

Annual Report
2000-2001
University Library

Carla Stoffle
Dean, Libraries

Library Mission: The University of Arizona Library is dedicated to meeting the diverse information, curricular and research needs of students, faculty, staff and affiliated customers. In an environment of free and open inquiry and with a commitment to excellence, the Library participates in the scholarly communication process to promote life-long learning skills and continuous educational achievement.

Unit Strengths:

- Winner of the Association for College and Research Libraries 2000 award for excellence in librarianship.
- Intelligent, innovative and hard working staff.
- Increased fundraising. Two new endowments have been initiated, including the Florence Shippek for Native American internships. As well, the Library received a significant gift (\$250,000) from former UA President, John Schaefer for Special Collections, including materials for the Center for Creative Photography.
- Demonstrated ability to strategically expend information budget through consortia buying.
- Commitment to access to information and providing users with the expertise to use the library.
- A diverse staff and a commitment to fostering diversity.
- Unique collections on the Internet.
- National leaders in organizational development and intellectual property advocacy.
- National leaders in service innovations.
- Center for Creative Photography is an internationally renowned archive, museum research institution, dedicated to photography as art form and cultural record.
- The Library is providing leadership in teaching information literacy on campus
- The renovation and acquisition of new space for the Information Commons and the Special Collections.

Unit Weaknesses:

- The Library and Center for Creative Photography is too thinly staffed.
- New technology skills are needed.
- The Library must address concerns regarding the strategic planning processes, fiscal management processes, and performance assessments.
- The Library must better market its services and expertise.
- Technology refresh.
- The Library must examine its pay structures and compensation programs to provide innovative ways to recruit and retain high level staff.
- Many staff will be working in crowded physical conditions until the completion of the 5th floor, in December 2001.
- More space is needed and existing space must be renewed.

Barriers to Success:

- Branch libraries are reaching capacity and will run out of space in 2003-2005.
- The uncertainty of state financial support.
- Continued increase in information costs at 2 to 3 times the CPI.
- The national legislative climate for copyright and intellectual property endangers access to information for education and research purposes.
- Faculty culture makes the integration of librarians as partners in information access and curricula building challenging.
- A reluctance of some humanities and social science faculty to give up print copies of materials online.

Introduction

The staff of the University of Arizona Library is its foundation. This year, because of staff creativity and commitment, the University of Arizona Library received the Association of College and Research Libraries Excellence in Libraries Award. This was a unanimous decision and it was noted that this Library's commitment to faculty partnerships, scholarly communications and diversity are outstanding and worthy of emulation.

The Library's strategic goals for 2000-2001 were centered on core librarian values as well as an examination of our basic services and physical space. This Annual Report describes accomplishments and plans in these primary responsibilities:

- Education
- Access
- Infrastructure
- Outreach
- The Center for Creative Photography
- Diversity
- Planning Goals

Education

Library goal: Strengthen and expand innovative approaches to educational activities which foster information literacy and collaborative learning in our students and faculty.

Information literacy, a primary goal at the Library, is the ability to identify a need for information and the skills to gather, synthesize and integrate that information. This is a necessary skill for all life long learners and continues to be a primary responsibility at the library. This past year the Library helped integrate information literacy into 105 courses, ensuring that students were taught and tested on the ability to research, analyze and synthesize information.

The Library's Information Literacy Team has taken the lead in campus literacy issues. Indeed, three librarians were admitted to the Association of College and Research Libraries prestigious Institute for Information Literacy Immersion program. The program prepares librarians to become effective teachers and leaders in information literacy programs. The team members returned with pedagogical understanding and tools to help integrate information literacy into the campus curricula. After meetings with Randy Richardson, Vice Provost for Undergraduate Education, the team is now preparing to introduce its proposal to the General Education Committee (Appendix A). As well, through this team's efforts, the University has increased the campus' understanding of the importance of information literacy.

In fact, notable actions have occurred: an invitation to one librarian to be a member of the general education committee and insertion of the need to learn information literacy into the University's Strategic Plan. These significant accomplishments recognize the importance of information literacy as well as the role librarians can play in graduating life long learners.

Dean Carla Stoffle has chaired the Association of Research Libraries Statistics and Measurement Committee. The focus of this important committee is to assist academic libraries to move away from data that just describes outputs and inputs to data and programs that can help libraries measure their performance over time. This year the Committee is addressing information literacy and ways to effectively measure the library's role in teaching this life long skill and measuring the Library's contribution to faculty learning outcome goals.

Equally important is the Library commitment to learning that will take place in the Integrated Learning Center (ILC) and the Information Commons (IC)—the centerpiece of the University's undergraduate initiatives. For two years, an Information Commons Training Team (consisting of Library, Center for Computing and Information Technology, University Teaching Center, and University Learning Center staff) has modeled the cross-functional teamwork necessary to make the ILC and IC successful. This team has identified the knowledge, skills, and abilities required to implement services in this campus facility. This campus wide team will implement training, so that students can approach any staff working in the Commons with confidence that their basic reference or software questions will be answered.

Education efforts occur through other venues, as well. The Library answered 115,241 reference questions, including email inquiries from campus and community users. Increasingly, questions are concerned with how best to search and use electronic information. The use of the Library's after hours, 9:00 PM to 7:00 AM, continues to grow.

The Library taught and provided information resources to 129,100 users, including reference and email reference services. As well, hands on workshops were offered on using the Internet, database searching, and an array of software tools. The Library continues to increase its education programs. RIO, an award winning online library skills program, was accessed 29,000 times this past year.

Access

Library Goal: To transform access to information that supports the learning, research and creative activities of the University's students, faculty, staff and the Library's other customers.

Checking out books to shaping fair use policies -- the range of access services at the UA Library is wide and far-reaching. Indeed, access to information is an essential library service that is under constant flux. Library staff has needed to adapt to technological changes that help strengthen access to information. It is increasingly important that staff be aware of information policies and trends that have an impact on our access to information.

The 2000-2001 goal of the Library's Scholarly Communications Project Team developed and implemented a coordinated program of education and advocacy related to scholarly communication issues, including copyright, publishing and intellectual property. The team used a variety of venues to engage the campus community in scholarly communication issues:

- Seminar on UCITA, Copyright Basics, and Shaping the Future of Scholarly Publishing
- Campus seminar with attorney Georgia Harper, *Copyright in Cyberspace*
- Faculty Fellow presentation, *Copy Right or Copy Left? Who Owns Our Thoughts?*
- Two presentations to the Teaching Center's Laptop Program
- Presentation to UA Faculty Senate on the *Tempe Principles* (see Appendix B)
- Presentation to the University Council on the *Tempe Principles*
- Presentations to College of Science Dean and Department Head on copyright
- Editors Roundtable
- UCITA Teleconference

Through these activities, the Library is playing a necessary role as a leader in information policy. Indeed, the Library's Copyright Website received 4,079 hits this past year and copyright librarians received an increase in the number of copyright inquiries.

Additionally, the Library must increase access to knowledge to its many users. The digital environment has provided immense opportunities to make knowledge more available. The Library's Digital Library Initiative Group provides leadership in creating digital presence for the University Library. They have also worked closely with Special Collections to make digital materials available to wide audiences while preserving fragile materials. Some notable achievements this year include:

- Improving electronic reserves. There are 486 courses utilizing electronic reserves. As well, Library technical staff has designed programs so students can seamlessly use Electronic Reserves from POLIS, the campus courses database. This means that supplemental course materials can be easily gathered from the same location as other course materials and read by students from their desktops during any time of the day or night.

- Digitizing *The Little Cowpuncher*, an unusual and fascinating piece of Arizona history. *Little Cowpuncher* was the name of a mimeographed school newspaper, written and illustrated by Anglo and Mexican-American ranch children. It appeared from 1932 to 1943 at five different rural schools in Southern Arizona. Now readers throughout the world have a piece of rural Arizona seen through the eyes of young students available to them.
- *The Tree of Life*, an innovative digital project makes information available on the diversity of Earth's organisms, their history and characteristics. *The Tree of Life* is supported by a National Science Foundation grant. Project managers are David Maddison of the Entomology Department and Jeremy Frumkin of the UA Library. The Library provides beta data. The focus this year has been on programming and beta testing.
- *The Ten Books* makes accessible important out of print books about Arizona. Library staff has worked with a variety of departments to ensure the books made available will support the undergraduate curriculum. This project, funded through the Library Construction and Services Act, has been instrumental in teaching library staff about the digitization process. As of this writing, eight of the books have been digitized and will be available to the public in the fall of 2001.
- *Journal of Insect Science* initiated by Professor Henry Hagedorn of the Entomology Department and supported by the UA Library. This new electronic journal provides researchers access to peer reviewed articles, free of charge. This past year, six articles have been published and two esteemed German scholars have joined the editorial board. The publication is being indexed by a significant information provider, BIOSIS.
- Special Collections received the papers of the Arizona chapter of the Audubon Society and Sierra Club. These collections greatly enhance not only our Udall collection, but also the historical records on the history of Arizona and the Southwest.
- Special Collections has received the papers of poet Joy Harjo. This Native American writer enhances the already noted collection of British and American 20th century writers.

The homepage of each of these Web pages can be found at Appendix C.

This year, the Library also circulated 652,000 items and made available 6,000 electronic journals to campus users. Staff also began the process of electronically linking journal articles to our library catalog. This will make searching and reading the full text of articles a simple and seamless process.

Strategically using the acquisition's budget is another way we ensure access to materials. Through consortia buying, the Library saved approximately \$1,321,533. The Library has just concluded its first year in the Big 12 Plus consortia. The Library, through this participation, is part of an innovative project among scientific societies, libraries, academe and the private sector. Called BioOne this database brings to the Web a uniquely valuable aggregation of the full-texts of high-impact Bioscience research journals. Most of these titles are published by small societies

and non-commercial publishers, and, until now, have been available only in printed form. BioOne is focused on the biological, ecological and environmental sciences.

The Library is an active member of the Scholarly Publishing and Academic Resources Coalition. With other academic libraries, organizations and research institutions, we are encouraging competition in the scholarly communications market. The focus of SPARC continues to be the introduction of scientific journals into the marketplace. Two SPARC journals have originated at the University of Arizona, *Evolutionary Ecology Research* and *The Journal of Insect Science*. In addition to working with SPARC, The University of Arizona Library is strategically cutting science print materials when the same material is available online. This is a necessary step because of inflation of materials. However, the Library also hopes it indicates to publishers the Library's willingness to "make other plans" when costs are unreasonable.

Infrastructure

Goal: To transform the Library's financial, operational and physical infrastructure in ways that facilitate effective and efficient management of our resources in support of our mission.

The 2000-2001 operative word at the UA Library has been "construction." As a result, the Library has temporarily relocated close to 100 staff and seven service sites. The Library has also been challenged by lack of access to the Library from Cherry and Enke Boulevards. And there are the usual construction mishaps: delays, alarms going off, plumbing challenges, and crowded spaces (many staff are sharing desks this year).

The Library has proactively addressed this issue. The Library's Space team has facilitated moves and garnered security for library materials. Construction activities have been communicated using several venues, including a Website that has been nationally recognized. When the construction is complete, the University will have:

- An Information Commons connected to the Integrated Learning Center. This nearly 30,000 square foot space includes: 250 workstation areas, 50 production capable workstations, access to the Internet through 500 network connection points, centralized printing and mailing area central help/support desk.
- 23,000 feet of workspace for Library space on the fifth floor. This new space will accommodate space for staff processing and digitizing materials and managing the Library's technical systems
- Reallocation of Special Collections, resulting in an additional 6,000 square feet, allowing for expanded exhibit area, reading room, and additional space for the processing and storage of collections.
- Donor cultivation has resulted in the gift of original artwork by artist Fritz Scholder. His sculpture and painting will grace the outside and the interior space of Special Collections and are valued \$340,000.

Unfortunately, new space at the Main Library does not address crucial shortages at our branches. Close to capacity, there will be no room left at the branch libraries within the next three years. The uncertain funding needed for the Library requires the Library to investigate other storage possibilities. The most viable option, compact shelving, is expensive and collections are not easily browsed; an important consideration in the Fine Arts area.

The Library's infrastructure depends on fundraising. This past year the Library has:

- Raised \$1,369,962 in total funds.
- Attracted 69 new members to the Friends.
- Produced five Capital Campaign brochures.

- Initiated a new fundraising program, *Building the Future*, a recognition program for supporters of the Library.
- Established two new endowments, *The Dick Tomey Library Technology Endowment* and *The Florence C. Shippek Endowment*.

As part of last year's strategic plan, the Library examined how it best utilizes staff to prepare the Library for the future, in particular an examination of how to be prepared for the Integrated Learning Center. The Library's Customer Oriented Library Alignment (COLA) has reviewed and put into place new staffing scenarios. This team examined the Library structure and determined staffing models to ensure the Information Commons will provide excellent services, 24/7. The team also made structural changes to address the Library's campus role in scholarly communications. To address the leadership void in Special Collections, COLA has created an alliance between two teams — Special Collections and the Digital Libraries Initiatives Group. Together these two teams will present strategies and priorities for digitizing important and unique Library materials.

Outreach

Outreach is increasingly becoming part of the Library's access plans. In addition to the many activities at the Center for Creative Photography, the Library makes available exhibits to online users. Especially popular to the K-12 populations, the Library's Websites have been viewed over 350,000 times this year. Our Website on the USS Arizona was top ranked by the online reference sites *EnCarta* and *National Geographic* (*The USS Arizona* was also extremely popular after the opening of the movie Pearl Harbor). The Library's Website, *The Bisbee Deportation of 1917*, was also noted by the Scout Report Collection, a service that identifies outstanding educational Websites — outstanding because of their authority and availability.

The Library also expanded its public programming activities, which brought new populations into the Library and increased our community visibility:

- Lecture by the painter Fritz Scholder.
- A moving account of Nazi book burning by Gerda and Kurt Klein. The Kleins are the authors of several books and have been featured on 60 Minutes.
- A well-received book banning exhibit, highlighting books burned in Nazi Germany and books most burned or censored currently in this country.
- Co-sponsors of Lesbian Film Festival, Take Your Daughter to Work Day, authors Rodolfo Anaya, and American Indian and African American cultural events.
- Hosting poets Jane Miller and Alberto Rios.

The Center for Creative Photography

It has been a difficult year in the relationship between The Library and The Center for Creative Photography. In addition to the departure of the Center's Director and assistant director questions were raised regarding the mission of the Center, the Center's role in the Library, and their request for autonomy. Provost George Davis's report made clear that the reporting structure would remain within the Library. What followed after his decision in the summer of 2000 was a year of discussion both with mediator Michael Dues. Under discussion were how to preserve the Center's strengths, how to balance its diverse mission, and how to best execute good relationships with the Library. Through the facilitation of a campus wide Vision of Opportunity Committee, community members, artists, faculty, and students also gave input on the Center's mission and activities. Some notable achievements were made:

- The Board of Fellows was reactivated
- Agreement reached on public relations language
- Decision on level and type of participation of Center staff on cross-functional teams
- Removal of Special Collections as a team reporting to the director of the Center for Creative Photography
- An interim process for performance appraisals for Center staff; one that recognizes the Center's unique circumstances.

Many issues still need to be addressed. For details see section on **Planning Goals**. Most pressing is the need to hire a Director. Once the Director hired the reporting relationships and decision-making authority will need to be determined.

In spite of this difficult year, the Center worked professionally and diligently on the six areas they have identified as critical:

1. Collecting primary materials of regional, national, and international importance;
2. Preserving primary materials of regional, national, and international importance;
3. Exhibiting primary materials of regional, national, and international importance;
4. Providing support for the study, interpretation, and appreciation of primary materials of regional, national, and international importance;
5. Designing and delivering effective programs that will connect and engage diverse audiences with collections and exhibitions; and
6. Providing aspects of an infrastructure such as leadership, funding, and planning that will support CCP as it meets its mission.

The Center has accomplished much in these areas:

- A gift of 60 photographs by the artist Lorie Novak.
- An exhibition of the artist Ralph Gibson, demonstrating the CCP's commitment to the artist's new work and archives. CCP organized this exhibition component to complement

his new book project, *Ex Libris*. The Exhibition resulted in a gift by the artist of 42 photographs.

- Patrick Nagatani and Louise Dahl-Wolfe exhibitions have resulted in significant new acquisitions and archive holdings.
- The Center has made good progress in conserving the Edward Weston collection. In addition to surveying this archive for conservation, the Center is also actively working on the unique challenges in preserving photographs in need of attention.
- A gift of the Frederick and Frances Sommer Foundation of a 4x5 Betterlight scanning back to the Center. This state-of-the-art unit, valued at nearly \$18,000, will advance the Rights and Reproductions department toward its goal of meeting the highest publication quality demands for direct digital capture of works in the collection. This is a challenging and sophisticated piece of equipment and takes about a year to master.
- In this 25th Anniversary year of the Center for Creative Photography, the Center had 59,000 visitors to its gallery.
- The Center has contributed 2,200 digital images to the AMICO database, ensuring that worldwide audiences can digitally view important pieces from the Center's collection.
- An education guide for the exhibit *Indivisible* is being distributed to K-12 teachers through museum venues and on the Indivisible Website. The guide enables teachers to integrate the exhibition's photographs, interviews, and themes into their own interdisciplinary curricula in conjunction with a visit to the museum gallery. The guide focuses on the documentary tradition and the power of images and personal narrative to reveal aspects of identity, community, and civic engagement.
- 3,140 people attended programs and 721 groups attended exhibits for unique educational experiences.
- The Center for Creative Photography awarded two Ansel Adams Research Fellows.
- Center staff participated in the Provost's "Vision of Opportunity" process and in the negotiations to define functional relationship with the Library in collaboration with the University.

Diversity

This past year the Library hired 26 new employees, of which seven were affirmative hires. Additionally, the library made three counter offers and was able to retain three employees, all women, two African Americans. For an Affirmative Action snapshot, see Appendix D.

This past year, the Library implemented the SABIO program, an internship for minority librarians. There was great interest, with over ten applicants. The Library hired five minority librarians. For two years, these new librarians will gain important experiences working in an academic library and will bring to the Library unique skills, especially subject specialties and technical acuity.

The Library continues a variety of internal and externally oriented training, services and programs that promote diversity on campus. A major effort this year involved more than 150 staff members in all-day diversity training conducted by the Anti-defamation League.

Our PIC program focused on orienting minority undergraduates to the library milieu with workshops and outreach. This year, the Library entered into a long-term partnership with the School of Information Resources and Library Science and other departments on campus to create Knowledge River, a center for the study of Hispanic and American Indian information issues and resources. We are very excited to participate in this venture which will eventually provide training and internships for promising students from the most severely underrepresented groups in librarianship. A focus this past year has been finding funding for Knowledge River. Therefore, a multi-year grant was written. The award for the grant was recently made and the Library and the School of Information Resources and Library Sciences will begin the implementation, including recruiting students, into this important program to implement Knowledge River.

The Library has also paid attention to diversity in its fund raising. Two endowments are specifically designed to support non-majority studies. The Guadalupe Endowment allows us to purchase materials of the Hispanic southwest. The newly established Florence Shippek Endowment will fund internships for American Indian pursuing careers in libraries.

Planning Goals

In 2001-2002 the library looks forward to working with the Provost's Office and a consultant. The agenda will be how to capitalize on the strengths of the team-based organization and how to address its weaknesses. Specific issues might include strengthening performance evaluations, strategic planning and fiscal processes.

Each year cross-functional teams are asked to address a strategic plan that moves our services forward. Next year's Library-wide cross-functional teams will:

- Begin to move the Library toward providing virtual reference.
- Assess user needs and emerging technologies that will enable users to create their own customized portal to information resources. Develop an implementation plan that balances user needs, technical feasibility, and cost.
- Develop a marketing plan to inform faculty, staff and students about services and products at the University of Arizona Library (Appendix E).

The Library continues to develop plans for its role as a leader on campus for scholarly communications and education. This year the library plans to:

- Host two campus wide programs on scholarly communications.
- Continue a campus wide Editor's Roundtable.
- Increase Library understanding and advocacy of scholarly communication issues.
- Work with faculty to integrate information literacy into the curricula.
- Develop, with its campus partners, an ability to identify learning outcomes and assess the success of its information literacy efforts.

Fundraising goals around Campaign Arizona include:

- Raise \$11 million during the Capital Campaign.
- Raise funds for furnishing the Integrated Learning Center.
- Increase funds for the Special Collections endowment.
- Continue to actively work with the University and the UA Foundation to solicit corporate funds. Corporations have been identified and materials for sponsorship are being prepared.
- Partner with other campus units to raise funds for the Libratory. Fund raising materials will be drafted and designed this year.

The Library's Diversity Programs has ambitious plans this next year:

- Foster the development of five new minority librarians and raise the profile of minorities in the organization by implementing and monitoring the first year of the SABIO Program, the Library's newly implemented internship program for librarians of color.

- Implement the Library's first formal mentoring program. Mentors and protegees will commit to work together to develop skills and enhance personal abilities.
- Professionally assess staff perceptions, issues and needs around diversity.
- Increase the minority applicant pool for all positions by investigating and establishing processes that encourages applications by minorities at all job levels.

The Library will also host its fourth Living the Future Conference. This three day conference brings librarians together to discuss issues in organizational change in development. Other outreach activities included the opening of the Congressional Archives with Senator Dennis DeConcini, additions, enhancements to the Library's web exists, and community lectures focused on materials in Special Collections.

Piloting and implementing a document delivery program is also an important part of next year's outreach goals. This will greatly assist our students who are not physically on campus. During the first semester, books and documents will be delivered so sent to students enrolled in the Library School, Agricultural Extension and the Sierra Vista Campus. There will be a small charge for documents but not books. The program will be assessed at the end of the Fall semester, with plans for further implementation in the Spring.

Because staff is the cornerstone of any organization, recruitment and retention are crucial to our infrastructure. The Library needs to develop the ability to make counter offers, review positions and address the growing need for technical skills. The Library will determine how to best broad band business positions to help recruit and retain in this area.

Center for Creative Photography

In addition to hiring a director, The Center for Creative Photography has other important agenda items for next year. Including:

- Developing a strategic plan.
- Developing a fund raising plan.
- Continue addressing issues of roles and degrees of autonomy.
- Address the issues identified in the Steering Committee and the consultant's report.
- Participate in fiscal and team training.

The Center has also outlined an important list of projects addressing its mission critical processes:

- Continue working on major preservation initiatives: Edward Weston Archive, one of CCP's cornerstone collections, with a grant from the NEA (2000-2002). A portion of CCP's match for this grant has been accomplished by scanning and linking nearly 1,400 Weston images to the collection database as a result of AMICO contributions. Other aspects of this project include establishing a scientific basis for a scanning methodology; identification and conservation treatment of a select number of prints; and duplication and scanning of a significant number of negatives.
- Continue its responsibility as one of the founding members of the Art Museum Imaging Consortium (AMICO).
- Present the Garry Winogrand project, a major two-part exhibition and symposium that reexamines one of photography's most obsessive and legendary image-makers, and features more than 300 prints culled from CCP's Garry Winogrand Archive.
- Present *The Garry Winogrand Game of Photography*, a national symposium which will include more than 12 distinguished speakers, including the guest curators and CCP's Trudy Wilner Stack, Curator of Exhibitions and Collections; Archivist, Leslie Calmes, and Special Projects Curatorial Assistant, Karen Jenkins. This program invites public exploration of CCP's largest archive through the eyes and minds of a team of guest scholars and curators.
- Publish issue number 34 of the scholarly journal, *The Archive*.

Conclusion

In conclusion, in 2001-2002 there will be opportunities for Library staff to be challenged . Yet, next year when this report is written, we will write about specific successes in the new Integrated Learning Center/Information Commons. We will also address our first year in the newly remodeled and expanded Special Collections. We will introduce the Center for Creative Photography's new director. As well, review the successes of the Center's programs and archives. We will talk about how we have built on our team-based strengths while addressing its weaknesses. These new challenges will be addressed, as they always are by the staff of The Library and Center for Creativity Photography staff, with professionalism and commitment.

Staff Accomplishments

Steve Bosch

PUBLICATIONS:

(With Chris Sugnet, Dora Biblarz). "Guide to User Needs Assessment for Integrated Information Resource Management and Collection Development," *American Library Association, Collection Management and Development Guides*, Series No. 11, ScareCrow Press, 2001.

Joe Brewer

PRESENTATIONS:

(With Jim Martin). "Seamless Access to E-Journals: A Project Team Approach," ACRL Conference, March 2001.

SERVICE:

Member of the Program Planning Committee 2001 for ACRL's Instruction Section, *Partners in Progress: Using Campus Partnerships to Promote Information Literacy*.

Bob Diaz

SERVICE:

President, REFORMA chapter. co-chair of local arrangements, 2nd National REFORMA Conference.

Ruth Dickstein

PRESENTATIONS:

(With Sara Brownmiller and Laura Micham). "Critical Thinking in Interdisciplinary Instruction: Strategies from Women's Studies," presented at the ACRL X, Denver, CO, March 15, 2001.

"Bringing User Input into the Design Process." Library Instruction on the Web, ALA Annual Conference ACRL X Conferences, Denver, CO, March 14, 2001.

PUBLICATIONS:

(With Vicki Mills). "Usability Testing at the University of Arizona Library: How to Let the Users in on the Design," *Information Technology and Libraries*, 2000.

Shannon Ellsworth

RECOGNITION:

University of Arizona, Award for Excellence 2001.

Mary Feeney

PRESENTATIONS:

(With Lori Critz). Fundamentals of Mentoring - From A to Z (LA)!" Arizona Library Association (AzLA) Annual Conference in November 2000.

Cass Fey

PRESENTATIONS:

"The Indivisible Project: Examining Contemporary Documentary Expression," Society for Photography Educators (SPE) annual conference.

PUBLICATIONS:

(With student intern Liz Bashore). "Examining the Art of Photography," *Art Education*, September 2000.

Carol Friesen

PUBLICATIONS:

(With Jeanne Voyles). *Coaching for Results, Staff Development: A Practical Guide*, 3rd edition, American Library Association, 2001.

Jeremy Frumkin

PRESENTATIONS:

"E-Books: What You Need to Know," Interlaboratory Committee on Editing and Publishing (ILCEP), Dept. of Defense.

"Open Source Software and Libraries: Building the Future of Information," Los Angeles Chapter of the American Society for Information Science (LACASIS).

RECOGNITION:

From the National Science Foundation, \$576,000 for the grant proposal, "The Tree of Life" (with David Maddison).

Louise Greenfield

PRESENTATIONS:

"This Class Changed My Life (Or What I Wish Students Had Said About Information Literacy In The Fine Arts And Humanities)," Arizona Library Association Conference, Arizona, 2000.

RECOGNITION:

Selected to attend ACRL Institute for Information Literacy Immersion Program 2001, August 2001.

SERVICE:

Chairperson, Membership Committee, English & American Literature Section, American Library Association, 1999-2001.

University-wide General Education Committee, May 2001 (Appointed --Non voting member).

Samuel Huang

PRESENTATIONS:

- "Raising Funds for the University Library Through Collaborative Efforts: The Library and Other Constituencies on the Campus," ALA Annual Conference, San Francisco, CA, June 17, 2001.
- "Taking the Plunge: How a New Development Officer Fits into A University Wide Capital Campaign," 2001 National Academic Library Advancement Network Conference, Georgetown University, Washington, DC, 2001.
- "Friends of Library in a Large Research Library," Friends of Libraries USA, American Library Association, Washington, DC, 2001.
- "Bridging the Gap between Donors and Library Through Virtual Contact," American Library Association, Chicago, IL, 2000.
- "Fund Raising: A New Challenge for Academic Libraries in the 21st Century," Illinois Library Association College and Research Libraries, Illinois, April 13, 2000.

PUBLICATIONS:

- (With Jennie Ver Steeg). "Reviewing the Literature" (Book Chapter), *Introduction to Research in Education*, 6th edition, Wadsworth Publishing, Summer 2001.
- (With Jennie Ver Steeg). "Related Literature." *Introduction to Research in Education*, 6th edition, Wadsworth Publishing, Summer 2001.

SERVICE:

- Moderator, ACRL Library Development Discussion Group, American Library Association, San Francisco, CA, 2001.
- One of four leaders (University of Hawaii, Baylor University, University of Rochester, and University of Arizona) conducting a whole-day workshop for new library development officers and library deans, at the ALADN Conference, Georgetown University, Washington, DC, April 1, 2001.
- Facilitator roundtable discussion of Library Development, Association Colleges and Research Libraries, Denver, CO, 2001.

Miguel Juarez

PRESENTATIONS:

- "Developing an Online Teaching Portfolio to Assess Bibliographic Instruction" as part of the Classroom Odyssey: Teaching Adventures in the Art Library & Cyberspace, ARLIS/North America Conference, Los Angeles, CA.
- "Developing Collaborative Web Sites at the University of Arizona," ARLIS/North America Conference, Los Angeles, CA.
- "Este y El Otro Lado: Familia, Educacion, Sexo, Economia, Idiomas y Otras Migraciones: A Multi-Reality," National Association of Chicana and Chicano Studies Conference, Tucson, AZ, April 2001.
- "Juan Sandoval: A Passion for Collecting," at the 2001 Southwest/Texas Popular Culture Conference, Albuquerque, NM, March 9, 2001.

PUBLICATIONS:

"Erotic-Content Monographs: Issues in Collecting and Providing Access," in *Arts Documentation, the Bulletin of the Art Libraries Society of North America*, Vol. 20, No. 1, (Spring 2001), p. 14-17.

Chris Kollen

SERVICE:

"MAGERT: What We Do and How You Can Become Involved," MAGERT, American Library Association, Washington DC, 2001.

"MAGERT: What We Do and How You Can Become Involved," MAGERT, American Library Association, San Francisco, CA, 2001.

Cathy Larson

PUBLICATIONS:

(With Betsy Kruger). *On Account of Sex: An Annotated Bibliography*, Lanham, MD: Scarecrow Press, 2000.

PRESENTATIONS:

(With Steve Llewellyn and Jim Fromm). "Scenario Planning for Facilities Management and Planning." Selected for presentation at the Society for Campus and University Planning (SCUP) National Conference, Denver, CO, July 2000.

"What Your Customers Want: Service Improvement for Libraries." Designer and leader of a workshop designed to teach librarians and staff the principles of process improvement, and how to implement process improvement in their libraries. Given to participants at two major university libraries.

Robert Mitchell

PRESENTATIONS:

(With Lori Critz, Tom Rees, Janet Fore, and Robert Mitchell). Panel presentation, "Preparing for the Integrated Learning Center Information Commons," Arizona Library Association Annual Conference.

SERVICE:

Chair, ALA ACRL Team-Based Organizations Discussion Group, 2000 – ongoing (appointed).

Faculty Senate, July 1998 – ongoing (elected).

Academic Personnel Policy Committee, May 1998-April 2001; Chair, May 2000-April 2001 (appointed).

Secretary of the Faculty, May 2001 - ongoing (elected).

Committee on Faculty Membership, May 2001 – ongoing, Chair (ex officio).

Elaina Norlin

PRESENTATIONS:

(With Patricia Morris). "Usability Testing -Making Your Web Site More User-Friendly," encore presentation for the National Online Meeting, New York, NY, May 16-18, 2001.

PUBLICATIONS:

"Gateway to Life-Long Learning: Best Practices, Strengths and Accomplishments of Undergraduate Libraries," *Encyclopedia of Library and Information Science* - invited publication by the editor, Miriam Drake (peer reviewed).

(With Ninfa Trejo). "Recruitment and Retention Project Team: Opportunities and Outcomes at the University of Arizona," *College & Research Libraries News*, May 2001, Vol. 62, No. 5, p. 528-531.

RECOGNITION:

Acceptance, Stanford Leadership Summer Institute: Institute on the 21st Century Librarianship, Stanford University.

Jeanne Pfander

PRESENTATIONS:

"Growing an E-Journal: The University of Arizona Experience," USAIN Conference, Raleigh, NC, April 23, 2001.

Shelley Phipps

PRESENTATIONS:

"Measuring Service Performance: The Reference Process," keynote address for the conference From Anecdotes to Evidence: Collecting and Using Data to Improve Reference Services, University of Minnesota Library and Minitex, Minnesota, 2000.

(With Amos Lakos). "Building a Culture of Assessment in Libraries: Challenges and Opportunities." Living the Future 3: Telling Our Stories, Sharing Our Visions, Tucson, AZ, April 26, 2000.

PUBLICATIONS:

"Beyond Measuring Service Quality – Learning from the Voices of the Customers, the Staff, the Processes, and the Organization," *Library Trends*, 2000.

Atifa Rawan

AWARD:

(With Steven Harvath, College of Social and Behavioral Sciences). \$25,000 grant from Laurel Foundation in 2000 for purchasing of materials related to border issues in subject areas such as environment, census, immigration and other primary data.

PRESENTATIONS:

(With Steve Bosch). "Information Access Policy and Budget Allocation," Campus Library Council.

"Consortia and the Changing Roles of Librarians," Five-State Documents Conference, Flagstaff, AZ, August 17, 2000.

SERVICE:

Arizona State Library, Government Information Locator (GILS for Arizona state documents - representing UAL Library) Committee, 2000-2001.

American Library Association, Association of College and Research Libraries, Law & Political Science Section - Vendor/Publishing Committee, Chair, 1998-2001.

American Library Association, Government Documents Roundtable, State and Local Documents Taskforce, Electronic Group, Chair, 1994 – present.

American Library Association, Poster Session Review Board, 1990 – present.

Michael Ray

PRESENTATIONS:

"Shifting Sands, the Jurisdiction of Librarians in Scholarly Communication," Association for College and Research Libraries, Special Libraries Association Arizona Chapter Career Fair in Phoenix, AZ, April 27, 2001.

"What are the Jobs for Librarians and Information Professionals?" Special Libraries Association Arizona Chapter Career Fair, Phoenix, AZ, April 27, 2001.

Carla Stoffle

PRESENTATIONS:

"Understanding Organizational Performance in a Digital Age," ARL/OCLC Strategic Issues Forum, Arizona, February 2001.

"Seeing the Future Work: New Guiding Principles for Librarians and Libraries," The International Association of Aquatic and Marine Science Libraries and Information Centers, British Columbia, 2000.

"Reinventing Academic Libraries and Librarianship," President's Program Speaker, Association of College and Research Libraries, 2000.

"ARL and the New Measures Agenda for the Libraries," American Library Association Conference, July 2000.

"Innovative Approaches for Enhancing Diversity: Funding Implications," American Library Association Conference, Illinois, July 2000.

"Measures That Matter," Association of Research Libraries Meeting, Maryland, 2000.

"Advancing Learning Through Assessment: The Instructional Librarian, The Library and Instructional Spaces," LOEX Conference, Michigan, May 2000.

"How Will Academic Libraries Measure Success in the 21st Century? A Conversation Between the Middle States Association of Colleges and Schools Commission on Higher Education and the Academic Library Directors of the Middle States Region," Annapolis, MD, May 2000.

"The Big Movement: Faculty Controlled Scholarly Publishing," American Association for Higher Education [AAHE], California, March 2000.

"The Faculty Perspective. Strategies for Success: Assessing Learning and Teaching at the University of Arizona," January 2000.

PUBLICATIONS:

"Seeing the Future Work: New Guiding Principles for Librarians and Libraries," *Tides of Technology: Proceedings of the Annual Conference of The International Association of Aquatic and Marine Science Libraries and Information Centers* (ed. by J.W. Markham), 2000.

"The Information Commons," *Library Journal*, November 2000.

"Predicting the Future: What Does Academic Librarianship Hold in Store?" *College and Research Libraries News*, November 2000.

"Social Equity and Empowerment in the Digital Age: A Place for Activist Librarians," *Changing Cultures of Libraries* (ed. by Renee Feinberg), 2001

Malica Strom

PRESENTATIONS:

(With Stephanie Davis, Michelle Linders, Melissa Wong). "Forging Partnerships between Librarians and Academic Computing." *Computers in Libraries 2001*, Washington Hilton & Towers, (<http://www.library.arizona.edu/users/stromm/CIL2001/index.htm>)

"Taking off the Training Wheels: the Migration from Print Journals to e-journals at the University of Arizona," 2001 ASEE Annual Conference & Exposition, (<http://www.library.arizona.edu/users/stromm/ASEE2001/ejournals.html>)

PUBLICATIONS:

"Taking off the Training Wheels: the Migration from Print Journals to e-journals at the University of Arizona," *2001 ASEE Annual Conference & Exposition Proceedings*, Albuquerque, NM, June 24-27, 2001. Proceedings published on CD-Rom (peer-reviewed).

SERVICE:

Faculty Senator-at-Large (elected), 2001-2003.

Shan Sutton

PRESENTATIONS:

"Planning Encoded Archival Description Projects," Association of College and Research Libraries, Denver, CO, 2000.

"Regional Encoded Archival Description Projects: Two Models from the Southwest," Conference of Inter-Mountain Archivists, Boise, ID, 2001.

PUBLICATIONS:

"Notorious as the Noonday Sun: Capt. Alexander Welch Reynolds and the New Mexico Territory, 1849-1859," *The New Mexico Historical Review*, October 2000.

Ninfa Trejo

PRESENTATIONS:

"More than Books: Resources for Mexican American Studies," AzLA Annual Conference, November 2000.

"Library Resources for Mexican American Studies and Research." NACCS (National Association for Chicana and Chicano Studies) XVIII Annual Conference, April 6, 2001.

PUBLICATIONS:

(With Elaina Norlin). "Recruitment and Retention Project Team: Opportunities and Outcomes," *College & Research Libraries*, Vol. 62, No. 5, May 2001.

Polly Trump

SERVICE:

President, Texas/Mexico Art Library International Association.

2001 President of ARLIS/Texas-Mexico.

Karen Williams

RECOGNITION:

Award for Excellence, University of Arizona, 2001.

SERVICE:

Faculty of the Association of College and Research Libraries, Institute for Information Literacy, Immersion Program. Taught at the 4.5 day program in August 2000.

Chair of the Association of College and Research Libraries, Instruction Section.

Trudy Wilner Stack

PRESENTATIONS:

"Why Photography? With compliments to Garry Winogrand," The University of Alabama, Tuscaloosa, AL, April 2001.

Symposium Moderator, "Indivisible: Stories of American Community," Terra Museum of American Art and the Arts Club of Chicago, Chicago, IL.

"Why Photography?" University of Minnesota, Minneapolis, MN, September 2000.

Panelist, "The NEA Peer Panel Process," American Association of Museums Annual Conference, Baltimore, MD, May 2000.

PUBLICATIONS:

Contributing editor, *Local Heroes Changing America: Indivisible*, New York, NY: W.W. Norton & Company, 2000.

SERVICE:

Member, Gallagher Acquisitions Committee, The University of Arizona Museum of Art.

Chair, Yale University Alumni Schools Admissions Committee, Southern Arizona, 2000.

Barbara Williams

RECOGNITION:

ARL Leadership and Career Development (LCD) Program - designed to increase the number of librarians from underrepresented racial and ethnic groups in positions of influence and leadership in research libraries by helping them develop the skills needed to be more competitive in the promotion process.



Paula Wolfe

PRESENTATIONS:

"Overview of the COLA Project: Customer Oriented Library Alignment at the University of Arizona Libraries," Cyamus, Regional Meeting of The International Aquatic and Marine Science Libraries and Information Centers Regional Conference.

"Water Issues in Arizona, a Librarian Perspective," The International Aquatic and Marine Science Libraries and Information Centers Regional Conference.



UA LIBRARY HISTORICAL REVIEW OF STATISTICS JULY 2001

I. THE LIBRARY RANKING BY ARL MEMBERSHIP INDEX*

ARL RANK				
June 1991	June 1992	June 1993	June 1994	June 1995
23	28	27	27	29
June 1996	June 1997	June 1998	June 1999	June 2000
27	29	31	27	29
June 2001	June 2002	June 2003	June 2004	June 2005
NA				

II. THE LIBRARY STATISTICAL TRENDS**

Volumes in Library				
June 1991	June 1992	June 1993	June 1994	June 1995
3,442,098	3,531,036	3,621,943	3,718,494	3,806,010
June 1996	June 1997	June 1998	June 1999	June 2000
3,911,779	4,001,437	4,080,328	4,174,986	4,266,503
June 2001	June 2002	June 2003	June 2004	June 2005
4,359,195				

Volumes added during year				
June 1991	June 1992	June 1993	June 1994	June 1995
108,778	88,938	90,907	96,551	87,516
June 1996	June 1997	June 1998	June 1999	June 2000
105,769	89,658	78,891	94,658	92,863
June 2001	June 2002	June 2003	June 2004	June 2005
94738				

Number of monographic volumes purchased				
June 1991	June 1992	June 1993	June 1994	June 1995
62,317	60,899	48,728	52,332	50,929
June 1996	June 1997	June 1998	June 1999	June 2000
47,366	47,112	40,420	53,248	53,546
June 2001	June 2002	June 2003	June 2004	June 2005
48,985				

** The report on this section does not include the Law and Health Sciences Libraries

UA LIBRARY HISTORICAL REVIEW OF STATISTICS JULY 2001

Current serials purchased / received					
	June 1991	June 1992	June 1993	June 1994	June 1995
	18,875	18,273	17,141	15,357	15,394
R=	5,605	2,790	4,591	4,591	3,430
T=	24,480	21,063	21,732	19,948	18,824
	June 1996	June 1997	June 1998	June 1999	June 2000
	15,491	15,558	15,557	19,812	20,788
R=	3,454	3,403	3,400	2,802	2,890
T=	18,945	18,961	18,957	22,614	23,678
	June 2001	June 2002	June 2003	June 2004	June 2005
P=	20,926				
R=	2,864				
T=	23,790				

Microform units					
	June 1991	June 1992	June 1993	June 1994	June 1995
	3,680,495	3,858,538	3,993,402	4,132,553	4,277,503
	June 1996	June 1997	June 1998	June 1999	June 2000
	4,784,833	4,888,868	4,985,858	5,081,030	5,196,499
	June 2001	June 2002	June 2003	June 2004	June 2005
	5,287,401				

Computer files					
	June 1991	June 1992	June 1993	June 1994	June 1995
	796	647	978	992	1,664
	June 1996	June 1997	June 1998	June 1999	June 2000
	2,577	3,223	3,816	5,136	6,772
	June 2001	June 2002	June 2003	June 2004	June 2005
	6,967				

Archives / Manuscripts (linear ft)					
	June 1991	June 1992	June 1993	June 1994	June 1995
	4,656	5,069	5,027	5,127	6,804
	June 1996	June 1997	June 1998	June 1999	June 2000
	7,231	7,558	7,783	7,962	8,379
	June 2001	June 2002	June 2003	June 2004	June 2005
	8,459				

UA LIBRARY HISTORICAL REVIEW OF STATISTICS JULY 2001

EXPENDITURES

LIBRARY MATERIALS:

Monographs				
June 1991	June 1992	June 1993	June 1994	June 1995
\$1,759,503	\$1,972,291	\$1,995,472	\$2,089,285	\$2,109,276
June 1996	June 1997	June 1998	June 1999	June 2000
\$1,858,659	\$2,092,546	\$2,122,829	\$2,315,008	\$2,185,973
June 2001	June 2002	June 2003	June 2004	June 2005
\$2,244,162				

Current serials including periodicals				
June 1991	June 1992	June 1993	June 1994	June 1995
\$2,333,375	\$2,501,820	\$2,576,637	\$2,110,481	\$2,177,032
June 1996	June 1997	June 1998	June 1999	June 2000
\$2,759,908	\$2,882,367	\$3,442,681	\$3,999,184	\$4,348,302
June 2001	June 2002	June 2003	June 2004	June 2005
\$4,892,964				

Other library materials				
June 1991	June 1992	June 1993	June 1994	June 1995
\$402,342	\$197,500	\$254,350	\$451,079	\$856,038
June 1996	June 1997	June 1998	June 1999	June 2000
\$750,296	\$553,630	\$471,691	\$530,247	\$645,621
June 2001	June 2002	June 2003	June 2004	June 2005
\$722,970				

Miscellaneous				
June 1991	June 1992	June 1993	June 1994	June 1995
\$333,129	\$280,150	\$328,061	\$431,429	\$243,512
June 1996	June 1997	June 1998	June 1999	June 2000
\$441,411	\$632,787	\$557,016	\$316,100	\$893,925
June 2001	June 2002	June 2003	June 2004	June 2005
\$669,529				

UA LIBRARY HISTORICAL REVIEW OF STATISTICS JULY 2001

Total library materials				
June 1991	June 1992	June 1993	June 1994	June 1995
\$4,828,349	\$4,951,761	\$5,154,520	\$5,082,274	\$5,385,858
June 1996	June 1997	June 1998	June 1999	June 2000
\$5,810,274	\$6,161,330	\$6,594,217	\$7,264,523	\$8,132,804
June 2001	June 2002	June 2003	June 2004	June 2005
\$8,529,624				

Contract binding				
June 1991	June 1992	June 1993	June 1994	June 1995
\$310,959	\$295,536	\$201,206	\$230,524	\$230,000
June 1996	June 1997	June 1998	June 1999	June 2000
\$230,536	\$230,536	\$203,750	\$186,550	\$186,550
June 2001	June 2002	June 2003	June 2004	June 2005
\$166,548				

Professional staff				
June 1991	June 1992	June 1993	June 1994	June 1995
\$2,421,368	\$2,546,016	\$2,462,385	\$2,389,993	\$2,764,499
June 1996	June 1997	June 1998	June 1999	June 2000
\$2,739,810	\$2,765,946	\$2,866,459	\$2,873,753	\$3,024,606
June 2001	June 2002	June 2003	June 2004	June 2005
\$3,012,707				

Support staff				
June 1991	June 1992	June 1993	June 1994	June 1995
\$2,216,118	\$2,633,355	\$2,521,268	\$2,453,500	\$2,887,803
June 1996	June 1997	June 1998	June 1999	June 2000
\$2,800,819	\$2,820,851	\$2,888,868	\$3,161,768	\$3,065,491
June 2001	June 2002	June 2003	June 2004	June 2005
\$3,417,828				

UA LIBRARY HISTORICAL REVIEW OF STATISTICS JULY 2001

Student assistants				
June 1991	June 1992	June 1993	June 1994	June 1995
\$678,884	\$629,402	\$660,320	\$730,509	\$656,095
June 1996	June 1997	June 1998	June 1999	June 2000
\$724,375	\$732,320.00	\$813,320	\$860,445	\$877,356
June 2001	June 2002	June 2003	June 2004	June 2005
\$853,553				

Total salaries and wages				
June 1991	June 1992	June 1993	June 1994	June 1995
\$5,316,370	\$5,808,773	\$5,643,973	\$5,574,002	\$6,308,397
June 1996	June 1997	June 1998	June 1999	June 2000
\$6,265,004	\$6,319,117	\$6,568,923	\$6,895,966	\$6,967,452
June 2001	June 2002	June 2003	June 2004	June 2005
\$7,284,088				

Other operating expenditures				
June 1991	June 1992	June 1993	June 1994	June 1995
\$952,239	\$794,687	\$1,965,011	\$2,000,491	\$1,695,677
June 1996	June 1997	June 1998	June 1999	June 2000
\$2,531,434	\$3,154,823	\$2,739,511	\$2,220,673	\$2,012,682
June 2001	June 2002	June 2003	June 2004	June 2005
\$2,407,572				

Total library expenditures				
June 1991	June 1992	June 1993	June 1994	June 1995
\$11,407,917	\$11,850,767	\$12,964,710	\$12,887,280	\$13,619,932
June 1996	June 1997	June 1998	June 1999	June 2000
\$14,837,248	\$15,865,806	\$16,157,102	\$16,552,712	\$17,299,489
June 2001	June 2002	June 2003	June 2004	June 2005
\$18,387,832				

UA LIBRARY HISTORICAL REVIEW OF STATISTICS JULY 2001

PERSONNEL:

Professional staff FTE				
June 1991	June 1992	June 1993	June 1994	June 1995
76	74	72	62	61
June 1996	June 1997	June 1998	June 1999	June 2000
70	70	69	69	74.5
June 2001	June 2002	June 2003	June 2004	June 2005
75				

Support staff FTE				
June 1991	June 1992	June 1993	June 1994	June 1995
151	153	138	145	142
June 1996	June 1997	June 1998	June 1999	June 2000
148	144	141	136	130
June 2001	June 2002	June 2003	June 2004	June 2005
129				

Student assistants FTE				
June 1991	June 1992	June 1993	June 1994	June 1995
78	75	80	82	71
June 1996	June 1997	June 1998	June 1999	June 2000
78	72	83	78	80
June 2001	June 2002	June 2003	June 2004	June 2005
78				

Total FTE staff				
June 1991	June 1992	June 1993	June 1994	June 1995
305	302	290	289	274
June 1996	June 1997	June 1998	June 1999	June 2000
296	286	293	283	285
June 2001	June 2002	June 2003	June 2004	June 2005
282				

UA LIBRARY HISTORICAL REVIEW OF STATISTICS JULY 2001

INSTRUCTION:

Number of library presentations to groups				
June 1991	June 1992	June 1993	June 1994	June 1995
518	474	294	504	688
June 1996	June 1997	June 1998	June 1999	June 2000
1,062	2,056	2,013	2,142	2,344
June 2001	June 2002	June 2003	June 2004	June 2005
1,914				

Number of total participants in group presentations				
June 1991	June 1992	June 1993	June 1994	June 1995
14,665	10,397	5,701	10,883	16,241
June 1996	June 1997	June 1998	June 1999	June 2000
19,068	35,108	31,357	35,582	37,831
June 2001	June 2002	June 2003	June 2004	June 2005
30,778				

REFERENCE:

Number of reference transactions				
June 1991	June 1992	June 1993	June 1994	June 1995
385,215	326,523	296,040	194,183	118,407
June 1996	June 1997	June 1998	June 1999	June 2000
92,317	150,555	103,512	104,000	115,240
June 2001	June 2002	June 2003	June 2004	June 2005
87,871				

CIRCULATION:

Number of total circulations (initial and renewal excluding reserves)				
June 1991	June 1992	June 1993	June 1994	June 1995
842,515	875,490	742,044	856,284	843,350
June 1996	June 1997	June 1998	June 1999	June 2000
1,048,334	1,001,273	956,751	957,992	932,573
June 2001	June 2002	June 2003	June 2004	June 2005
890,534				

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Number of reserve circulations				
June 1991	June 1992	June 1993	June 1994	June 1995
153,593	167,217	149,831	142,211	145,779
June 1996	June 1997	June 1998	June 1999	June 2000
141,812	118,575	113,582	102,125	64,484
June 2001	June 2002	June 2003	June 2004	June 2005
48,366				

IN-HOUSE USE:

Total number of in-house uses of materials				
June 1991	June 1992	June 1993	June 1994	June 1995
2,315,279	2,273,362	2,017,363	2,487,291	2,204,241
June 1996	June 1997	June 1998	June 1999	June 2000
1,090,731	1,076,048	942,200	1,138,879	1,012,302
June 2001	June 2002	June 2003	June 2004	June 2005
909,157				

GATECOUNT:

GATECOUNT (Includes Main, Science, Music, CCP and Architecture)				
June 1991	June 1992	June 1993	June 1994	June 1995
NA	NA	NA	NA	NA
June 1996	June 1997	June 1998	June 1999	June 2000
1,964,621	1,271,473	1,385,866	1,496,073	1,639,976
June 2001	June 2002	June 2003	June 2004	June 2005
1,455,020				

INTERLIBRARY LOANS:

Total filled request provided to other libraries				
June 1991	June 1992	June 1993	June 1994	June 1995
22,163	21,928	21,644	19,053	20,002
June 1996	June 1997	June 1998	June 1999	June 2000
14,970	15,782	17,786	16,615	17,157
June 2001	June 2002	June 2003	June 2004	June 2005
15,186				

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Total filled requests received from other libraries				
June 1991	June 1992	June 1993	June 1994	June 1995
7,051	8,381	10,009	11,615	13,090
June 1996	June 1997	June 1998	June 1999	June 2000
15,603	24,399	24,336	28,633	30,005
June 2001	June 2002	June 2003	June 2004	June 2005
23,163				

III. THE LIBRARY BUDGET CHANGES

Base Cuts				
June 1991	June 1992	June 1993	June 1994	June 1995
\$240,000	\$256,000	\$123,500	\$0	\$0
June 1996	June 1997	June 1998	June 1999	June 2000
\$0	\$78,500	\$0	\$0	\$0
June 2001	June 2002	June 2003	June 2004	June 2005
\$0				

Base internal reallocations *				
June 1991	June 1992	June 1993	June 1994	June 1995
\$0	\$155,000	\$0	\$170,000	\$253,000
June 1996	June 1997	June 1998	June 1999	June 2000
\$180,000	\$107,923	\$308,451	\$159,000	\$140,045
June 2001	June 2002	June 2003	June 2004	June 2005
\$172,045				

* This table does not include the reallocation of seven positions to new functions during the reassignments of 1993/94 nor the redistribution of additional staff to Undergraduate Services and subject integrative services teams.

UA LIBRARY HISTORICAL REVIEW OF STATISTICS JULY 2001

Base additions (includes additions to the Information Access Budget)				
June 1991	June 1992	June 1993	June 1994	June 1995
\$56,000	\$85,000	\$170,000	\$538,000	\$493,000
June 1996	June 1997	June 1998	June 1999	June 2000
\$350,000	\$300,000	\$672,000	\$820,000	\$127,000
June 2001	June 2002	June 2003	June 2004	June 2005
\$0				

* A large percentage of of the additions to the base budget have historically been additions to the Information Access budget.

One time additions**				
June 1991	June 1992	June 1993	June 1994	June 1995
\$0	\$3,374,000	\$0	\$610,000	\$1,183,000
June 1996	June 1997	June 1998	June 1999	June 2000
\$1,024,500	\$15,500	\$0	\$0	\$113,000
June 2001	June 2002	June 2003	June 2004	June 2005
\$150,000				

** These include Sabio, remodeling, and compact shelving dollars. The FY 1997-98 figure is from the 24 hours trial money.

Fund raising / grants***				
June 1991	June 1992	June 1993	June 1994	June 1995
\$124,373	\$381,010	\$515,836	\$742,512	\$918,462
June 1996	June 1997	June 1998	June 1999	June 2000
\$567,770	\$573,356	\$557,016	\$420,084	\$713,806
June 2001	June 2002	June 2003	June 2004	June 2005
\$1,506,491				

*** These amounts include gifts of equipment and books as well as cash.

UA LIBRARY HISTORICAL REVIEW OF STATISTICS JULY 2001

IV. DIVERSITY/AFFIRMATIVE ACTION COMPOSITION OF LIBRARY FACULTY AND CAREER STAFF

Faculty				
June 1991	June 1992	June 1993	June 1994	June 1995
8.11%	9%	12%	15.10%	15.50%
June 1996	June 1997	June 1998	June 1999	June 2000
14.50%	17%	16%	16%	17%
June 2001	June 2002	June 2003	June 2004	June 2005
22%				
Staff				
June 1991	June 1992	June 1993	June 1994	June 1995
28.80%	29.60%	31.20%	28.90%	30.30%
June 1996	June 1997	June 1998	June 1999	June 2000
29%	32.30%	32.80%	36.80%	33.60%
June 2001	June 2002	June 2003	June 2004	June 2005
32.40%				

UA LIBRARY HISTORICAL REVIEW OF STATISTICS JULY 2001

V. THE LIBRARY SALARY TRENDS

Low and Beginning Salary					
	FY 1991-92	FY 1992-93	FY 1993-94	FY 1994-95	FY 1995-96
L =	\$20,000	\$23,273	\$20,080	\$24,350	\$28,840
B =	\$23,000	\$25,400	\$28,000	\$28,000	\$30,000
	ARL RANK	ARL RANK	ARL RANK	ARL RANK	ARL RANK
	39	20	19	30	32
	FY 1996-97	FY 1997-98	FY 1998-99	FY 1999-00	FY 2000-01
L =	\$30,000	\$30,800	\$33,198	\$35,460	\$38,789
B =	\$30,000	\$33,198	\$34,921	\$35,460	\$38,789
	ARL RANK	ARL RANK	ARL RANK	ARL RANK	ARL RANK
	29	33	9	11	9
	FY 2001-2002	FY 2002-2003	FY 2003-2004	FY 2004-2005	FY 2005-2006
L =	\$40,300				
B =	\$40,300				
	ARL RANK	ARL RANK	ARL RANK	ARL RANK	ARL RANK
	NA				

Average Salary					
	FY 1991-92	FY 1992-93	FY 1993-94	FY 1994-95	FY 1995-96
	\$33,232	\$36,007	\$40,155	\$40,426	\$42,123
	ARL RANK	ARL RANK	ARL RANK	ARL RANK	ARL RANK
	97	86	55	62	71
	FY 1996-97	FY 1997-98	FY 1998-99	FY 1999-00	FY 2000-01
	\$42,848	\$44,437	\$47,977	\$49,080	\$50,387
	ARL RANK	ARL RANK	ARL RANK	ARL RANK	ARL RANK
	78	68	50	52	55
	FY 2001-2002	FY 2002-2003	FY 2003-2004	FY 2004-2005	FY 2005-2006
	ARL RANK	ARL RANK	ARL RANK	ARL RANK	ARL RANK

* This section includes all professional staff (excluding Director/Dean and AUL's/Assistant Dean's). The salary figures do not include the Law and Health Sciences Libraries. However, the ARL ranking is based on their inclusion. Also, the ARL ranking is based on the "Beginning" salary, as opposed to "Low" salary, level.

Information Competency/General Education Proposal

Guidelines to designate a class with information competency emphasis have been developed by the Information Literacy Team. The draft guidelines are attached. The guidelines have been drawn from ACRLIS/AAHE standards (<http://www.ala.org/acrl/ilcomstan.html>), the Library's learning goals document (<http://dizzy.library.arizona.edu/library/teams/infolit/InfoLit2000/infolitgoals33.htm>), as well as other sources.

We are proposing that every student completing their General Education requirements be required to take at least one Tier One class with an "information literacy emphasis". There must be an adequate number and variety of courses with this designation to carry out such a requirement.

We believe that currently there are General Education courses that either meet or come close to meeting these guidelines.

Once the guidelines are accepted, the General Education Committee, with the assistance of librarians, will review the applications and approve those classes that meet the "information literacy emphasis" criteria.

In order for this program to succeed, librarians will actively support faculty in the development or adaptation of their courses to meet these criteria and support the implementation of such courses. While we are aware that in order to support such a program we will need a variety of approaches, our emphasis is on working with faculty to assist them in their development and design of courses and assignments that will help them to prepare information literate students.

Librarians will join with faculty, graduate teaching assistants, undergraduate preceptors, and other campus support units in a network that creates a true learning community.

We have listed below possible ways that the library could support this proposal:

Librarians can work with faculty members to design or adapt their course curricula to meet the guidelines for information competency emphasis courses. Librarians currently have established partnerships with some General Education faculty as a result of an ongoing program to implement information literacy and technology skills into General Education courses. This proposal will broaden that effort.

Librarians will offer and present workshops, in conjunction with the University Teaching Center and the Faculty Center for Innovative Instruction, designed to assist faculty as they develop courses with an information competency emphasis.

The Library will offer drop-in centers in the ILC where students enrolled in information competency emphasis courses can come for individual or group help with their research assignments and projects.

The library can offer training on information competency skills to preceptors and graduate teaching assistants assigned to these classes.

The Information Literacy Team will compile a booklet for faculty (modeled after *A Short Guide to Improving Student Speaking and Writing* developed by Elena Berman, Ph.D., Instructional Assessment and Evaluation Services). The booklet will provide faculty with ideas and concrete models for integrating information literacy into their curriculum and provide them with tools for assessment.

Librarians will continue teaching partnerships, which often include class instructional sessions.

Library will make use of web sites and tutorials that can be adapted for use in a variety of classes.

Context Statement

The Information Literacy Team has been charged with identifying the learning goals that are essential to use when integrating information literacy into the General Education classes.

The goals are based on our librarians' experiences on this campus, the national ACRL Information Literacy Competency Standards for Higher Education* (<http://www.ala.org/acrl/ilcomstan.html>), as well as other competency-based programs in use in higher education. They are the result of research and readings in the literature that have explored information literacy skills for first-year students. In developing our ideas, we were influenced by Carol Kuhlthau's research into the stages of the information search process. We have also drawn from a philosophy best articulated by the Learning Outcomes Network through their article ***So what's a learning outcome anyway?*** <http://www.ctt.bc.ca/lo/sowhatsa.html> This is a philosophy that views learning goals as an "approach to thinking about teaching and learning."

A brief summary of this important article follows:

This approach emphasizes learning as the application of knowledge. Knowledge is seen as more than a collection of skills or competencies. It is viewed as an integration of the pieces. It requires that students "know and use skills" not just "possess" them. One of the major approaches to teaching and learning is stated as "What students need to know and be able to do—as determined by student needs and societal needs." True learning, then, includes an emphasis on applying knowledge. Emphasis is on the synthesis or integration of knowledge, skills and values.

Suggested Approaches

In addition to the learning goals, we have identified approaches to teaching and learning. They are listed below. When you incorporate any of these suggested approaches into your teaching, we are confident that it will improve student learning.

Remember that authentic assessment is based on what students know and are able to do as a result of your instruction;

Provide the opportunity for learning to take place in an "integrated and realistic environment";

Focus on skills that are transferable and enduring;

Bridge from known to new knowledge;

Promote opportunities for student-librarian interaction;

Be aware of Kuhlthau's stages in the information search process and implement them in your teaching;

Encouraged students to tolerate ambiguity and respect different opinions;

Use active learning methods;

Intersperse lecture with other approaches and limit lecture to 10 minutes at a time;

Remember that students can absorb only a few new ideas, concepts, skills etc. in one class period;

Summarize and review as much as possible.



Proposed Learning goals for U of A Gen Ed classes:

These goals are an attempt to build consistency in the information literacy skills and concepts that are taught to entry-level students. The Information Literacy Team will be coordinating the use of some shared learning assessment tools. Thus, it is essential that students have a common learning experience across all disciplines. While we have presented five learning goals, it will be up to each of you to decide which are appropriate to include in any given instruction class or activity. Ultimately, what you teach will be collaboration between you and your faculty.

Learning Goals

Identifies scope of information need and assignment

Students know the task or know the requirements of the assignment.

Students know that they must work within a specified timeframe.

Example: This could be as simple as asking students what questions they have about the assignment.



Example: This could be a step that is covered by the faculty member in preparation for the instruction session.

Chooses a topic or formulates a focus

Students broaden a narrow topic, or narrow a broad topic.

Students modify the scope or direction of a question.

Students know a librarian can assist in forming a focus.

Example: Students use general reference sources to explore and broaden a topic.

Example: Students think of topic from a variety of viewpoints: feminist, environmental, conservative, etc.

Example: Students list what they already know about a topic. They then list the questions they still have about the topic that are most interesting to them.

Creates and implements a search strategy



Students know that searching is a process.

Students Identify keywords and related terms.

Students can put terms and ideas together using Boolean logic to construct an effective and efficient search.

Example: Class generates list of keywords or terms related to a specific topic.

Example: Students write down their main ideas/ topic sentences/thesis statement and identify the main concepts to be used for keyword searching. This is a good place to narrow or broaden the topic sentence/search strategy.

Selects appropriate tools

Students investigate the scope, content and organization of information sources.

The Infolit Team recommends that each Gen Ed class be introduced to the SABIO Gateway. This gives students an overview of how to navigate from our gateway as well as introduces students to different types of tools, catalog, databases, etc. We also recommend that each student know "what a catalog is and does" and be able to identify a catalog record. We also recommend that each class be introduced to the use of a periodical database, preferably EBSCO Host. We believe every Gen Ed student can benefit from knowing how to use and search a particular index as well as knowing the strategies that are transferable from one index to another.

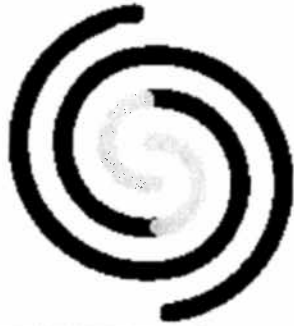
Applies criteria for evaluating information

Students examine and compare information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness and point of view or bias.

Students select information that supports the topic

Example: Students can be introduced to critical thinking and evaluation throughout the session. When students discover the differences between a popular and a scholarly work, they are learning how to evaluate information. When they select an index that covers the material on their topic, they are learning how to evaluate information. When students identify the purpose of a web site, they are learning how to evaluate information. We can take every opportunity throughout the session to ask students to apply criteria for evaluating information.

*Some of our learning goals are taken directly from the standards and some have been adapted.



Principles for Emerging Systems of Scholarly Publishing

May 10, 2000

The following set of principles was agreed to by the undersigned individuals as a result of a meeting held in Tempe, Arizona, on March 2-4, 2000. Sponsored by the Association of American Universities, the Association of Research Libraries, and the Merrill Advanced Studies Center of the University of Kansas, the meeting was held to facilitate discussion among the various academic stakeholders in the scholarly publishing process and to build consensus on a set of principles that could guide the transformation of the scholarly publishing system.

The creation, dissemination, and application of new knowledge are fundamental to the development of an informed citizenry and a healthy global economy. Institutions of higher education exist to fulfill these functions. From the lab to the classroom to industry to the public, the advancement of knowledge through research and teaching is an invaluable contribution made by higher education to the public good. Scholarly publishing is the process through which newly discovered knowledge is refined, certified, distributed to, and preserved for researchers, professors, students and the public.

The current system of scholarly publishing has become too costly for the academic community to sustain. The increasing volume and costs of scholarly publications, particularly in science, technology, and medicine (STM), are making it impossible for libraries and their institutions to support the collection needs of their current and future faculty and students. Moreover, the pressure on library budgets from STM journal prices has contributed to the difficulty of academic publishers in the humanities and social sciences, primarily scholarly societies and university presses, to publish specialized monograph-length work or to find the funds to invest in the migration to digital publishing systems. Numerous studies, conferences, and roundtable discussions over the past decade have analyzed the underlying causes and recommended solutions to the scholarly publishing crisis. Many new publishing models have emerged. A lack of consensus and concerted action by the academic community, however, continues to allow the escalation of prices and volume.

The participants in the Tempe conference came together with the hope of building consensus on a set of principles that would inform the design and evaluation of new systems of scholarly publishing. The goal was to provide guidance while leaving open to creativity and market forces the actual development of such systems. The following set of principles is the result of their discussions. While the principles and their explanations reflect a North American perspective, the participants recognize that the advancement of knowledge and scholarly publishing are international enterprises. While the academic community in North America may agree on collective action, international discussion and support will be needed for the success of any new systems.

The participants encourage broad discussion and endorsement of these principles by institutions of higher education, scholars, scholarly societies, and scholarly publishers. Endorsement carries with it the commitment to implement local actions that will bring institutions of higher education closer to the goal of providing access to all relevant published research across all disciplines to all faculty by way of systems that ensure dependable management and affordable access to information over time.

- 1. The cost to the academy of published research should be contained so that access to relevant research publications for faculty and students can be maintained and even expanded. Members of the university community should collaborate to develop strategies that further this end. Faculty participation is essential to the success of this process.***

With the creation, dissemination, and application of new knowledge central to their mission, institutions of higher education must work to create systems that will provide affordable access to all relevant published scholarship across all disciplines for researchers, teachers, and the broader public. To do this, faculty, university administrators and professional societies must work together to create the systems that will contain, and in some cases, reduce substantially the costs of scholarly publishing. Since every faculty member should have access to all the relevant published research in her/his area, it is imperative that we find ways to bring down the cost to accommodate the expanding volume of publication within available budgets. The business arrangements of the journals for which faculty write, edit, and review must become a major focus of contributors, editors and readers if scholarly publication is to become affordable again.

Containing costs might be accomplished over time within the current configuration of scholarly communication through the effective use of technology to streamline publishing functions, while increasing access and value. Such systems have been developed within the not-for-profit community by Stanford University's HighWire Press and The Johns Hopkins University's Project Muse; other efforts, such as BioOne, are being facilitated by SPARC, the Scholarly Publishing and Academic Resources Coalition. One could also envision systems that would build peer-review and abstracting and indexing functions on discipline- or institution-based e-print services. Such a system is being promoted by the Open Archives initiative, an effort that strives for compatibility among e-print services. Cost-containment should also continue through library consortial purchasing of electronic resources, a strategy that appears to be effective in lowering the unit costs of electronic information. Whatever the solution(s), cost must be made to fit within available budgets or the system will fail to provide the information to scholars that they need.

- 2. Electronic capabilities should be used, among other things, to: provide wide access to scholarship, encourage interdisciplinary research, and enhance interoperability and searchability. Development of common standards will be particularly important in the electronic environment.***

With the growing volume of scholarly research, it is increasingly difficult to uncover all of the relevant material published on a given subject. As more scholarship becomes available in digital form, this problem can be surmounted through powerful search systems provided that commercial, technical and legal constraints do not prohibit such searches. Searching, navigation, and linking across titles and across disciplines is essential since many disciplines have multiple titles that serve them and many problems have multidisciplinary aspects that may lead a researcher to publications in fields as diverse as microbiology, law, economics, and internal medicine. The development of standards is critical to the implementation of cross-field searching and navigation. In addition, given the importance of older literature to the advancement of new knowledge, retrospective works should be digitized and made accessible online.

- 3. Scholarly publications must be archived in a secure manner so as to remain permanently available and, in the case of electronic works, a permanent identifier for citation and linking should be provided.***

The advancement of knowledge is dependent on access to prior scholarship. While research libraries, with significant support from the National Endowment for the Humanities, have made significant progress in preserving print publications, there is still a large proportion of unique printed material yet to be treated and a number of additional formats, such as videotapes, sound recordings, and film, whose preservation needs have yet to be addressed in any significant way. Electronic publishing adds yet another set of complex issues to the archiving and preservation of

scholarly works. With libraries no longer owning copies and with the fragility of the electronic media, questions of what should be archived by whom and how are critical issues that need to be addressed. Despite many unanswered questions and unknown costs, archiving and preserving scholarly publications in all media are critical to any credible system of scholarly publication.

- 4. The system of scholarly publication must continue to include processes for evaluating the quality of scholarly work and every publication should provide the reader with information about evaluation the work has undergone.***

The academic community relies on the judgment of peers when assessing the quality of faculty work. While core archival journals are expected to preserve the peer-review process, the scholarly community recognizes that the exact nature and methodology of quality assessment varies by discipline. Any evolving system of scholarly publication should allow for an evaluation process to take place as appropriate and should provide a transparent mechanism that informs the reader—an expert, a student, the public—of the nature of the evaluation the work has undergone in its various versions. This recommendation recognizes the development of discipline- or institution-based collections of articles which may go through different stages of review and where neither the hierarchy of existing journals nor the reputation of the publisher may exist as a signature of quality assessment.

- 5. The academic community embraces the concepts of copyright and fair use and seeks a balance in the interest of owners and users in the digital environment. Universities, colleges, and especially their faculties should manage copyright and its limitations and exceptions in a manner that assures the faculty access to and use of their own published works in their research and teaching.***

The role of copyright is central to the academic community's mission of advancing knowledge. Members of the community are both creators and consumers of scholarly publications. As creators, faculty depend on copyright to protect the integrity of their work and on fair use to be able to use and incorporate the works of others with attribution in their own work. By tradition, faculty have transferred without direct compensation all of their copyrights to journal publishers in return for the wide distribution of their work. In some cases this tradition has resulted in the need for faculty to seek permission and pay a fee to use their own work in their research and teaching. If the academic community is to achieve its mission of advancing knowledge, it is critical that faculty authors retain the rights to use their own works in their teaching and in subsequent publications. Widespread adoption of university policies requiring faculty to retain such rights could provide individual faculty with the bargaining power to negotiate such agreements with publishers.

While this document concentrates on copyright and fair use of scholarly works, the importance of copyright and fair use go well beyond the scholarly publishing system. It is imperative that the academic community monitor and critically examine any new license arrangements or proposed legislation (whether it be copyright amendments or any body of law affecting intellectual property directly or indirectly) and take appropriate action to make sure that such arrangements or legislation do not upset the balance between owners' rights and users' exceptions to them that has been achieved in copyright law with its provisions for fair use and library and educational exemptions.

- 6. In negotiating publishing agreements, faculty should assign the rights to their work in a manner that promotes the ready use of their work and choose journals that support the goal of making scholarly publications available at reasonable cost.***

By judiciously assigning the rights to their work, faculty members can help assure that scholarship remains affordably available to the community. In the publication process, faculty can choose to publish in journals whose access and pricing policies make their work easily and affordably available. All faculty members should know the cost of journals to libraries and should consider refraining from submitting their work and assigning copyright to expensive journals when high

quality inexpensive publication outlets are available. In fields where alternatives do not exist, universities and scholarly societies should work with faculty to develop such outlets.

7. *The time from submission to publication should be reduced in a manner consistent with the requirements for quality control.*

In rapidly evolving fields, lags of 12 months or more mean that scholarly history rather than cutting-edge research is the subject of publication. If published scholarship is to be a useful building block, it is imperative that the lag between submission and publication be shortened as much as possible for each field. While a number of factors contribute to the lag—peer review, author's changes, back and forth with editors—and are important to the quality of the final work, technology should be exploited to speed up the process where possible. For example, some journals have already designed systems that select reviewers based on workload and availability. In addition, a number of disciplines depend on e-print systems for quick distribution of their work.

8. *To assure quality and reduce proliferation of publications, the evaluation of faculty should place a greater emphasis on quality of publications and a reduced emphasis on quantity.*

While a fundamental factor contributing to the rapid increase in the volume of published research is the rapid expansion of knowledge, the academic credentialing system encourages faculty to publish some work that may add little to the body of knowledge. In the spirit of creating an environment that reduces emphasis on quantity across the system and frees faculty time for more valuable endeavors, faculty in research institutions should base their evaluation of colleagues on the quality of and contribution made by a small, fixed number of published works, allowing the review to emphasize quality. This de-emphasis of quantitative measures could moderate the rate of increase in new titles and numbers of articles published. Some universities have already modified faculty evaluation in this manner and federal granting agencies, such as the NIH, have implemented policies to limit the number of articles cited in the grant application process.

9. *In electronic as well as print environments, scholars and students should be assured privacy with regard to their use of materials.*

The digital environment, in particular, makes it very easy to obtain data on users and use patterns, information that can have great marketing appeal. It is incumbent on the academic community to assure the privacy of individual users with regard to their use of scholarly publications or other source materials made available through our institutions, consistent with state and federal laws.

Signatories to

Principles for Emerging Systems of Scholarly Publishing

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Washington University Libraries

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[ARL Office of Scholarly Communication Home Page](#)



[ARL Home](#)

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**AFFIRMATIVE ACTION AVAILABILITY STATISTICS
UNIVERSITY OF ARIZONA LIBRARIES - JULY 2001
CLASSIFIED STAFF**

Job Group	Male	Female	African American	Asian American	Hispanic	Native American	White	Total Minority
319. FINANCE RELATED SPECIALISTS								
1990 Census - Skills in Local Area	45.7%	54.3%	0.8%	0.8%	13.7%	0.2%	84.5%	15.5%
UA Library [total]	0 0%	3 100%	0 0.0%	1 33%	1 33%	0 0.0%	1 33%	2 67%
Accountant	0	1	0	1	0	0	0	1
Accountant, Sr.	0	0	0	0	0	0	0	0
Accounting Specialist	0	1	0	0	0	0	1	0
Business Manager, Sr.	0	1	0	0	1	0	0	1
320. ARCHIVISTS & CURATORS EX: EXHIBIT SPECIALIST, SENIOR								
1990 Census - Skills in Local Area	20.2%	79.8%	0.7%	0.8%	10.6%	3.0%	84.9%	15.1%
UA Library [total]	1 20%	4 80%	0 0.0%	0 0%	0 0%	0 0.0%	5 100%	0 0%
Curatorial Museum Assistant	0	1	0	0	0	0	1	0
Curatorial Specialist/Museum Specialist	1	2	0	0	0	0	3	0
Curatorial/Museum Specialist, Senior	0	1	0	0	0	0	1	0
Exhibit Specialist Senior	0	0	0	0	0	0	0	0
321. MANAGEMENT-RELATED SPECIALISTS								
1990 Census - Skills in Local Area								
UA Library [total]	0 0%	2 100%	0 0.0%	0 0%	0 0%	0 0.0%	2 100%	0 0%
Marketing Specialist Associate	0	1	0	0	1	0	0	1
Marketing Specialist	0	1	0	0	0	0	1	0
326. WRITERS, ARTISTS & ENTERTAINERS								
1990 Census - Skills in Local Area								
UA Library [total]	0	0	0	0	0	0	0 0%	0 0%
Editor	0	0	0	0	0	0	0	0
328. ACADEMIC PROGRAM COORDINATORS								
1990 Census - Skills in Local Area	39.8%	60.2%	0.6%	1.3%	12.7%	0.8%	84.6%	15.4%
UA Library [total]	2 50.0%	2 50.0%	0 0.0%	0 0.0%	1 25%	0 0.0%	3 75%	1 25%
Program Coordinator	1	1	0	0	0	0	2	0
Program Coordinator, Senior	1	1	0	0	1	0	1	1
425 EXECUTIVE ASSISTANTS								
1990 Census - Skills in Local Area	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown
UA Library [total]	0 0%	1 100%	0 0.0%	0	0	0	1 100%	0 0%
Executive Assistant	0	1	0	0	0	0	1	0
428. SUPERVISORS, ADMINISTRATIVE SUPPORT EX: ADMINISTRATIVE ASSOCIATE, ADMINISTRATIVE ASSISTANT								
1990 Census - Skills in Local Area	4.2%	58.0%	2.6%	0.0%	24.0%	1.7%	71.7%	28.3%
UA Library [total]	1 13%	7 88%	1 12.5%	0 0.0%	1 12.5%	1 12.5%	5 62.5%	3 37.5%
Administrative Assistant	1	7	1	0	1	1	5	3

429. SECRETARIES, STENOGRAPHERS & TYPISTS								
1990 Census - Skills in Local Area	1.7%	98.3%	2.6%	0.7%	21.0%	2.3%	73.4%	26.6%
UA Library [total]	1	9	0	0	3	0	7	3
	10%	90%	0.0%	0.0%	30.0%	0.0%	70.0%	30.0%
Office Specialist	0	1	0	0	0	0	1	0
Office Specialist, Senior	0	1	0	0	0	0	1	0
Secretary, Administrative	1	7	0	0	3	0	5	3
430. FINANCIAL RECORDS PROCESSING CLERKS EX: ACCOUNTING ASSISTANT								
1990 Census - Skills in Local Area	10.4%	89.6%	0.9%	1.3%	17.3%	1.0%	79.5%	20.5%
UA Library [total]	0	0	0	0	0	0	0	0
	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Accounting Assistant	0	0	0	0	0	0	0	0
431. MATERIAL RECORDING, SCHEDULING & DISTRIBUTION CLERKS EX: MAIL CLERK, OFFICE ASSISTANT								
1990 Census - Skills in Local Area	58.2%	41.8%	3.6%	1.4%	21.7%	23.0%	50.3%	49.7%
UA Library [total]	2	0	0	0	1	0	1	1
	100%	0%	0.0%	0.0%	50%	0.0%	50%	50%
Mail Clerk	1	0	0	0	1	0	0	1
Mail Clerk, Lead	1	0	0	0	0	0	1	0
432. RECORDS PROCESSING CLERKS, EXCEPT FINANCE EX: LIBRARY SPECIALISTS, LIBRARY SUPERVISORS								
1990 Census - Skills in Local Area	20.5%	79.5%	3.5%	2.9%	24.8%	3.7%	65.1%	34.9%
UA Library [total]	13	51	2	3	15	1	43	21
	20.3%	79.7%	3.1%	4.7%	23.4%	1.6%	67.2%	32.8%
Library Specialist	12	40	2	3	12	1	34	18
Library Specialist Sr.	0	2	0	0	0	0	2	0
Library Supervisor	1	9	0	0	3	0	7	3
538. TECHNICIANS, OTHER EX: SUPPORT SYSTEMS ANALYST, PHOTOGRAPHER								
1990 Census - Skills in Local Area	69.9%	30.1%	2.4%	3.8%	13.4%	1.4%	79.0%	21.0%
UA Library [total]	6	5	2	1	1	0	7	4
	54.5%	45.5%	18.2%	9.1%	9.1%	0.0%	63.6%	36.4%
Application Systems Analyst	1	0	0	0	0	0	1	0
Graphic Designer	0	1	0	0	0	0	1	0
Photographer Assistant	0	1	0	0	0	0	1	0
Photographer, Principal	0	1	0	0	0	0	1	0
Support Systems Analyst	2	2	2	0	1	0	1	3
Support Systems Analyst, Senior	3	0	0	1	0	0	2	1
745. HANDLERS, EQUIPMENT CLEANERS, HELPERS AND LABORERS EX: MATERIALS HANDLING, SENIOR								
1990 Census - Skills in Local Area	83.9%	16.1%	4.4%	1.2%	35.7%	4.5%	54.2%	45.8%
UA Library [total]	1	0	0	1	0	0	0	1
	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
Materials Handling Supervisor	1	0	0	1	0	0	0	1
TOTAL CLASSIFIED STAFF - UA Library	27	84	5	6	23	2	75	36
	24.3%	75.7%	4.5%	5.4%	20.7%	1.8%	67.6%	32.4%

UA Library Academic Professionals - July 2001
Affirmative Action Statistics - By Library Rank

Title	Male	Female	African American	Asian American	Hispanic	Native American	White	Total Minority
Dean	0	1 100%	0	0	0	0	1 100%	0 0%
Assistant Dean	2 67%	1 33%	0	1 33%	0	0	2 67%	1 33%
Assistant to the Dean	0	0	0	0	0	0	0 0%	0 0%
Team Leader	0 0.0%	8 100.0%	0	0	1 13%	0	7 88%	1 13%
Full Librarian	4 40%	6 60%	0	1 10%	0	0	9 90%	1 10%
Associate Librarian	5 31%	11 69%	1 6%	0	1 6%	0	14 88%	2 13%
Assistant Librarian	8 36%	14 64%	2 9%	1 5%	6 27%	0	13 59%	9 41%
Other (Academic Professional)	0	0	0	0	0	0	0 0%	0 0%
Other (Administrative Professional)	1 25%	3 75%	0	0	0	0	4 100%	0 0%
TOTAL	20 31%	44 69%	3 4.7%	3 4.7%	8 12.5%	0 0%	50 78%	14 22%
Library Administrators	3 19%	13 81%	0	1	1 6%	0	14 94%	2 6%

**AFFIRMATIVE ACTION AVAILABILITY STATISTICS
UNIVERSITY OF ARIZONA LIBRARIES - JULY 2001
CLASSIFIED STAFF**

Job Group	Male	Female	African American	Asian American	Hispanic	Native American	White	Total Minority
319. FINANCE RELATED SPECIALISTS								
1990 Census - Skills in Local Area	45.7%	54.3%	0.8%	0.8%	13.7%	0.2%	84.5%	15.5%
UA Library [total]	0 0%	3 100%	0 0.0%	1 33%	1 33%	0 0.0%	1 33%	2 67%
Accountant	0	1	0	1	0	0	0	1
Accountant, Sr.	0	0	0	0	0	0	0	0
Accounting Specialist	0	1	0	0	0	0	1	0
Business Manager, Sr.	0	1	0	0	1	0	0	1
320. ARCHIVISTS & CURATORS EX: EXHIBIT SPECIALIST, SENIOR								
1990 Census - Skills in Local Area	20.2%	79.8%	0.7%	0.8%	10.6%	3.0%	84.9%	15.1%
UA Library [total]	1 20%	4 80%	0 0.0%	0 0%	0 0%	0 0.0%	5 100%	0 0%
Curatorial Museum Assistant	0	1	0	0	0	0	1	0
Curatorial Specialist/Museum Specialist	1	2	0	0	0	0	3	0
Curatorial/Museum Specialist, Senior	0	1	0	0	0	0	1	0
Exhibit Specialist Senior	0	0	0	0	0	0	0	0
321. MANAGEMENT-RELATED SPECIALISTS								
1990 Census - Skills in Local Area								
UA Library [total]	0 0%	2 100%	0 0.0%	0 0%	0 0%	0 0.0%	2 100%	0 0%
Marketing Specialist Associate	0	1	0	0	1	0	0	1
Marketing Specialist	0	1	0	0	0	0	1	0
326. WRITERS, ARTISTS & ENTERTAINERS								
1990 Census - Skills in Local Area								
UA Library [total]	0	0	0	0	0	0	0 0%	0 0%
Editor	0	0	0	0	0	0	0	0
328. ACADEMIC PROGRAM COORDINATORS								
1990 Census - Skills in Local Area	39.8%	60.2%	0.6%	1.3%	12.7%	0.8%	84.6%	15.4%
UA Library [total]	2 50.0%	2 50.0%	0 0.0%	0 0.0%	1 25%	0 0.0%	3 75%	1 25%
Program Coordinator	1	1	0	0	0	0	2	0
Program Coordinator, Senior	1	1	0	0	1	0	1	1
425 EXECUTIVE ASSISTANTS								
1990 Census - Skills in Local Area	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown
UA Library [total]	0 0%	1 100%	0 0.0%	0	0	0	1 100%	0 0%
Executive Assistant	0	1	0	0	0	0	1	0
428. SUPERVISORS, ADMINISTRATIVE SUPPORT EX: ADMINISTRATIVE ASSOCIATE, ADMINISTRATIVE ASSISTANT								
1990 Census - Skills in Local Area	4.2%	58.0%	2.6%	0.0%	24.0%	1.7%	71.7%	28.3%
UA Library [total]	1 13%	7 88%	1 12.5%	0 0.0%	1 12.5%	1 12.5%	5 62.5%	3 37.5%
Administrative Assistant	1	7	1	0	1	1	5	3

429. SECRETARIES, STENOGRAPHERS & TYPISTS								
1990 Census - Skills in Local Area	1.7%	98.3%	2.6%	0.7%	21.0%	2.3%	73.4%	26.6%
UA Library [total]	1	9	0	0	3	0	7	3
	10%	90%	0.0%	0.0%	30.0%	0.0%	70.0%	30.0%
Office Specialist	0	1	0	0	0	0	1	0
Office Specialist, Senior	0	1	0	0	0	0	1	0
Secretary, Administrative	1	7	0	0	3	0	5	3
430. FINANCIAL RECORDS PROCESSING CLERKS EX: ACCOUNTING ASSISTANT								
1990 Census - Skills in Local Area	10.4%	89.6%	0.9%	1.3%	17.3%	1.0%	79.5%	20.5%
UA Library [total]	0	0	0	0	0	0	0	0
	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Accounting Assistant	0	0	0	0	0	0	0	0
431. MATERIAL RECORDING, SCHEDULING & DISTRIBUTION CLERKS EX: MAIL CLERK, OFFICE ASSISTANT								
1990 Census - Skills in Local Area	58.2%	41.8%	3.6%	1.4%	21.7%	23.0%	50.3%	49.7%
UA Library [total]	2	0	0	0	1	0	1	1
	100%	0%	0.0%	0.0%	50%	0.0%	50%	50%
Mail Clerk	1	0	0	0	1	0	0	1
Mail Clerk, Lead	1	0	0	0	0	0	1	0
432. RECORDS PROCESSING CLERKS, EXCEPT FINANCE EX: LIBRARY SPECIALISTS, LIBRARY SUPERVISORS								
1990 Census - Skills in Local Area	20.5%	79.5%	3.5%	2.9%	24.8%	3.7%	65.1%	34.9%
UA Library [total]	13	51	2	3	15	1	43	21
	20.3%	79.7%	3.1%	4.7%	23.4%	1.6%	67.2%	32.8%
Library Specialist	12	40	2	3	12	1	34	18
Library Specialist Sr.	0	2	0	0	0	0	2	0
Library Supervisor	1	9	0	0	3	0	7	3
38. TECHNICIANS, OTHER EX: SUPPORT SYSTEMS ANALYST, PHOTOGRAPHER								
1990 Census - Skills in Local Area	69.9%	30.1%	2.4%	3.8%	13.4%	1.4%	79.0%	21.0%
UA Library [total]	6	5	2	1	1	0	7	4
	54.5%	45.5%	18.2%	9.1%	9.1%	0.0%	63.6%	36.4%
Application Systems Analyst	1	0	0	0	0	0	1	0
Graphic Designer	0	1	0	0	0	0	1	0
Photographer Assistant	0	1	0	0	0	0	1	0
Photographer, Principal	0	1	0	0	0	0	1	0
Support Systems Analyst	2	2	2	0	1	0	1	3
Support Systems Analyst, Senior	3	0	0	1	0	0	2	1
745. HANDLERS, EQUIPMENT CLEANERS, HELPERS AND LABORERS EX: MATERIALS HANDLING, SENIOR								
1990 Census - Skills in Local Area	83.9%	16.1%	4.4%	1.2%	35.7%	4.5%	54.2%	45.8%
UA Library [total]	1	0	0	1	0	0	0	1
	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
Materials Handling Supervisor	1	0	0	1	0	0	0	1
TOTAL CLASSIFIED STAFF - UA Library	27	84	5	6	23	2	75	36
	24.3%	75.7%	4.5%	5.4%	20.7%	1.8%	67.6%	32.4%

UA Library Academic Professionals - July 2001

Affirmative Action Statistics - By Library Rank

Title	Male	Female	African American	Asian American	Hispanic	Native American	White	Total Minority
Dean	0	1 100%	0	0	0	0	1 100%	0 0%
Assistant Dean	2 67%	1 33%	0	1 33%	0	0	2 67%	1 33%
Assistant to the Dean	0	0	0	0	0	0	0 0%	0 0%
Team Leader	0 0.0%	8 100.0%	0	0	1 13%	0	7 88%	1 13%
Full Librarian	4 40%	6 60%	0	1 10%	0	0	9 90%	1 10%
Associate Librarian	5 31%	11 69%	1 6%	0	1 6%	0	14 88%	2 13%
Assistant Librarian	8 36%	14 64%	2 9%	1 5%	6 27%	0	13 59%	9 41%
Other (Academic Professional)	0	0	0	0	0	0	0 0%	0 0%
Other (Administrative Professional)	1 25%	3 75%	0	0	0	0	4 100%	0 0%
TOTAL	20 31%	44 69%	3 4.7%	3 4.7%	8 12.5%	0 0%	50 78%	14 22%
Library Administrators	3 19%	13 81%	0	1	1 6%	0	14 94%	2 6%

LITTLE COWPUNCHER

Rural School Newspaper of Southern Arizona

Little Cowpuncher was the name of a mimeographed school newspaper, written and illustrated by Anglo and Mexican-American ranch children. It appeared from 1932 to 1943 at five different rural schools in Southern Arizona, where Eulalia Bourne was the teacher. Most of the students who attended these one- or two-room schoolhouses, close to the Mexican border, were bilingual and bicultural. Some were the sons and daughters of pioneer Mexican and American ranch families; others were children of ranch hands working for large landowners; and a few were temporary students from families living on mining claims or road camps. Their original and unedited stories and drawings vividly describe their lives on isolated ranches, and the everyday and special events throughout the school year at Redington, Baboquivari, Sasco, San Fernando, and Sopori schools. On this site you will find Little Cowpuncher online, looking as much like the originals as possible. Sets of the actual newspapers are in the Special Collections Room at the University of Arizona Library, as well as The Arizona Historical Society, both located in Tucson, Arizona.



This is the entire Baboquivari School riding in the Rodeo Parade in Tucson, Arizona in February of 1936. Read what they wrote about that day in the Little Cowpuncher by going to: Baboquivari School, 2/27/36 "After the Rodeo Supplement."



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Announcing a new online journal *The Journal of Insect Science*

- Publishes papers in all aspects of the biology of insects and other arthropods from the molecular to the ecological.
- An international journal published by the University of Arizona Library.
- Freely available to individuals and institutions on the World Wide Web.
- Facilitates the inclusion of color figures, videos, sound and large data sets.
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CHARGE FOR THE MARKETING PROJECT TEAM 2001-2001

6/5/01 8:09 a.m.

PURPOSE: To build a marketing infrastructure at the UA Library that include consistent strategies and behaviors which position the library to be the valued information resource center for UA students, faculty, researchers, and staff.

PROBLEMS:

1. Lack of organizational infrastructure that supports marketing strategies

In the library no formal marketing approach or structures exist. Resulting in lack of coordination of activities, duplicated efforts, and no unifying library image.

2) Uncertainty and confusion about marketing in the Library:

What is the value of marketing in the Library?

Marketing is recognized as a critical process by the Library's Strategic Long-Range Planning. However, staff members have questioned

the place and role of marketing in the Library's work. Indicating that the value of marketing needs to be clearer to staff.

What's the working definition of marketing in the Library?

People seem to be confused about the definition of marketing. What is the best working definition of marketing in our setting. --- a public, educational institution, a public sector institution, public relations traditionally play a significant role in promoting the positive image of the institution. For example, how should the relationship between marketing and public relations be defined in the Library?

3) Motivating/reaching customers and potential customers from our targeted groups (faculty, student, staff)

Key issues regarding identification and motivation of customers include:

- The Library's intellectual significance, as well as its products and services should resonate with customers and do not currently do so.
- Potential customers from our targeted populations who need or want our products and services have not been identified.
- Studying market groups in terms of their needs and how they respond to different marketing efforts has been overlooked in our organization. For example, motivating an undergraduate student to use the library is far different than what would motivate a doctoral student or a professor.
- Do we need to engage students, in particular, in developing marketing initiatives that are receptive to their peers?
- Do we need to engage other demographic groups that can assist us in developing targeted marketing initiatives?

- What marketing techniques will be effective in reaching the target audiences?
- How can we identify non-customers?
- How can the image or perception of the Library be changed? Resulting in new customers (from faculty, staff, researchers, and students) and an increase in the use of resources by current customers? Does the Library's image need to be changed?

4) Competition

Competition for access to information resources is growing at a phenomenal rate, primarily via the Internet. Information resource competitors, such as Questia, are marketing directly to students. Others, such as professional associations, are marketing directly to their members who are primarily faculty. Libraries are losing their identity as gateways and providers of access to many electronic resources. Without a concerted effort to demonstrate the library's role in this information maze, we may jeopardize our funding as well as other types of support from the University.

CONTEXT/OPPORTUNITY:

In the desired state, it is clear that the Library is the intellectual crossroads of the campus and community. Users will gain an appreciation of the UA Library as an important presence as the campus intellectual center. Customers will be aware of and understand the services & products we offer and will use the Library resources as their first choice for information. The holistic marketing of library services, products and the expertise of librarians and information professionals will help in achieving the desired state.

In the desired state, everyone in the Library integrates marketing into their job resulting in productive relationships.

Currently, however, based on customer feedback and personal experiences, we believe that customers do not have an informed picture of the library. Some faculty and students are not aware of our services and do not ask. We are only now beginning to compile data on how our customers perceive the Library through surveys like LIBQUAL.

There are significant factors hindering progress toward the desired state:

- Lack of staff time
- Lack of dedicated staff support for graphics/design
- Confusion on what staff resources available for coordination of marketing
- Lack of common understanding of marketing and its value; negative image
- Lack of consistency in marketing strategies and behaviors
- No continuity in marketing efforts
- Hard to market what we do
- Lack of verifiable outcome measures of efforts
- Don't know the audience; lack of agreement to whom we should be marketing
- No guidelines for most effective marketing techniques
- Lack of funds/budget

There are, however, factors or forces that exist and can positively alter the current state. These can be used as a foundation for future actions as we move toward the desired state. These forces include:

- Significant number of staff doing marketing
- Increased number of marketing initiatives
- Dean is model for marketing efforts

- Competition (e.g. Questia)
- Isolated, successful marketing efforts
- Consistent graphics
- Special Assistant to the Dean does concentrated marketing
- Many vehicles (media) and opportunities for marketing do exist

The Library's current state is mostly favorable. It is important to note, however, that without constructive, directed attempts to alter the current situation, those hindering factors will only keep us where the Library is at the moment, and those factors which hinder progress toward the desired state may cause further deterioration in this arena. This will lead to an institution whose presence is unimportant; customers will be unaware and will not understand that the Library is a place to help them with their research and their curricular needs and that we can provide them with accurate and authoritative information.

The following funds have been approved for marketing-related activities in FY 2001/2002:

1. \$18,000 for a consultant for the Project Team. The Marketing APT has determined that a marketing consultant will bring needed skills, for instance, identifying marketing strategies for target groups, and understanding of media outlets and venues and market analysis skills that can benefit the project team.
2. \$5,000 in a central Marketing line for functional team use (up to \$500 per team)
3. \$ 450 for development of a marketing guidebook

PARAMETERS

DO:

Recommend a marketing architecture for the Library that will last and grow after the project team is disbanded

Be aware that the target audience for marketing is the UA population: students, faculty, researchers, and staff.

Use the mission statement as an anchor to address macro-level marketing possibilities.

Understand that the Library has internal and external customers. The Library's marketing infrastructure should be about marketing to external customers.

DON'T:

Undertake any marketing initiatives.

Dictate how an individual librarian markets to her/his customers.

Address the marketing to internal customers. This should occur elsewhere, such as communications/process improvements.

PERFORMANCE MEASURE/QUALITY STANDARD

Develop a marketing infrastructure and hand-offs no later than February 2002.

PRODUCTS/OUTCOMES:

Creation of Library Marketing Infrastructure that :

- Defines marketing for the library and marketing terminology
- Uses the Library mission statement to develop guidelines on what constitutes library-wide marketing initiatives
- Uses the Library mission statement to identify macro-level products and services and relevant target audiences
- Include a market analysis of the library's targeted groups and identify those who use the library and those who do not
- Incorporates the promotion of the marketing Guidelines book being developed by Special Assistant to the Dean and the Library's graphic designer.
- Outlines continuous education and awareness programs for Library staff that ensure sharing of marketing techniques and the value of marketing in the Library
- Identification of library staff who have various levels of expertise in marketing and/or public relations and are willing share their techniques

The team must also:

- Determine costs to implement the infrastructure and staffing if needed, and recommend to Cabinet.
- Monitor the new Marketing fund line of \$5000 that is being made available to all teams. Report to Cabinet on how the funds have been used. Make sure that the monitoring function is incorporated into the infrastructure design.

RESOURCES:

- FAST External Relations
- Graphic Designer
- Marketing Consultant APT is selecting a consultant. The project team may take over a part of hiring process if necessary
- Faculty/students in business school

SUGGESTED APPROACHES:

The Project team can take a lead in creating the marketing infrastructure and addressing the problems surrounding marketing as identified. The team will have an opportunity to work with the outside consultant through the project cycle. We have several uncertain issues about marketing in this Library and it is encouraged that the Team will ask questions to the consultant about these. The APT will have started selecting a consultant for the Team.

- Team building to review charge and finalize milestones
- Complete the hiring of the consultant
- Assess data, including LIBQUAL survey
- Review successful marketing plans
- Market analysis of target groups
- Identify non users from the Library's targeted populations (faculty, staff, and students) and examine ways to market to them
- Benchmark other universities
- Focus groups with staff and/or customers

- Examination of mission for macro level projects for marketing
- Find information and learn from the consultant about best marketing practices
- Determine the best way to implement marketing in the library
- Determine a group of people or a person who should implement/coordinate the plan
- Develop a charge to the group or person for hand-off
- Charge hand-off

A note on the consultant: Provide the consultant with the key information about the Library, its target audience, and key services to market. Discuss with the consultant processes to develop a marketing infrastructure. The consultant will be available limited amount of time; it is expected that the Project Team takes the lead in the process and asks questions/guidance to the consultant as needed.

REPORTING RELATIONSHIPS:

Cabinet is the Management review team and the project team must report to the library as scheduled.

TIMEFRAME AND MILESTONE/DEADLINES:

Review charge: June 30, 2001

Determine data needed: July 29, 2001

Identify customer groups not being served by the library: August 15

Market analysis of target groups: August 15

Interview/survey staff: September 15

Determine and assess marketing resources (personnel) in library: September 30

Design the architecture for marketing in the library, get feedback, do hand off: October 31

SKILLS AND KNOWLEDGE REQUIRED ON THIS TEAM:

- Marketing experience and skills
- Familiarity with customer needs
- Systems thinking/ability to see the big picture
- Planning skills
- Branch perspective
- Strong communication skills
- Experience working with a consultant

Charge to Technical Planning Project Team

Problem:

The Library currently lacks concrete knowledge of customer need and expectations regarding electronic access to information. The Library also lacks a full understanding of potential improvements to electronic information access available through new technology. The current Library system has limitations both in infrastructure (e.g., training and documentation for staff and customers, systems, standards) and functionality that prevents us from fully meeting customer information needs. Some of these limitations include:

- Customers can't always find the info they are looking for in the current system
- Finding information using the current system requires too much mediation
- Limited ability for users to manipulate information and the system
- Limited customization options
- System is not always intuitive
- Information is sometimes out of date
- Not seamless
- Teams are developing incompatible systems in isolation.
- System is not portable (i.e. can not display on all devices or is not able to migrate to future systems)
- System is not scaleable (flexibility and manageability)

Purpose of team being formed:

This project is in support of Access (Goal 1):

"To improve the Library's technological systems and processes that enable customers to identify and quickly obtain electronically customized information in a seamless, anytime anywhere, unmediated transaction and to ensure the availability of resources which meet our customers' needs."

The purpose of this project is to:

- **Gather data on customer needs for electronically accessing information**
- **Examining new and emerging technologies for meeting those needs**
- **Developing an implementation plan that balances user needs and technical feasibility and has operational sustainability within the Library. The plan will describe the technical infrastructure and the user interface that supports customer access to electronic information**

An explanation of this purpose is:

An important focus of this project is to gather and study user data on user needs and requirements as well as the potential functionality of current & emerging technologies.

Data should indicate customer needs for electronically accessing information and services from the library. It should also indicate the most appropriate methods for accessing the information and services. This might mean a customizable system, but it might not. The project members should realize the range of opportunities that exist for accomplishing the desired result and should not limit themselves to one solution.

New and emerging technologies should also be examined so that the range of technical possibilities for the new system is fully understood.

Once customer needs and technical feasibility are understood, a plan for a system implementation balancing need and feasibility will be drafted. The plan will describe the technical infrastructure and the user interface that supports customer access to electronic information. The plan should also take into account the need for long-term operational sustainability, and should include provisions for:

- **Continuous evaluation and feedback from both internal and external customers**
- **Hardware and Software Maintenance**
- **Scanning the environment for potential improvements to the system**
- **Customer and staff education as necessary**

The plan will also identify appropriate hand-offs to functional teams and other stakeholders to implement the plan and specify mechanisms for customer and staff education as necessary.

Context/Opportunity:

- Our customers have experience with portals and other customizable systems. They have expectations that the same functionality will be available on a library system.
- Campus is moving towards development of portals or similar systems.
- Peer libraries are implementing portals and/or customizable systems.
- New developments in technology allow new functionality and features.
- New developments in standards and applications allow new functionality, integration, and features.
- Library has an opportunity to strengthen our niche in information access.
- Library has an opportunity to play leadership role at campus level.
- Better understanding of customer needs and future system architecture will allow the Library to make incremental improvements along the way.
- COLA outcomes may improve existing infrastructure; project may provide a way to further refine and strengthen the infrastructure.
- ILC will provide a new, different environment for information access and use. When/if Libratory is developed it will present another different environment with potentially different expectations.
- Library has an opportunity to watch, assess and integrate new technologies as they develop.

Parameters/Expectations:

This project will help define and plan for the Library's systems and services infrastructure. Initial focus will be on assessing customer needs and existing and future technology that will provide these customers with electronic access to their information resources and services when and where they need it.

While formulating an information infrastructure for the Library, it is expected the project will focus on:

- Consulting with Library and campus stakeholders for all critical decisions

- Establishing a team of stakeholders to act as liaisons to work with the project team and charging them to determine needs of different customer groups
- Evaluating current technology trends and standards for potential application for use in the system
- Developing interoperability with Library and campus systems
- Working with appropriate teams to include standards for on-line services. Project team will identify Library staff developing potential systems that need to interact with the larger system. (Example of an on-line service: Creating subject-oriented book lists to be automatically distributed to customers, virtual reference)
- Providing consultation to stakeholders as upgrades or improvements to any library systems are proposed to ensure integration with the future system
- Working to ensure that Library does not limit itself to one system choice that will work for all of the system requirements. It is understood that multiple, interoperable systems may be required to complete the project's goals
- Adopting and/or participating in developing international/national standards
- Developing an infrastructure for future projects
- Improving communication around systems (e.g., re-enforcing or establishing a feedback loop, planning for appropriate training)
- Using existing resources where possible
- Working with LIST for support of any hardware or software choices that they make. The project must work with LIST to ensure that hardware and software will be supported
- Working with TST/DLIG/LIST for standards integration within the system. The project must work with TST/DLIG/LIST to ensure continuity of standards within the system
- Customer needs assessment data may include both information access suggestions as well as methodology improvements

Initial work will focus on all aspects of access to information including:

- Providing access to services (e.g., integrating online access component for reference services)
- Providing access to locally developed collections and resources through standard methods (e.g., DLIG's Tree of Life)
- Working with appropriate teams to integrate tools (e.g., creation of a bibliography for a paper)

This project is NOT expected to:

- Develop specific collections and/or content
- Develop campus customized systems
- Independently developing unique standards
- Develop or update existing, independent systems that do not impact the larger system
- Try to fix the Library-wide communications infrastructure
- Create a permanent functional team

Suggested Approaches:

We suggest using the systems analysis methods detailed in the "Systems Analysis and Design Methods (5th edition)" by Whitten, Bentley and Dittman. Overviews of this information can be found in chapters 5 and 10.

The following is a high-level overview of a process that describes the system analysis and design process in a series of phases. Although we make no recommendation as to the precise methodology to use in each phase, we do request that the Project Team adhere to the phased approach and related outputs.

1. Problem Analysis Phase: The goal of the problem analysis phase is to study and understand the problem domain well enough to thoroughly analyze its problems, opportunities and constraints and to decide on a direction for future study. The final deliverable of this phase is to produce a Problem Definition that includes the system improvement objectives. This is accomplished by:

- gathering customer requirements for access and methodology improvements
- researching similar system successes and failures
- researching potential technologies that might be applicable

The information gathered at this phase is used to define the area in which the greatest potential for improvement exists (e.g., a portal, upgrading the library system). More focused system and customer requirements will be done in the next phase.

The problem definition should include background information that reflects what information was gathered and how it was analyzed, strategic implications for the improvement, analysis of the current system, a detailed recommendation and a revised Quality Standard (see p. 189 of Whitten et. al. for a suggested outline).

Outcome: Problem Definition including revised Quality Standard and report to the library for feedback

Deadline: August 24, 2001

Budget: Items relevant to the Problem Analysis Phase include Site Visits and Reference Books.

Site Visits

The Project Team should identify libraries and other information providers that have established User Interfaces and Infrastructures that we could model. Some recommendations include:

Site	Quantity	Estimated Cost	Total
University of Washington/Amazon.com	2 people	\$1200.00	\$2400.00
		Subtotal	\$2400.00

Reference Books

We recommend the Project Team purchase reference materials early in the Project. We have used Whitten et. al., as a reference preparing this charge and recommend it as a general approach. The team will also require a more detailed reference such as Booch et. al.

Reference	Quantity	Estimated Cost	Total
Whitten et. al., <i>Systems Analysis and Design Methods</i>	5	\$100.00	\$500.00
Booch, et.al., <i>The Unified Modeling Language User Guide</i>	2	\$50.00	\$100.00
		Subtotal	\$600.00

1. Requirements Analysis Phase: The goal of the requirements analysis phase is understand the functional (business) requirements of the system. The emphasis of this phase is on *what* the system should do and not on the technical aspects of *how* it should be done. The final deliverable of this phase is to produce a Requirements statement that will fulfill the system improvement objectives specified in the previous phase. This is accomplished by:

- directed gathering of customer requirements for access and methodology improvements based on the objectives specified in the problem definition
- specifying functional (activities and services that a system must provide) and non-functional requirements (other features, characteristics and constraints that define a satisfactory system)
- developing system descriptions (i.e., models) of what the system should do
- prioritize requirements and select what requirements will be addressed in phases (if necessary).

Project scope is a moving target. This is an opportunity to step back again and

determine if the scope is still matches the resources available. (see p. 197 of Whitten et. al. for a suggested outline).

Outcome: Requirements Statement and report to the library for feedback

Deadline: December 14, 2001

Budget:

Conference

We have identified a relevant conference for this

Conference	Quantity	Estimated Cost	Total
Access 2001 Winnipeg, Manitoba, CA	2	\$1200.00	\$2400.00

- 1. Decision Analysis Phase:** During this phase, candidate solutions are identified and analyzed and feasibility is assessed (technical, operational, economic and schedule). System feasibility statements should be produced for each of the candidate solutions (see p. 201 of Whitten et. al. for a suggested matrix). Using these feasibility statements a solution should be recommended (see page 204 for an Outline for a Typical System Proposal).

Outcome: System Feasibility Statements presented to the library for feedback

Deadline: January 25, 2002

Outcome: Recommended Solution and report to the library

Deadline: February 15, 2002

Outcome: Budget Request to BAG

Deadline: March 8, 2002

Budget: We did not identify any budget items specifically targeted for this phase

- 2. System Design and Integration Phase:** The goal of the phase is to produce a detailed specification of the solution system and how it will be integrated in into our existing infrastructure. There are many strategies and techniques for performing systems designed (e.g., structured, object-oriented) and a strategy or technique should be selected that is appropriate for the project (see Chapter 10 of Whitten for an overview and discussion of a number of approaches). The project team will also develop a methodology for continuous communication with all Library stakeholders and establish ongoing assessment of the Library's customers access needs

Outcome: System Design and Integration Plan presented to the library for feedback

Deadline: April 12, 2002

Outcome: Evaluation Plan for Continual Assessment of Access Needs and Methodologies and report to the library

Deadline: May 10, 2002

Outcome: A Plan for Implementation including appropriate Hand-offs

Deadline: May 10, 2002

Budget: We did not identify any budget items specifically targeted for this phase

In addition to the reports listed above, the project team will have regular reports at the IS Team meetings and integrate feedback received into their plan.

Products/Outcomes:

- Problem Definition including revised Quality Standard
- Requirements Statement
- System Feasibility Statements
- Recommended Solution
- Budget Request for BAG
- System Design and Integration Plan
- Evaluation plan for Continual Assessment of Access Needs and Methodologies
- A Plan for Implementation including appropriate Hand-offs

Resources:

- APT gathered information packet
- Library staff with relevant insights including but not limited to:
- IS Teams for needs assessment of customers
- LIST for support of any hardware or software choices
- TST and DLIG for metadata integration within the system
- Access Plus for insight on usability testing and current design of SABIO and reasoning
- SABIO Catalog Group for information about user interfaces within the Library Catalog
- Campus entities with relevant insights including but not limited to:
- CCIT for information about ongoing portal efforts and compatibility with existing campus systems and services
- Arizona Health Sciences Library for collaboration and feedback
- Budget \$16,400 (see attachment and suggested approaches for details)

Reporting Relationships:

Cabinet - management review team

Library - for input on critical decisions

Timeframe, Milestones & Deadlines:

Start Date	End Date	Process and Milestone
June 4, 2001	June 4, 2001	Milestone: Project Team appointed
July 11, 2001	July 11, 2001	Process: Customizable Systems APT will hand-off charge to Project Team
July 11, 2001	July 11, 2001	Process: Project team will begin teambuilding
July 13, 2001	August 24, 2001	Process: Problem Definition Phase (6 weeks) Milestone: Problem Definition
August 14, 2001	August 14, 2001	Milestone: Charge review/progress report to cabinet
August 24, 2001	December 14, 2001	Process: Requirements Analysis Phase (16 weeks) Milestone: Requirements Analysis
October 30, 2001	October 30, 2001	Milestone: Progress report #1 to cabinet
December 14, 2001	January 25, 2002	Process: Decision Analysis Phase (6 weeks) Milestone: System Feasibility Statements
January 25, 2002	February 15, 2002	Process: Decision Analysis Phase (3 weeks) Milestone: Recommended Solution
February 12, 2002	February 12, 2002	Milestone: Progress report #2 to cabinet
February 15, 2002	March 8, 2002	Process: Decision Analysis Phase (3 weeks) Milestone: Budget request

		for BAG
February 15, 2002	April 12, 2002	<p><u>Process:</u> System Design and Integration Phase (8 weeks)</p> <p><u>Milestone:</u> System Design and Integration Plan</p>
April 12, 2002	May 10, 2002	<p><u>Process:</u> System Design and Integration Phase (4 weeks)</p> <p><u>Milestone:</u> Plan for Implementation including Appropriate Hand-off</p> <p><u>Milestone:</u> Evaluation Plan for Continual Assessment of Access Needs and Methodologies</p>
May 14, 2002	May 14, 2002	<p><u>Milestone:</u> Progress report #3 to cabinet</p>
June 25, 2002	June 25, 2002	<p><u>Milestone:</u> Final report to cabinet</p>

Skills & Knowledge Required:

- Needs Assessment knowledge and experience
- Systems analysis and design skills
- Project management skills
- Understanding of technology
- Understanding of potential of technology to help customers
- Understanding of systems architecture
- Awareness of current trends in technology
- Strong facilitation skills
- Knowledge and experience of user needs
- Leadership skills
- Strong communication skills
- Process improvement skills
- Financial planning skills
- Knowledge of vendors and potential suppliers

Budget:

Description	Purpose	Estimated Cost
Administrative Support (student/temp)	<ul style="list-style-type: none"> • Type and distribute meeting minutes • Photocopy • Arrange focus groups • Type focus group transcripts • Help prepare and distribute surveys • Help market surveys (e.g., follow-up, distribute fliers) • Help analyze surveys • Coordination and data gathering <p>Note: this work involves consistency over time and a level of organization that is not associated with student support</p>	\$5,000.00
Site Visits	<ul style="list-style-type: none"> • Described in Problem Definition Phase 	\$2,400.00
Reference Books	<ul style="list-style-type: none"> • Described in Problem Definition Phased 	\$600.00
Conference	<ul style="list-style-type: none"> • Described in Requirements Analysis Phase 	\$2,400.00
Training	<ul style="list-style-type: none"> • Systems analysis and design training 	\$6,000.00
	Total	\$16,400.00

We don't expect that there will be a need to test software or do prototyping but if there is, we can work with the Project Team to get one-time funding. If training is needed, it will be requested through one-time funding.

CHARGE TO VIRTUAL REFERENCE PROJECT TEAM

PURPOSE

This project team's purpose is to determine the level of virtual reference service needed based on customer need and to begin to move the Library toward providing virtual reference. This will help the Library achieve the Availability Quality Standard in an electronic manner.

PROBLEM/CONTEXT

There is currently no regularly scheduled reference service provided in the Music, Architecture, Special Collections, or CCP libraries. Hiring more reference staff is not an option. Twenty-four/seven reference service is available in Main only, and the virtual reference service (i.e., email reference) is very limited. In-person reference statistics show a decline in the number of questions over the past ten years, while our growing population of distance education students is currently underserved.

PARAMETERS/EXPECTATIONS

1. The project team (herein called VRPT) must work closely with the FAH/MAT/SPEC COLL Reference Availability Project Team (herein called RAP) that is addressing availability of reference service in the branches.
2. The VRPT will communicate its intentions and progress to specific stakeholders, e.g., IS teams and LIST.
3. The VRPT will work closely, when appropriate, with the Customizable Systems Project Team on issues such as software compatibility.
4. The VRPT will explore all virtual reference options.
5. The VRPT will develop a survey in conjunction with RAP mentioned in item #1. It will target all primary customers, including distance learners, to ascertain their reference needs.
6. The VRPT will keep UST apprised of its intentions and progress to avoid duplication of effort; UST currently is responsible for library reference sites, including e-mail reference.
7. The VRPT must work with its assigned FASTCAT to monitor the budget and to return money early in the year if it will not be needed.
8. The VRPT members will work an average of 8-10 hours per week.

ASSUMPTIONS

1. Our customers want reference service available to them when they need it and where they need it (i.e., 24/7).
2. Customers will benefit from virtual reference.
3. Currently, the UA Library is not meeting the reference needs of all its primary customers, for example branches and distance learners. (see input/output model for additional examples)
4. Over the next five years there will be significant changes and improvements in the way reference service is provided.
5. Our customers will continue to become more savvy in the use of computers and the Internet, thus possessing the technology and skills needed for participating in virtual reference.

OBJECTIVES

1. For FY2001/2002, the primary objective will be to explore all virtual reference options to help meet the needs of all UA primary customers.
2. For subsequent years through 2006, look at ways to develop virtual reference to meet both

short term and long term needs.

3. Develop a multi-year plan for the design and implementation of a virtual reference system.

PRODUCTS/OUTCOMES

1. Survey in conjunction with RAP
2. Survey results identifying customer needs
3. Timeline for completion of project
4. Multi-year plan for design and implementation of virtual reference
5. Progress reports to the Library
6. Assessment of current status of virtual reference: how will technological advances enhance virtual reference?

6a. Chart listing top contenders with pros and cons

6b. Documentation that supports a recommendation for a particular product for the Library

SUGGESTED APPROACHES

1. Investigate other libraries to see how they have designed and implemented virtual reference systems.
2. Send some VRPT members to visit sites where virtual reference is in place.
3. Send some VRPT members to virtual reference conferences.
4. Explore partnerships with other institutions or UA campus entities (consortia, CCIT, etc.).
5. Set up trial access to some virtual reference products.
6. Conduct assessment of products with customers to determine usability and problems.
7. Narrow down potential products.

RESOURCES

1. Reference APT information packet
2. Definitions (see information packet)
3. Project Budget -- \$6,500.00

Site visit for 2 VRPT members: \$1,500.00

Conference for 3 VRPT members: \$4,000.00

Virtual reference software trials: \$1,000.00

4. Reference APT Members (Rae Swedenburg, chair; Laura Bender; Marianne Bracke; Sheril Hook; Robyn Huff-Eibl; Becky Rodriguez)
5. Reference Availability Project (cross-functional with FAH, MAT, and SPEC COLL)
6. ASU (implementing virtual reference Fall 2001)
7. Duke University comparison chart (see information packet)
8. LIST and Customizable Systems Project Team
9. NADM website (<http://nadm.library.arizona.edu>)
10. Reference and User Services Association--RUSA (<http://www.ala.org/rusa/>)
11. Needs Assessment budget (UA Library budget)
12. UA library staff attending conferences or workshops regarding virtual reference
13. Joe Brewer and Mary Feeney (Distance Education)
14. Sally Jackson's office (Vice Provost for Faculty Development and Educational Technology)
15. ILL (determining Distance Education students)

REPORTING RELATIONSHIPS

Cabinet will serve as the Management Review Team for this project. Other stakeholders include RAP and UST.

Team reports will be due to the Library on the following dates:

August 7

October 30

February 12

May 14

June 25

TIMELINE

2001

By July 15 Teambuilding

By July 15 Begin research on virtual reference services and products (ongoing)

By July 15 Begin researching who are the distance learners on campus. Past experience has shown that this large, amorphous group is difficult to define adequately.

By July 15 Establish contact with the Customizable Systems Project Team to set up channels of communication

July 15 -- September 10 Develop survey in conjunction with RAP

August 7 Charge Reviews/Progress report to Cabinet

Sept 10 -- October 15 Complete survey

Oct 15 -- December 31 Analyze survey results

Develop a preliminary plan for virtual reference, including both immediate needs (i.e., email reference) and long term needs.

October 30 Report to Cabinet

November 12 -- 13 Virtual Reference Desk Conference

2002

January 1 -- February 28 Site visits

Narrow down potential virtual reference products

February 12 Report to Cabinet

March 1 -- March 31 Conduct trials of potential virtual reference products

By April 1 Begin developing a multi-year plan for virtual reference

Determine whether the project will have to be extended and meet with SLRP. If it will be extended, determine which members will move on with VRPT the following year.

By April 10 Create documentation that supports a recommendation for a specific product for the library to be presented at an open house. This may be done in conjunction with the open house sponsored by the 2002 APTs.

By April 20 (approximate) Submit any budget proposals to BAG

May 1 -- June 30 Finalize multi-year plan for virtual reference

May 14 Report to Cabinet

June 25 Final Report to Cabinet

KNOWLEDGE, SKILLS AND ABILITIES

The VRPT must possess

- 1. Experience with reference service, including electronic mail reference;**
- 2. Knowledge of trends in reference service (international, national, local);**
- 3. Knowledge of needs assessment techniques/skills;**
- 4. Familiarity with adult learning theory/competencies;**
- 5. Working knowledge of services planned for the Information Commons in the ILC;**
- 6. System thinkers, including branch perspective;**
- 7. Planning/budgeting skills;**
- 8. Leadership qualities;**
- 9. Strong communication skills;**
- 10. Knowledge of emerging technologies.**

Each member must

- 1. Be able to work independently and bring back results to the team;**
- 2. Be able to work cooperatively to help the team achieve results;**
- 3. Be self-motivated;**
- 4. Be an active team participant;**
- 5. Be willing to challenge and question ideas;**
- 6. Be capable of strategic thinking;**
- 7. Bring objectivity.**