and research at Georgia Tech. The Library will reinforce its position as a dynamic partner both on campus and off using a multi-pronged approach to information delivery and outreach. Partnerships with researchers, education programs, and information technology departments are central to the development of effective information services for our users. Collaborations with the local community, industry, and information professionals will also facilitate learning and research opportunities at Georgia Tech. These approaches are applicable to both existing and potential collaborations with our valuable partners.

II. Developing, Managing, and Making Accessible Library Collections

An essential mission of a research library is to provide library and archival collections supporting the research priorities of the institution and the education of its students. This involves responsibly developing, managing, organizing and making accessible the collections offered to its patrons.

Like all large research libraries over the last 10 years, the Georgia Tech Library has struggled with budgets that have not increased at the same rate as library materials, especially in the areas of science and engineering, leading to a lack of sustainability of resources. Compounding the inflation issue are increased enrollment (especially of graduate students) and several new degree programs introduced in recent years. All of these factors have resulted in the Library's inability to provide in-depth research collections, leading to the erosion of our traditionally strong engineering collection. We need to increase our collections in key areas in order to increase our national reputation as a specialized research library.

Within the above context, the GT Library has worked actively to provide collections that support the research and teaching mission of the Institute and must continue to do so. We have been--and continue to be--aggressive in our move from print to online to support the faculty mandate for desktop delivery of our collections, and have partnered with other libraries to purchase electronic journal packages.

The Library must use a variety of information to develop appropriate collections and optimize use of the budgetary resources we are given. Currently available data has shown the need to improve the depth of our research collections as well as to support the educational and leisure needs of students. We need to continue to gather, analyze, and make use of in-house and vendor-provided data, as well as information gathered from our interactions with patrons.

As we work to acquire materials to meet the teaching, learning, and research needs of our users, we need to manage our collections as efficiently and effectively as possible. We are working in an unprecedented time of change in libraries: resources, interfaces, pricing models, research areas, technologies, and our users themselves are all in a constant state of flux. Our collection management strategies need to be nimble in order to keep pace with these changes.

We must consider how we can improve the work we do within and across departments in managing our collections—creating clear, transparent, and flexible processes and workflows for selecting, purchasing, processing, and making available our resources. This may require employing new technologies for collaboration, or even rethinking our current departmental and workflow structures in order to optimize the alignment of responsibilities and skill sets.

As we continue to spend a larger portion of our budget on electronic resources each year in accordance with the needs of our users, we need to focus on electronic resource management and how we will approach the converging issues of vast amounts of digital content, new content types, limited budgets, and cutting edge technologies. This will require the appropriate tools (in particular, an electronic resource management system) and thoughtful approaches to matters such as consortial and "big deal" purchasing, access vs. ownership for electronic materials, and again, our own work and communication structures.

Collections decisions impact the entire Library and campus community. Therefore, it is important to communicate widely about new purchases, collection policies, and reasons for cancellations, as well as relevant collection-related data.

We must also provide for proper preservation of all our collections in order to ensure ongoing access to them. Preservation must extend to all collections, including all digital and non-digital items as well as unique and rare archival materials.

As the demand for online access to content and the amount of the collection that is available online grows, we also need to focus on creating a web presence that encourages use, making collections readily accessible in varied ways for varied users, and marketing our collections. We have begun this process through tools like FindIt and the work we are doing to improve the library catalog. Focusing on bringing access and context for our collections to researchers and students, we must place more attention on direct user feedback, and the creation or utilization of user-friendly, interactive tools. These tools must facilitate access to appropriate resources at the appropriate time, whether that be in courseware, on the Library's website, or on the open web.

III. Enhancing Building Resources and Fostering Library as Place

When the Price Gilbert Library and the Crosland Tower were built, the Library was a place to research, read, think and write . . . a traditional library model. This model has changed drastically to one with ubiquitous access from anywhere in the world. The Library has become more than a place for books and a center of information . . . it's a place to work create, study, collaborate, recharge, exchange ideas, tutor or be tutored, research, listen, learn, hone skills, feel safe, socialize, flirt, eat, and much more. Even though online resources and services in libraries are rapidly expanding, turnstile counts are increasing dramatically. Today, the Georgia Tech Library has more in-person visits than ever before, and it is essential that the Library assess and continue the process of reinventing itself as a destination for students, faculty, and staff.

The Library can change student perceptions of what an academic library can be by taking advantage of its combination of academic resources (books/periodicals/librarians) and campus resources (food/tutoring/computer and digital media tools/services/social activities). The Library can offer a unique mixture of social and academic experience with an emphasis on student and faculty cross-disciplinary collaboration.

The Library is becoming a destination that adapts to the dynamic nature of academics by offering students a variety of spaces (fixed, changeable, and multipurpose), a means of communication, and an atmosphere of "social academics." Since 2001, the process for enhancing services and engaging students has been a series of renovations and reorganizations through collaboration.

Increased programming within the Library is important for students and other Library users. The Institute's Strategic Plan emphasizes the need for collaborative research opportunities in the form of multidisciplinary research neighborhoods. In addition, the Library must continue to develop mutually beneficial relationships with other Institute units and enhance current services to meet the lifelong learning needs of the GT community.

Even as we focus on increased programming, our physical spaces must not be ignored. Some progress has been made with our information commons and expanded computer resources, but student surveys and focus groups tell us that Library users want us to continue to enhance building resources. A comprehensive renovation of the Library buildings in conjunction with the construction of the Innovative Learning Resource Center (ILRC) is preferred (however this decision will not be made by the Institute administration until late 2007). If a comprehensive overhaul is not possible, an incremental and cohesive renovation of the Library is recommended. Components of the renovation should include the assessment and provision of: additional student spaces as mentioned above; adequate collections spaces, including the means to properly preserve the Library's various collections; and appropriate and sufficient personnel spaces. As the Library proceeds with the renovation of its space, it must also focus on appearance, as manifested in the building's interior and exterior, and in representations of "The Library." Appearance includes physical materials such as signs, posters, flyers and bookmarks; cleanliness and maintenance; safety; and student-produced art and decoration. Our students' and faculty's preconceptions must inform the Library's appearance, whether we are meeting their expectations of a campus resource or challenging their perceptions of the traditional, outdated Library

model. It is essential that we provide a flexible, pleasant, well-maintained, and safe environment for our customers where they can conduct research, study, collaborate, socialize, and learn.

IV. Expanding, Preserving, and Promoting Digital Repositories & Services

The digital landscape of academic research is changing rapidly, fundamentally, and irreversibly. The convergence of new technologies, along with the economic challenges of providing traditional library services, has created a conducive environment for the emergence of new scholarly communication models. As more scholarly output is created and published in digital format, academic institutions are forced to more effectively manage their digital assets. This knowledge must be created, gathered, organized, preserved, made accessible, and made usable. One way libraries can provide these services is through their digital repositories.

The Georgia Tech institutional repository, SMARTech, provides access to over 11,000 digital objects, most in the form of PDF documents. Institutional repositories are beginning to expand their collections to include different media types, such as learning objects, research data sets, and multimedia. Additionally, repositories support scholarly communication by publishing online journals, lectures, and conferences.

As the Library takes on services which have traditionally belonged to publishers, it must determine whether the current infrastructure can support this new role (including staffing needs, hardware, software, and systems support). In planning towards this growing digital environment, a focus must also be on key technological components needed to create and support the IT infrastructure. Data storage, computing power, and networkability must be grown in parallel with our digital collections.

Additionally, the Library must develop or adapt policies and standards to ensure efficient operation of its digital repositories and services. The transformation of scholarly communication and the migration from traditional publishing to digital format has raised concerns over copyright, access, asset management, metadata creation, and preservation. To address these issues, the Library must clarify its new role as a producer, publisher, vendor, and custodian of content. Furthermore, this information should be shared with the academic community to encourage participation.

All departments of the Library should become more aware of the repository and more involved in building digital collections and services. Input should be solicited from students, faculty, and staff in the Tech community and from peers in the academic library world. It is essential that the Library not just maintain the repository but also support the use of the repository by the faculty and the campus at large. Repositories increase global visibility and dissemination of institutional scholarship while providing open and timely access to that scholarship. The Library should educate and engage faculty and the administration to better utilize these resources. The educational aspect of promoting the repository will allow it to become a more dynamic and self-sustaining organism as content is created by users.

As Georgia Tech and the Library move towards an increasingly digital environment, preservation becomes a more and more pressing issue, requiring funding support. Digital files, particularly born-digital files, require a plan for their preservation to ensure that their content is not lost as technology changes. Today's Microsoft Word documents have the very real possibility of becoming yesterday's WordStar or Wang word processor documents: unreadable and unusable in a relatively short time. Traditionally, preservation has been a long-term ideal, ensuring that books and papers are useful for possibly hundreds of years. Now, the lifespan of a digital object has been considerably shortened yet the quality of its content has not decreased in value.

Librarians, archivists, publishers, content creators, and information systems administrators must all partner together to find a solution to the ever growing problem of information loss due to inaccessible formats,

corrupted storage media, and incompatible hardware. The Library, as the traditional protector of knowledge and information, must position itself to stay involved in planning for future preservation of all forms of media. By ensuring free and open access to materials, insisting on non-proprietary formats for storage, usage of the LOCKSS system, including self-archiving rights clauses in publishing agreements (such as those provided in the SPARC Author Addendum), as well as other possible strategies, the Library can ensure that today's knowledge is not lost to future generations. In addition, the traditional importance of the preservation of paper formats should not be lost in the new problem of the preservation of digital formats. Preservation is an issue to be considered for all permanent Library materials, regardless of their format.

As repositories expand to include more content, they will need even greater interoperability with other systems, such as learning management systems and other repositories both inside and outside the institution. Through interoperability, the services that are provided will become more important than where the digital objects reside. Collaboration also will play a key role in the expansion of scholarly communication. The Library should be part of the larger, networked environment of information resources. For example, services such as OAster, the MetaArchive, and Google Scholar harvest and index content from SMARTech, making it more widely available. The Georgia Knowledge Repository (GKR) is an initiative for a statewide repository that several Georgia institutions are pursuing. Regional repositories such as GKR are feasible, collaborative services which should be supported.

It is clear that in order to remain a vital part of teaching and learning on the Georgia Tech campus, the Library must develop, maintain, and advocate for digital repositories and services. The academic landscape is fundamentally changing, and so must the Library. Digital repositories and services will be an integral part of the future of academic research, and the Library must remain flexible enough to meet new technological challenges and opportunities, yet reliable enough to preserve the rapidly disappearing digital assets of Georgia Tech as they exist today.

V. Empowering and Developing Library Staff while Promoting Internal Communication and Collaboration

In an environment of constant change, increasing demands, and limited resources, it is essential for the Library to be strategic in the development and empowerment of its staff. Library staff need the organization, management, and leadership provided by effective communications to create a solid and informed foundation for all activities. Employee development and effective communication create a committed work force, both productive and professional, and support the recruitment and retention of well qualified staff. This will also facilitate career progression and succession planning.

The Library's staff is talented, responsive, and rated highly for customer service in library surveys, focus groups, etc. In addition, they are able to multitask and are willing to share greater responsibility. The staff wants additional opportunities and resources; their interests lie in enhancing their skills through professional development and cross-training. They prefer to work in an environment where creativity, risk-taking, front-line empowerment, involvement in decision-making, and embracing new technologies are important.

A common thread arising from discussions with Library staff indicates that, although the Library is functioning well, there is room to further engage employees and achieve greater success from instituting a truly integrated communication strategy. Staff have expressed the need to enhance communications channels between departments and within the Library as a whole. Although there are many fine examples of cross-departmental collaborations in effect currently, the call for more collaboration, and better defined relationships within these collaborations, was resounding. Suggestions were made to establish a process wherein shared decision making and across-the-board involvement becomes accepted practice in these collaborative internal relationships. For example, how, where, and when technology is employed within the

Library is a key issue. Library staff expressed a strong preference for a Library-wide process to communicate, discuss, and advise on issues that affect the Library as a whole.

The Library should seek to foster a culture which rewards risk-taking and creativity; one that supports innovative projects and initiatives. Empowerment and development of Library staff coupled with effective communications and collaborations will ensure that the Library remains competitive. The Library's commitment to its staff is paramount to the continued success of the organization.

B. Strategic Planning Task Force members: 2006 - 2007

Lori Critz (Co-Chair/Facilitator)

Kathy Tomajko (Co-Chair)

Joey Fones

Tom Grice

Brian Mathews

Susan Parham

Bonnie Tijerina

Kent Woynowski