

**University of Arizona Libraries
Annual Report
2003**

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Section I: Introductory Statement

In these times of budget restraints, the University of Arizona Libraries has focused on providing new services and maintaining access to the widest range of information possible--goals designed to help the university meet its goals now and five years into the future. Our work this year in all areas has been mindful of the campus Focused Excellence plan designed to ensure academic excellence for all UA programs by focusing our efforts across the university. Focused Excellence within the Libraries has meant using our limited resources to strongly support initiatives that further the campus goals. Through instigating projects to build digital resources, looking for innovative solutions to space issues, and making decisions that recruit, retain, and support a strong faculty and staff, the Libraries are looking toward the future with every present step.

The Libraries have centered much of our efforts around scholarly publication needs in various ways. Through building original digital resources and through building consortia with other libraries across the country, we are creating alternatives to traditional publication and collection systems that benefit commercial vendors more than they do researchers and campuses. We have also negotiated package deals with vendors, leveraging our purchasing power to give students and faculty access to the materials that they require while making the least financial commitment. Finally, we have used grant and gift money to assist with new projects and created a Grants and Revenue team in the Libraries to explore additional ways of advancing our goals.

These methods of savings and cost avoidance while generating outside revenues have not only permitted us to be good stewards of our budget, they have fostered the establishment of new services. The digital initiatives embarked upon by the Libraries--possible because of new technology and the creativity of our faculty and staff--continue to create new electronic information resources for research, teaching, and outreach. Moreover, consortial agreements transform services such as document delivery and interlibrary loan so that the Libraries can respond more efficiently and effectively to our customers.

Despite these creative approaches to economic limitations, the Libraries still face the significant problem of scholarly journal inflation and will spend time and energy in the upcoming years to identify ways to cut expenditures in the overall information budget. Notably, the largest portion of the collection budget goes to purchasing/licensing materials in the sciences, certainly areas strongly identified with UA Focused Excellence. The challenge to the Libraries in these cuts will be to sustain each area of excellence on campus, providing robust support in both services and materials. With a creative, conscientious staff, we are well-equipped to work with the campus faculty and researchers to make the best decisions on these difficult matters.

Diversity continues to be a key component of our policy and practice. This year, we developed our Borderlands, Gender Studies, and Ethnic Studies collections and concentrated on materials and outreach activities that back the campus goal of becoming a Hispanic Serving Institution.

As the UA Libraries have been at the forefront of diversity initiatives among ARL institutions, we also continue to develop our understandings of working in a diverse environment and learning how to best operate a multicultural organization. The campus and Libraries' Millennium project and our work to follow up on its findings are providing us the opportunity to learn and improve our services to our internal customers.

Space continues to be a considerable issue for the Libraries, with our unit facing the third most severe space deficit on campus. Though we have in a request for monies for compact shelving designed to alleviate this problem, more extensive solutions will be needed. While our preference is electronic, most disciplines will continue to need print collections into the future, and the Libraries will need to accommodate these resources. Moreover, the space shortage applies to students who need space for collaborative learning assignments and faculty who need space near the materials they are using in research and teaching. One initiative to address the shortage of user and materials space is being shaped by the steering committee to build a new Digital Arts and Design Library. This and other long term solutions to library space issues will continue to be a priority for the Libraries.

Overall, the Libraries are well positioned to enter 2004. We have made progress in hiring, with a new director at the Center for Creative Photography who has a bold vision for the center and a new associate dean with a strong background in library leadership. Development efforts are strong in the Libraries with 2003 gifts including substantial donations of materials and funds. Additionally, the Libraries have systems in place to promote staff development including travel money, twenty days of available professional leave each year, and \$2000 faculty grants for our librarians conducting research. These are a few among many strengths highlighting our ability to continue our work and confidently enter the future of opportunities and challenges.

Section II: Accomplishments

Progress on the University of Arizona Libraries' Goals in 2003

Goal 1: To improve the Libraries' 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.

Primary Accomplishments • Goal 1

- Digital Library Initiatives
- Purchasing through Consortial Agreements
- Information Commons
- Electronic Services (Document Delivery and Virtual Reference)

Digital Library Initiatives

Summary: The Libraries have, through grant funded projects and collaborations, initiated digital projects designed to create content and/or provide innovative ways to better access or evaluate content.

In 2003, librarians worked on digital initiatives with national significance including Scholars Portal and a Government Printing Office (GPO) Pilot Project to be the first digital depository in the nation for Federal Government documents. In addition, collaborations with partners at the campus and state levels have led to new electronic tools including the Arizona Electronic Atlas and Arizona Archives Online which provides online access to the finding aids which describe the physical collections housed in the Special Collections of UA, ASU, NAU.

The following are brief descriptions of the digital projects which the Libraries produced or developed during 2003:

Scholars Portal

The Libraries are participating in Scholars Portal, a three-year project launched in May 2002, with six members of the prestigious Association for Research Libraries (ARL) and funded in part by the Arizona Regents University grant of the Tri-University Electronic Library. Scholars Portal is a powerful, flexible, customizable gateway that provides integrated access to diverse types of information. The goal of the project is to collaboratively develop a suite of productivity tools and services that facilitate an academic user's need to discover, access, integrate, and use academic content. The initial focus of the project has been on developing the infrastructure required for seamless discovery and access of information. In addition to the obvious software and hardware, this discovery and access infrastructure includes metadata that creates a chain of configuration information to connect the user from a citation (the product of discovery) directly to the required content (the product of access). Information discovery is done through subject- and discipline-based searches that span multiple indexes and content providers in a single search.

Currently we have 12 subject- and discipline-based groupings available which search 46 different index providers. Seamless access to information requires that all of our information delivery systems work in an integrated manner. Specifically, indexes that we buy from one vendor will be able to provide links to full text content purchased from any other vendor. Implementation of the Scholars Portal has provided a platform for librarians to test and participate in the creation of standards that will produce efficiency and interoperability among all of our information access systems. When fully implemented it will allow users to personalize library access, customize online services and provide easier remote access.

For more information about Scholars Portal, see <http://www.law.arizona.edu/library/spin/>

Arizona Electronic Atlas

The Electronic Atlas is a unique integration of data sources which allows users to create, manipulate, and download accurate maps and data through an easy-to-use and easy-to-find Web based resource. The initial themes which the maps cover include Natural Resources; People and Society; Business and Economics; and Environment and Population. The Arizona Electronic Atlas will be free for the public and is expected to be most valuable for students and educators in the K-20 system and will be of special value as a decision-making tool for industries and organizations working in Arizona or considering our state for investment.

The University of Arizona Libraries have been the driving force behind the creation of this online resource, with the collaboration of the Arizona Department of Library, Archives, and Public Records, the State Cartographer's Office, Arizona State University, and the Arizona Geographic Information Council. An initial grant of \$123,671 was awarded to the project from the Institute for Museum and Library Services. Its design will act as a model for other organizations to develop Web-based atlases and because of its contribution to a national digital library.

For more information about the Arizona Electronic Atlas, see <http://atlas.library.arizona.edu/>

GROW

The Libraries continue to actively collaborate with the Department of Civil Engineering at the University of Arizona to develop the Geotechnical, Rock & Water (GROW) Digital Library. GROW is part of the National Science, Mathematics and Technology Digital Library (NSDL). It was recognized with several awards for the content and presentation, including Macromedia 2003 MAX award.

For more information about GROW, see <http://www.grow.arizona.edu/>

Government Printing Office (GPO) Pilot Project

The Libraries have completed a pilot project to develop an online depository library in

partnership with the State Library, the UA School of Information Resources and Library Sciences (SIRLS), and the GPO. This project makes Federal government information and publications available in an online-only format. This work has provided a model for depository libraries as they move into the future. GPO continues to support two Knowledge River interns who maintain the resource.

For more information about the GPO pilot project, see <http://www.library.arizona.edu/library/teams/sst/pol/guide/gpo-pilot/>

Arizona Archives Online and UA Special Collections Online

We have collaborated with ASU and NAU to develop online, searchable access to the finding aids of archival collections around the state. *Arizona Archives Online* provides Web access to these finding aids that describe the physical collections within UA, ASU, and NAU's Special Collections departments.

Images and descriptions of Oury Family Papers and the Alexander Grayson Bowman Civil War Diary are now available through our content management server. The Kino diary and Stewart Udall-Western Waters are in the process of being fully developed.

For more information about Arizona Archives Online, see <http://aao.lib.asu.edu/index.html>

The Libraries continue to support and expand the following digital initiatives, as well:

Journal of Insect Science (Initiated 2001)

The *Journal of Insect Science* is a free, online journal published by the UA Libraries and edited by Professor Henry Hagedorn, Entomology. JIS publishes papers in all aspects of the biology of insects and other arthropods from the molecular to the ecological. Our guiding principle is that academic institutions should be involved in publishing scholarly work with as few impediments as possible to free access to information. Individual authors retain copyright in their articles. Articles are presented in HTML and PDF formats.

For more information about the Journal, see <http://www.insectscience.org/>

Books of the Southwest (Initiated 1996)

In 1996, the Libraries began presenting full-length books and pamphlets documenting Arizona and southwest history and culture on the Web. Many of these items are fragile and, prior to their online appearance, only available through an in-person visit to the Special Collections department. The texts of these first titles were converted directly to HTML and the original images included. Each text is intended to be Web-accessible in a design that approximates the look and feel of the original book. There are now 32 books available in this collection.

For more information about Books of the Southwest, see <http://www.library.arizona.edu/swetc/projects.html>

The Tree of Life Web Project (Initiated 2000)

The Tree of Life Project is a free Web-based resource that links over 2,000 pages authored by biologists around the world designed to aid researchers and educators in biology and life sciences. Developed through collaborative effort, Tree of Life contains information about the diversity of organisms on Earth, their history, and characteristics. The information is linked together in the form of the evolutionary tree that connects all organisms to each other. Funding for this project comes from the National Science Foundation, and the grant was recently renewed for another three years.

The Tree of Life offers an example of how libraries and faculty can work together to create free online information sources that can be used in the K-20 educational system. The Libraries' involvement in creating and publishing the Tree of Life improves the quality of education and offers cutting edge resources for university students and researchers.

For more information about The Tree of Life, see <http://tolweb.org/>

Arizona Sonora Documents (Initiated 2000)

This project will digitize and make available on the Web fragile, endangered materials from Arizona and northern Mexico from the period of 1820-1910. Funding for the project comes from an Institute for Museum and Library Services grant. At present, we have scanned all of the materials and created descriptive metadata. All materials are now available via a Web interface. The project, whose plans include marketing during 2004, has already been publicized in Mexico through presentations at the College of Sonora in Hermosillo, Sonora.

For more information about Arizona-Sonora Documents Online, see <http://content.library.arizona.edu/collections/asdo/>

Agriculture Network Information Center

In partnership with the College of Agriculture and Life Sciences, the UA Libraries hosted the Agricultural Network Information Center (AgNIC) Western Regional Rangelands Workshop in March 2002. This meeting brought together rangeland extension specialists and librarians from 13 land-grant universities to discuss concepts and models for cooperative development of a regional Western Rangelands initiative. In July 2002, the UA AgNIC Rangelands team was awarded a grant from the Agricultural Distance Education Consortium to support the creation of an Arizona Rangelands Web site containing information on issues surrounding public lands, wildlife management, endangered species, wildfire management, forest ecology, water quality and conservation, mining, etc. The increased availability of rangelands information by means of this regional system directly enhances the ability of people living, working, and interested in Arizona and western states to respond to environmental concerns and

issues related to rangelands that are key to life and livelihoods in the western United States.

For more information about the Arizona Rangelands project, see <http://rangelandswest.org/laz>

Purchasing through Consortial Agreements

Summary: *Through forming strong consortia with other libraries, our organization is better positioned to negotiate deals with vendors to purchase content, particularly in electronic areas, and to improve services such as Interlibrary Loan, helping us avoid costs.*

The UA Libraries are a part of consortia including the Association for Research Libraries (ARL), the Center for Research Libraries (CRL), the Greater Western Libraries Alliance (GWLA), and the Arizona University Library Consortia (AULC). By engaging in consortial agreements with the libraries at ASU and NAU through the AULC, the UA Libraries were able to reduce the costs for online resources at the UA by \$241,765. In addition, access was provided to \$2,823,311 worth of journal titles and other electronic resources that would not have otherwise been available to our customers.

All Consortia Savings • UA Libraries	2001-2002	2002-2003
Savings through consortial purchases	\$274,472	\$315,015
Costs avoided through consortial purchases	\$2,616,985	\$2,823,311

An AULC initiative allowed the three state universities to secure \$1.3 million from the Arizona Regents University for the purchase of electronic books (\$200,000) and electronic journal backfiles from Elsevier's ScienceDirect (\$1,100,000), targeted for their value to subjects highlighted in Focused Excellence. The items purchased include:

ARU Electronic Book Collection	# of Books	Total Book Price
Business, Economics, and Management	400	\$21,414.47
Choice's Outstanding Academic Titles	1212	\$60,065.35
Computers	247	\$15,212.19
Engineering	578	\$45,822.02
K-12 Teacher Preparation	188	\$7,749.97
Nursing	64	\$2,720.83
Reference	169	\$13,655.70
Total	2858	\$166,640.53

Elsevier ScienceDirect Backfiles Collection	# of Titles
Lancet (56,000 articles)	1
Medicine (235,000 articles)	96
Agriculture/Biological Science	99
Biochemistry-Genetics	108
Business	59
Chemistry	87
Computer Science	109

Elsevier ScienceDirect Backfiles Collection (cont.)	# of Titles
Earth and Planetary Science	92
Energy Power	64
Engineering and Technology	164
Environment Science	77
High Energy Physics	20
Immunology and Microbiology	55
Material Science	108
Mathematics	38
Neuroscience	70
Pharmacology, Toxicology, Pharmaceutical	50
Physical/Ana. Chemistry	70
Psychology	42
Social Sciences	96

Through the Greater Western Library Alliance (GWLA) we have expanded our leveraged buying, last year realizing a savings of \$73, 250 through purchases with GWLA.

We have saved \$70,000 per year and decreased delivery time of interlibrary loan materials by working with a consortium of libraries, most notably in RAPID. RAPID is a consortium of libraries that share a web-based network that fills lending and borrowing requests electronically for articles and other documents, with each participating university promising a 24-hour turnaround time between request and delivery. Through our membership in the Center for Research Libraries (CRL), a consortium of North American universities, colleges, and independent research libraries, we are able to acquire newspapers, journals, documents, archives, and other traditional and digital resources through interlibrary loan and electronic delivery.

Information Commons

Summary: As the collaborative and technological hub of the campus, the Information Commons has added new computers and wireless capability, and the MultiMedia Zone has opened through our partnership with CCIT.

The Libraries' Information Commons completed its second full year of operation in 2003, and it proved to be more popular than ever with students and other customers. The Commons offers 252 PCs and Macs loaded with courseware and productivity software available on a nearly 24/7 basis, and trained staff and student help available at all times the facility is open. This combination has proven to be an irresistible draw.

Customer sampling at various points throughout the year indicates that at any one time during our peak use hours between 10:00 a.m. and 10:00 p.m., the Commons is home to 300 - 500 students and other users. In response to customer demand, 24 new computers and 7 scanners were added in 2003. Nevertheless, student demand for computers continues to be so great that we have begun opening the 50 computer Electronic Classroom routinely in the evening after its

daytime use as an instructional facility has ended. This has helped shorten the wait for computers for students eager to begin work.

The Commons continues to be a hub of collaborative work, as groups of three to six students are often seen clustered around a single computer, working on group projects. The 25 group break out rooms continue to be popular and are rarely empty between 10:00 a.m. and 10:00 p.m. These rooms have networked laptop connections and whiteboards to facilitate both traditional and modern study needs.

In December 2003, the Information Commons, along with the rest of the Integrated Learning Center (ILC), began providing wireless laptop connections. The wireless range extends to all ILC classrooms, the Commons, the ILC courtyard and north and south staircases, and the Libraries' Bookends Cafe. CatCard holders who have laptops and wireless cards can now register with CCIT and connect to the Internet anywhere they happen to be in the Commons and ILC rather than being forced to plug their laptops in to specific tables with special ports.

We maintain a stable and secure network environment in the Commons, allowing us to spend more time on helping students find and use information and less time on hardware and software problems. We are not immune from attack from hackers and viruses, but downtime in the Commons as a result of those problems was minimal in 2003.

The newest addition in the Information Commons is the MultiMedia Zone, opened in October 2003. The MultiMedia Zone has eight high-end multimedia computers with software capable of creating digital video, digital audio, 3D, animation, and virtual reality projects. Other available software gives students advanced graphics manipulations and Web page creation abilities. Staffed by CCIT, this area serves customers primarily working in media arts, fine arts, and communication but is available to all customers.

For more information about the Information Commons, see: <http://www.library.arizona.edu/library/teams/pic/pic.htm>

Electronic Services (Virtual Reference, Document Delivery, and Express Checkout)

Summary: Services to faculty, students, and staff have been strengthened through new or improved electronic services including virtual, real-time reference service, electronic document delivery, and express checkout.

Virtual Reference

The year 2003 marked our first complete year of providing reference service via chat (or instant messaging) software from Docutek Information Systems, Inc. The service, called "Ask A Librarian," allows customers to communicate with a trained reference provider in real time, via the Internet.

Currently the Ask A Librarian service is offered 40 hours per week, including daytime hours Monday through Friday and hours in the early evenings from Monday through Thursday. As the service matures, we anticipate that our hours of service will be expanded. We will explore the possibility of partnering with other libraries as a way of leveraging our staffing resources to expand our hours of service.

In addition to real-time online reference via Docutek chat software, we also provide asynchronous online reference assistance via e-mail. Customers receive a response within 24 hours of submitting their query, and our typical response time is much less than that. Use of our e-mail reference service began growing significantly at the same time that we implemented chat reference.

For more information about virtual reference, see: <http://www.library.arizona.edu/askalibrarian/>

Document Delivery

The Document Delivery Team implemented new technologies and services this year that enhanced delivery and access to the Libraries' resources. During the Spring Semester 2003, a plan was developed to offer audio-streaming service for faculty, staff, and students at the Music Library including offering streaming for CDs placed on traditional reserve by faculty members. In addition, course readings for the Architecture Library were converted from paper to electronic using new electronic reserves (ERES) software. These efforts in the Fine Arts libraries were part of an integrated plan to consolidate services in the Music Library for all Fine Arts libraries (Music, Architecture and Landscape Architecture, and Center for Creative Photography libraries). Both of these services give students online access to their audio reserves and electronic readings 24/7.

Document delivery staff also worked with the English Department to review all reserve readings for English 101 sections and create an online menu of all electronic readings. As a result electronic course readings are available immediately when an instructor selects from an online menu of scanned articles.

The Document Delivery Team tested and implemented a new interlibrary loan and document delivery software, Illiad, that enhances desktop delivery of articles and streamlines processes to support faster turnaround time of delivery to the end user. The software was piloted in March 2003 for lending (interlibrary loan) to other libraries and document delivery of UA-owned material for UA South and the UA School of Information Resources and Library Science (SIRLS). The pilot was a success and supported our quality standard of delivery of material within 24 hours of receipt of request. In addition to UA South and SIRLS faculty and students being able to receive electronic article delivery, we also began delivery of books directly to our end-users' home address. The service is used most frequently by UA South customers with requests coming in every week. For the fall semester 2003, this service of desktop delivery of articles of UA-owned material was scaled up to include on-campus delivery.

Having photocopy services as part of the Document Delivery Team has given us the opportunity to integrate and expand services to our customers. This year we expanded our service for the large format printer and implemented credit card services for our users. We also have expanded hours of service for electronic reserves, interlibrary loan and document delivery. With cross-training of document delivery staff and students in all areas of electronic reserves, we are able to provide all of these services seven days a week.

For more information about document delivery, see: <http://www.library.arizona.edu/library/teams/ddt/>

Express Checkout

Express or self-checkout has grown in 2003, beginning with the upgrade of all existing machines to ones capable of checking out videos and DVDs. Since the project started in August 2002, the number of items checked out on the express checkout machines has increased over the same month of the previous year, with some months showing an increase of over 100%. The five-year goal for express checkout is that 75% of circulation transactions for the general collections at the Main, Science-Engineering, and Fine Arts Library facilities will be accomplished using these machines.

Goal 2: To improve the Libraries' ability to design and implement learning processes that enable our customers to obtain, evaluate, and integrate needed information into their research and learning.

Primary Accomplishments • Goal 2

- Information Literacy
- Scholarly Communication Issues

Information Literacy

Summary: Through including information literacy components in General Education courses among others, through creating partnerships with faculty, and through training librarians, faculty, and university instructors in information literacy, the UA Libraries are working with the campus as a whole to improve student learning.

Information literacy as defined by the Association of College and Research Libraries is a set of abilities allowing individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”

The UA Libraries' Information Literacy Team is responsible for providing leadership and support to create a coordinated campus-wide information literacy program. The Information Literacy Team developed a workshop on preventing plagiarism in partnership with English faculty, the University Teaching Center and the Office of the Dean of Students. The workshop was held January 31, 2003 and was attended by 55 faculty and teaching graduate assistants.

In April 2003, the Libraries participated in Phase I testing of Project SAILS (Standardized Assessment of Information Literacy Skills) along with other academic libraries throughout the U.S. The instrument was developed as a joint project of Kent State University and the Association of Research Libraries (ARL), and funded by an Institute for Museum and Library Services (IMLS) grant. Development and utilization of this assessment tool will enable our libraries to not only measure our own effectiveness, but also to compare our success against national standards.

Information Literacy Team members and the library representatives of the University Wide General Education Committee (UWGEC) made a proposal to the UWGEC that information literacy competencies be incorporated into General Education courses. This proposal (<http://www.library.arizona.edu/infolit/InfoLit2000/GenEdProposal.htm>) was adopted by the University Wide General Education Committee and a UWGEC Web site was created outlining the guidelines for inclusion of information literacy in General Education courses (<http://www.library.arizona.edu/infolit/infolitpastweb/guidelines.htm>).

In 2003, 13,616 students were reached through the information literacy program. Of those students, 12,222 were undergraduates.

UA Information Literacy	FY 00 - 01	FY 01 - 02	FY 02 - 03	FY 03 - 04 (projected)
General education courses that have information literacy components and include one or more learning outcome assessments	90	126	235	200
All other non-General Education courses that have information literacy components and include one or more learning outcome assessments	24	165	150	125
Partnerships with faculty that impact course content to include information literacy components <i>[Partnerships are defined as courses or other instructional opportunities that incorporate information literacy skills as a result of the collaboration of librarians and faculty in development of the curriculum]</i>	116	207	227	250

For more information about Information Literacy, see: <http://www.library.arizona.edu/library/teams/infolit/InfoLit2000/infolit.shtml>

Scholarly Communications

Summary: *The UA Libraries have been working to educate the campus on alternative methods of publishing that provide open access while retaining scholarly quality.*

The scholarly communications crisis has reached the UA campus in a tangible way through the information budget which--while not experiencing rescissions--will be insufficient to cover the cost of current journal and database subscriptions because of acute inflationary trends. The goal of the Scholarly Communications Team of the UA Libraries is to educate the libraries and the

campus community on scholarly communication issues so that they will be informed and advocate for change in this system.

In 2003, the team held a campus wide program titled "Transformational Publishing," with Kate Wittenberg of the Columbia University Press as the speaker. In addition there was a panel discussion featuring

- Nancy Moran, Regents Professor, Ecology and Evolutionary Biology and member of the editorial board of the Public Library of Science (PLoS)
- Thomas Bever, professor of Linguistics
- Muniram Budhu, professor of Civil Engineering and Engineering Mechanics and co-principal investigator on the National Science Digital Library (NSDL) initiative to create GROW

The team has also held a number of presentations and meetings for librarians to become increasingly familiar with these issues. Many of the Libraries' digital initiatives stem from the Libraries' goal to remain at the forefront in dealing with this issue.

For more information about scholarly communications, see: <http://www.library.arizona.edu/scholcomm>

Goal 3: To improve the Libraries' infrastructure so that we have the ability to learn, change, and communicate in order to be accountable to our external and internal customers.

Primary Accomplishments • Goal 3

- LibQUAL+
- Diversity and Multicultural Programming
 - Internships
 - Peer Information Counseling Program
 - Millennium Report Response Team
 - Staff Learning Opportunities
- Staff
- Outreach
- Facilities
 - Fine Arts Library
 - Shelving and Shelf Space
 - Security
 - Renovations in the Libraries
- Purchasing and Processing of Materials
- Information Budget

LibQUAL+

***Summary:** The national LibQUAL+ service quality assessment as sponsored by the Association of Research Libraries (ARL) demonstrate that customer satisfaction with the UA Libraries has increased in*

each of the queried four areas: the library as a place, the quality of the personal interactions with library staff, the quality of the access to information, and the level of self sufficiency supported by the library.

In 2003 the Main Library once again participated in the LibQUAL+ service quality assessment project sponsored by ARL. Five thousand members of the campus community were invited to take part: 2,000 undergraduates, 1,000 graduate students, 1,000 faculty, and 1,000 staff. From those invited, 828 (16.5%) completed responses were received. The respondents were distributed across the various colleges on campus in the same ratio that the campus population is distributed. Further, the demographics of the respondents roughly match the demographics of the campus population. Thus the results reflect a representative sampling of the University community.

The survey questionnaire has evolved over the four years of its development, becoming a stable source for identifying trends in libraries nationwide. The survey asks 25 questions in four themes:

- the library as a place
- the quality of the personal interactions with library staff
- the quality of the access to information
- the level of self sufficiency supported by the library

For each of these questions, respondents were asked to rate their minimum expectations, their desired level of service, and their perception of the library's performance.

Campus ratings for how well the library was performing rose in each of the four themes in 2003. Further, the gap between the level of service our campus customers desired and their rating of our current performance narrowed in each of the four themes. As in previous years, the most important factor for campus library users continues to be their ability to identify and find information on their own. This factor was also one of the Libraries' highest rated factors for customer satisfaction at an average of 7.39 on a 9 point scale.

There was only one question in which the library's performance was rated lower than respondents' minimum expectations: the print or electronic resources available to help customers do their work. The library is looking closely into this issue this year in light of scholarly communications issues of inflation and information budgets.

Diversity and Multicultural Programming

Summary: Through recruitment efforts, service improvements, staff workshops, and other means, the Libraries are reinforcing their commitment to diversity and the value they see in supporting a strong, multicultural organization

Diversity is one of the Libraries' principles, a guiding force in the way that the Libraries conduct business. This past year, the Libraries made 22 new permanent hires, with 14 of these being

affirmative hires. Our overall demographics of the current staff of the Libraries show the following:

	Male	Female	Minority	White
Classified Staff - UA Libraries	32 (30%)	75 (70%)	41 (38%)	66 (62%)
Library Faculty - UA Libraries	22 (32%)	46 (68%)	18 (26%)	50 (74%)

(see Appendix F for full demographic tables). Through learning opportunities in both the social and the scholarly realms, we are becoming, on the whole, more knowledgeable about the strengths of multicultural organizations. Finally, our principle of diversity helps us to identify opportunities as they come along that otherwise--without this as a guiding principle--we might fail to see. One example is our work with the Arizona-Sonora Documents digital initiative (described above) and our partnerships with other campus areas including those in the Department Multicultural Programs and Services to provide Peer Information Counselors.

Internships

Eight SIRLS students in the Knowledge River program were selected for graduate assistantships in the Library starting fall semester 2003. Knowledge River is a center for the study of information resources and technology issues related to American Indians and Hispanics. The assistantships provide tuition waivers or reduced tuition while giving these students the opportunity to work 20 hours a week for two semesters.

The interns have been assigned to Special Collections to work with the Udall collection (2), the Fine Arts Library (1), the Science-Engineering Team (1), the Digital Library and Information Systems Team (1), and the Social Sciences Team (2). The two students working on the Social Sciences Team are participating in a pilot graduate assistant program with the U.S. Government Printing Office (GPO), which pays their salaries. Through this arrangement with GPO, we were able to offer eight internships instead of the six that were planned.

The Knowledge River internships program is important for its emphasis on providing the students with valuable experience in academic librarianship. Moreover, the internships are designed as a tool for preparing and recruiting a diverse pool of candidates for librarian positions available in the UA Libraries. Two of the Knowledge River scholars have been hired to work at the Libraries based on their experience, background, and education.

Peer Information Counseling Program

The Peer Information Counseling (PIC) Program, initiated in 1993, celebrated its tenth anniversary in 2003. The program was initiated in response to the discovery that many minority and international students found the library overwhelming and usually went, instead, to one of the student cultural centers on campus for information and reference assistance. In response, the Libraries now recruit undergraduate minority and

international students and provide them with training in information literacy, basic library research skills and technology skills.

In 2003, the Peer Information Counselors established hours at the African American Student Affairs (AASA), Asian Pacific American Student Affairs (APASA), Chicano/Hispano Student Affairs, and Native American Student Affairs (NASA) centers. Counselors work with students to incorporate information literacy, basic library research skills, and technology skills with students' coursework. The counselors also work at the Information Commons in the Main Library.

The accomplishments of the counselors include participating and working with the African American Center coordinators to research cultural programming and archaeology projects involving the Arizona State Museum and private archaeology companies and to assist in research that enhances the Center's programs and retention.

Two new centers have express interest this year in participating in the PIC program. Both the Strategic Alternative Learning Techniques or SALT Center and the Multicultural Leadership Center have requested to have a PIC student on site. To market their services, the counselors have collaborated to create a new PIC brochure, flyer, and Web site.

Millennium Report Oversight Committee - Libraries' MROC Project Response Team

In 2003, four members of the Library Faculty Assembly (LFA) conducted a survey of library faculty and staff stemming from the charge of the Provost to "assess the current situation and existing climate and identify changes that need to be made to enable all faculty to be productive and unhindered by impediments based on gender, race/ethnicity, rank, or other reason." The LFA committee broadened the scope of their work to look among both faculty and staff at these areas beyond race and gender issues:

- climate
- support for diversity
- recruitment and retention
- job satisfaction
- mentoring and coaching
- leadership
- professional development
- workload / work expectations
- compensation

with the results tabulated with indicators for the respondents' gender and ethnicity.

The Report provided the Libraries with valuable information about our faculty and staff perceptions and understandings of our workplace. In many areas, the survey participants responded positively about aspects of their workplace:

- 86.2% (25 of 29 respondents) are satisfied with their relationship with the

Libraries' administration, with 79.5% (31 of 39) agreeing that their team leader is open to constructive criticism.

- 77.5% (31 of 40) are satisfied with their job, and 64% (21 of 33) indicated satisfaction with the overall climate of the Libraries.
- 77% (30 of 39) of respondents agreed that there is broad support for diversity in the libraries. 100% (39 of 39) agreed that gay and lesbian faculty are treated fairly, and 97.5% (39 of 40) agree that women faculty are treated fairly.
- 80% (32 of 40) do not believe they have experienced discrimination on the basis of gender; 87.2% (34 of 39) do not believe they've experienced discrimination on the basis of age; and 92.3% (36 of 39) do not believe they have been discriminated against on the basis of sexual orientation.
- 97.5% (39 of 40) believe that they have adequate training to do their job, and 92.3% (36 of 39) feel that they are effective in influencing decisions on their team.

In addition, a salary study completed externally by the UA Institutional Planning Analysis and Special Services office for MROC demonstrated that there is no difference in salaries across library faculty by race or gender.

However looking at the broader range of the Libraries' MROC study, some substantial problems were unearthed including:

- issues across populations regarding salary compression and safety,
- the perception among some library staff of color that their workplace has been at times a hostile environment, and
- concern about the racial makeup of the Promotion and Continuing Status Committee

These results are valuable for the Libraries' administration to understand.

After receiving the Report in September 2003, Cabinet, the dean and associate dean of the Libraries, and the chair of LFA met to determine what steps were needed to respond or continue the work of the Report. The Libraries believe it essential to investigate the causes in areas where responses showed potential illegal discrimination or harassment and areas where there were strong negative responses or large differences between the responses of whites v. non-whites, males v. females, or librarians v. assistant librarians.

Therefore, Cabinet formed a team to investigate the root causes of the situations described above. The MROC Response Team is using the process of Apollo Root Cause Analysis and further evidence gathering in the Libraries in order to move toward resolutions in each of these targeted areas. Their goal is to decrease negative responses at a statistically significant level for this set of questions by the next administration of the survey in April 2006. In some areas, solutions may include education and openness in order to change perceptions that may have been misinformed based on limited available information. In other areas, solutions may include changes in policy or systems. At each step of the process, the MROC Response Team has delivered presentations and e-mail updates about their progress and the process which they are using.

Staff Learning Opportunities

In order to celebrate and further develop our understandings of being a diverse and multicultural organization, the Libraries have provided opportunities for the staff to learn about one another and increase our knowledge of diversity and multiculturalism in both social and intellectual contexts. In August 2003, the Libraries held a staff diversity potluck centered around dishes from staff member's families and cultures. The recipes from the potluck were collected and made into a Diversity Cookbook.

On June 9, 2003, the Libraries held a staff-wide workshop on the concept of privilege. The program was led by Allen Johnson from the University of Hartford, author of the book *Privilege, Power, and Difference*. As a follow up to the workshop, there was a brown bag lunch held to discuss the ideas further, and others in the Libraries including Cabinet members read Johnson's book.

Also, Cabinet members visited the Tunnel of Oppression exhibit organized by the Department of Residence Life's El Mundo Diversity Committee to promote awareness of violence, prejudice, and stereotypes.

Diversity Cookbook available online at <http://www.library.arizona.edu/library/teams/fah/cookbook/Recipes.pdf>

Staff

Summary: *Changes in the area of the Libraries' staffing center around the need to recruit a diverse pool of applicants for positions--positions which are becoming increasingly broad, demanding, and distinctive when compared to library staff positions of the past.*

Staff decreases (33.5 FTE in the last 10 years) in the Libraries due to budget cuts have had to be balanced by aggressive process improvement initiatives in order for us to remain responsive to customers. The Libraries have used salaried lines in the past two years to fund Career Progression, promotions, reclassifications, and counter offers.

Work and roles of library employees are changing. As one example, staff in Technical Services and Archival Processing are doing more work managing outsourcing and less traditional technical services work. Realigning work of the Integrative Services teams to address cuts in staff and directions of the University are underway. Position titles for librarians and appointed personnel are more and more diverse, reflecting a change from traditional job duties. The Library Specialist classification is in the process of examination with an eye to job title changes to reflect changing work. In 2003, all Administrative Secretaries in the Library were reclassified to Administrative Assistants because of their increased job responsibilities. Additionally, Administrative Assistants with financial responsibilities were reclassified to Accountants.

Graduate student assistants from the Knowledge River Program replaced the SABIO Resident Program with our strategy being to increase the diversity of future pools, attract more individuals, and provide minority students with expanded knowledge of academic libraries.

The university created new guidelines for recruitment and hiring of professionals and the Libraries are conducting a process improvement study of our recruitment and selection processes. Additionally, the Libraries' Human Resources and Organizational Effectiveness team is embarking on a strategy to aggressively pursue the continuing development of the Libraries as a learning organization.

In 2003 the Libraries hired three new leaders: an Associate Dean (a new position within the Libraries); a Team Leader for the Science and Engineering Team; and a Director for the Center for Creative Photography. The CCP Director holds a joint faculty position in the department of Art History, a unique situation that strengthens our relationship with this academic department.

Outreach

Summary: *Through events, exhibitions, and educational outreach opportunities offered through the Center for Creative Photography, Friends of the Libraries, and Special Collections, the Libraries have been able to bring thousands of people onto campus and accomplish the educational mission of the university and the Libraries.*

Each of the units within the Libraries focuses on outreach and organizes events designed to bring in the campus and Tucson community. One new event this year was an open house and young (K-12) scientists' day at the Science Engineering Library for the UA Homecoming. All of our online efforts, creating web products that can be used throughout the state for educational purposes, are made available to the public and designed with outreach as their goal. There are three units within the Libraries that focus most regularly on outreach events: the world-renowned Center for Creative Photography, the Friends of the Libraries, and Special Collections. Each of these areas has had significant achievements in the area of outreach during 2003 including hosting events and exhibitions that have been widely attended.

The Center for Creative Photography under the leadership of a new director has included ambitious educational goals in their recently composed strategic plan, goals designed in alignment with the campus Focused Excellence initiatives (see more information about the CCP five year plan in Appendix G). The exhibitions hosted at CCP this year include *Americanos: Latino Life in the United States*, which brought together the work of thirty top photojournalists united by their work exploring contemporary Latino life; *The Drama of Pictures: Aaron Siskind's Photography*, which showcased this influential modern photographer on the anniversary of Siskind's 100th birthday; and *Edward Weston: A Vision Conserved* and *Margrethe Mather and Edward Weston: A Passionate Collaboration*, the first exhibition to explore the complex and creative decade-long relationship of this pair. The year closed with the first major touring exhibition of Emmet Gowin in more than ten years; *Emmet Gowin: Changing the Earth* was, as all other CCP exhibitions, complemented by a number of public programs and events.

The Friends of the Library, while offering fundraising events such as the annual book sale and annual luncheon fundraiser, also offered programs free to the public such as "An Evening with Women of Mystery" which brought authors J.A. (Judy) Jance, Betty Webb, Judith Van Gieson,

and Sinclair Browning to discuss their work. In addition, Special Collections offered exhibitions in subjects as diverse as women in architecture to western books to the book as art. Special Collections has served as the location host for small educational symposia and workshops as well as special instruction sessions for UA departments and colleges. In their own exhibitions, attendance for the year exceeded 1500.

For a complete list of public programs and events held at the UA Libraries, please see Appendix C: Outreach.

Facilities

***Summary:** Through shifting collections, utilizing new space, and opening a fine arts library in the Music Building on campus, the Libraries have managed some space issues without dedication of significant funds for new construction efforts.*

Space continues to be a major issue for the Libraries as we explore ways to house our growing collections within increasingly overstocked facilities. At current collection growth rates we will run out of shelving space in most Libraries between 2006 and 2008 without efforts to increase capacity. In many areas of the Libraries, staff spend time shifting collections to facilitate re-shelving and addition of new materials. In areas of the Libraries we face shelving densities that exceed effective working standards; for example, on the third floor (pod A) of the Main Library where many of the social sciences materials are located, the shelves are 90% full against a working capacity standard of 86%. This situation causes us to store some materials in non-standard ways, even locating some materials on book carts while awaiting shelf space--strategies that may eventually damage the books.

In FY 2002, a Libraries team conducted a thorough study of the services and space-related issues with the collections in all the branch libraries. The results indicated that most serious were problems with space and reference services in Music, Architecture and the Photography (CCP) libraries. To reach an adequate level of service, we either needed to add a significant number of FTE or to find a radically different solution that would address the immediate needs of those customers. This year, we decided to consolidate staff and services in the largest of the three branches, the Music Library, and move toward a vision of a future fine arts library to serve the arts and design end of campus. By opening this fine arts library and by engaging in significant re-shelving efforts throughout each library facility, the Libraries are attempting to manage space issues without significant additional funds.

Digital Arts and Design Library

For the past two years, the Libraries have focused on the long term solution to the space and service issues in the fine arts, architecture, and music libraries by developing a concept for a new fine arts library, potentially called the Digital Arts and Design Library. Until the vision for this facility is realized, the Libraries proactively opened a joint library for these subject areas in the Music Building in August 2003, called the Prototype Fine Arts Library.

This move made possible the addition of services not previously available in any of those libraries such as enhanced reference services, increased hours, computer access, e-reserves, and materials paging from Architecture and CCP during off hours. The overall impact of these changes has resulted in better service, improved access to the collections, upgraded facilities, more efficient use of space, and more effective use of library staff

Besides housing collections in Architecture, Photography, and Music, the fine arts library is equipped with 11 computers configured equal to the Information Commons computers but with specialized software for the arts and design disciplines, two printing stations, and two scanners, and cash-to-chip machines for printing. The space has been enhanced with the building of two group study rooms and the removal of duplicate copies of materials and extensive weeding of the collections.

We enhanced the services to customers in these disciplines by:

- Offering longer hours of reference services for all fine arts customers
- Establishing audio reserves for music material (streaming audio) and e-reserves for Architecture and Photography materials
- Scheduling on-site reference services 40 hours per week during Fall and Spring semesters
- Establishing a paging service to retrieve materials from Architecture and Photography collections when those libraries are closed but the building is open
- Implementing overdue payments by credit card
- Creating a Web page with detailed information about services, collections, procedures, contacts, etc.
- Adding filing cabinets to consolidate microfilmed material previously dispersed in different sections of the Music library
- Enhancing customer self-sufficiency in using library material by shifting the LP, CD and video cassette collections from behind the circulation desk to the open stacks areas
- Relocating reserve materials so that they are now located in open stacks, hence easily accessible to customers
- Offering color scanning capability for customers to make high resolution images for online and other work, particularly useful for Architecture and Art customers

These services were promoted by staff through Web materials and a grand opening ceremony as well as through communication to faculty and students. In order to provide more effective service, the Libraries launched extensive cross-training among librarians and staff so that all fine arts library staff can provide reference services in each of the fine arts disciplines.

Shelving and Shelf Space

With a current Library space deficit of 164,500 square feet and a projected space deficit of 337,635 square feet by 2010, we are spending significant time in planning our collections storage requirements and ways to sustain collection growth.

In all the facilities, we are removing print materials from the shelves that are available in electronic format. The increase in electronic resources provides increase availability to our users and provides shelf space where print copies are removed. In addition, the Libraries have begun removing duplicate copies of items from the shelves after careful review of circulation and other data. In the first phase of this project completed in 2003, 4,800 duplicate volumes (or 160 shelves of material) were removed. De-selecting these duplicate volumes allows us to spread collections in congested areas and delay the need for additional storage or massive collection shifts.

Where shelving was available in the Libraries, we added additional capacity. We have added additional shelving in the fine arts library and in the Middle East/East Asian collections. Moving parts of the Middle East and East Asian collections and mainstreaming them with our other collections will make these materials more easily accessible to customers and also reduce congestion for the short term. Additional space was made possible in the Science Engineering Library through the decision of the Space Committee to reclaim the space formerly occupied by the Disability Resource Center Testing Center for science and engineering materials. A plan to convert that area to stacks will add an additional 4000 linear feet of shelving to the Library to alleviate immediate collection congestion.

Finally, student shelvers are being cross-trained to do paging (pulling from the shelves) for items needed by the Document Delivery Team, making both processes more efficient.

Security

Each branch of the Libraries experiences some level of security concern, primarily stemming from the high use of our facilities and our desire to maintain long schedules including 24 hour a day weekday service in the Main Library.

Because the Libraries provide public access, a broad range of customers visit the facilities. In an effort to lessen the anxiety among users and staff, we are exploring upgrades in our security measures for all Libraries and CCP. In 2003, we added a duress call system to each customer service point in the Libraries and to the CCP gallery, permitting immediate notification of security personnel. In the CCP entry gallery, centrally located security cameras have been added to monitor the multiple entrances and the gift shop. The Libraries' administration is discussing the installation of an additional camera in central access areas of the other Libraries.

The staff continues to monitor user comments and explore other possible security enhancements. The Libraries' staff in conjunction with the UA Police Department

(UAPD) have undertaken an informational campaign to advise customers on what to report and how to report incidents or potential incidents in the Libraries. With the upgrades in place and continued study, we will increase the confidence about security among our staff and customers.

Purchasing and Processing of Materials

Summary: Decisions about purchasing and processing of the Libraries' materials and access to materials has led to savings and cost avoidance, allowing us to enhance services in other areas.

In 2003, we have been able to manage inflation through a number of measures related to the purchasing and processing of information. Librarians in each subject area have been reviewing their approval plans for books in order to achieve more targeted purchasing. We continue to review these changes to ensure the right materials are being selected for our customers in each area.

In response to customer preferences and trends in information access and delivery, we continue to prefer purchase of electronic materials over print, eliminating print and microform sets purchasing for items available in electronic formats. This both permits us to save money (approximately \$550,000 over two years) and to satisfy customer demand for desktop access to materials.

We reduced our bindery costs by discontinuing the binding of print journals that become electronic archives within 3-5 years. Binding costs as a whole have been reduced because of the purchase of fewer print journals, but the decision to discontinue other binding--while risky in terms of preservation of print materials--has allowed us to save approximately \$120,000.

We began an outsourcing program for processing of foreign-language materials (e.g., Chinese, Japanese, Russian, French) where staff expertise is either limited or missing. This has resulted in these materials arriving at the Libraries fully cataloged and processed, ready for student and faculty use.

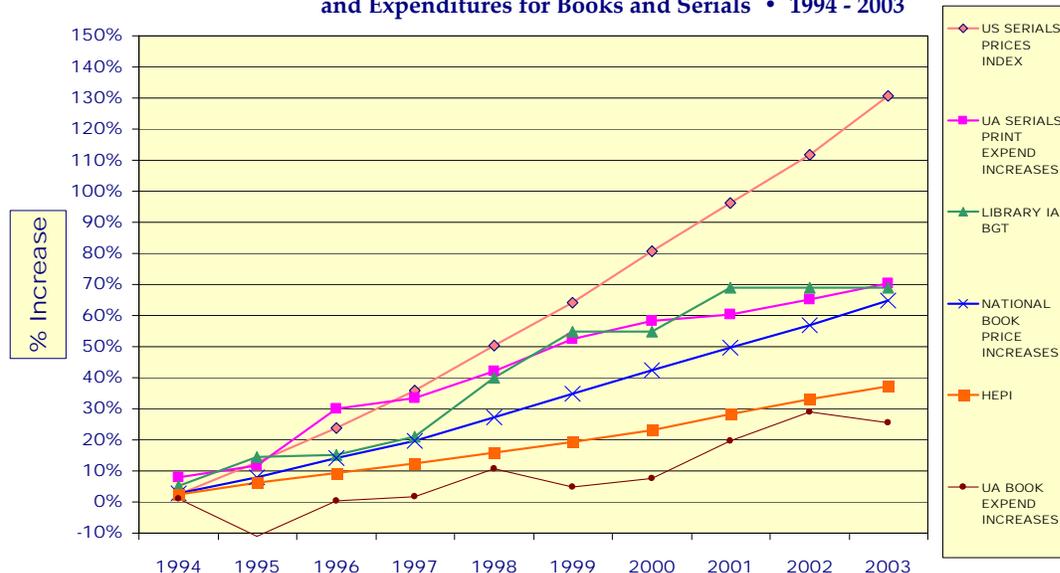
Information Budget

Summary: Because of tremendous inflationary pressures, without budget increases, the Libraries are facing a significant serials cut in order to anticipate information costs until 2006.

The cost of serials in the United States, the top line in the graph shown on the following page, has risen significantly faster than the Higher Education Price Index, and faster than the pace of most academic libraries' budgets.

In 2002, the Libraries received \$750,000 as a one time increase, and in 2003, another \$750,000 as a base increase (no new money). For 2004, the Libraries will receive a one time increase of \$300,000, yet the projected inflation for 2003 and 2004 alone is \$1.5 million. Overall, to maintain the collections of the UA Libraries and cover inflation until 2006, the Libraries will need

National Rates of Inflation Compared to Increases in University Libraries Information Access Budget and Expenditures for Books and Serials • 1994 - 2003



\$1,346,000 and to enhance collections, beyond inflation, they have needs of an additional \$500,000 for a total of \$1,846,000. The other library departments on campus, the Arizona Health Sciences Center Library and the Law Library, are experiencing similar inflationary pressures.

The impact of no additional money in 2004, 2005, and 2006 on the Libraries would include expenditure reductions of 15.5%. In materials, a 15.5% reduction signifies the loss of 3000 journals or 7000 books per year. Other impacts of this type of reduction include the loss of significant numbers of serials which are now received as part of bundled packages, the loss of some electronic indices, and cuts in other areas of the collections including bindery and microfiche costs. Without increases in the information budget, the Libraries will also be unable to take advantage of some opportunities including well-priced electronic materials packages and purchasing for areas targeted because of the campus Focused Excellence work.

The Libraries have been able to resist much of this inflationary pressure over the past few years by eliminating print and microform purchases where electronic versions of the information were available, by cutting costs in purchasing and interlibrary loan through making consortial agreements, by cutting bindery and book budgets, and by creating a base deficit. Some of these strategies have led to excellent results (see section on Purchasing through Consortial Agreements above) and would likely have been the goal of the Libraries regardless of budget constraints; however, the Libraries have engaged these strategies earlier in the game than their peers, and at this point, we are left with appreciably fewer cost-saving alternatives than libraries around the country which are just now beginning to make moves in these directions.

In 2003, the librarians worked to form a timetable in which serials cuts could be negotiated with faculty members and they identified areas in which cost-savings would be manageable without doing palpable harm to the Libraries' collections and mission. This work will be continued in 2004 with the goal being to see the information budget out through 2006.

Section III: Current Profile

The UA Libraries' Mission, Strengths, Weaknesses, Opportunities, and Barriers to Success

Mission 2003

To promote life-long learning skills and continuous educational achievement, the University of Arizona Libraries are dedicated to meeting the diverse education and research needs of students, faculty, staff and other customers in an environment of free and open inquiry and with a commitment to excellence.

Strengths

Economy/Budget

- The Libraries have experience in successfully getting grants, putting us in a better competitive posture.
- The Dean's office and Development Officer are actively seeking and have successfully captured donations and endowments.

Education

- Information and referral services are available 24/5 in the Information Commons.
- Due to increased minority student enrollment, the Libraries have increased their outreach efforts, which includes a new Outreach Librarian position.
- English 102 partnerships are utilizing course integrated instruction where the instructors and the Libraries' staff are working collaboratively to incorporate information literacy outcomes.
- Libraries' faculty are participating in campus wide committees related to Information Literacy.
- Information Literacy Guidelines for all General Education and Foundations courses were adopted by the University Wide General Education Committee in 2003. The guidelines call for all General Education courses to explicitly introduce students to important information resources related to the specific course and strongly encourage instructors to consult with subject librarians when designing assignments.
- The Social Sciences Team is providing leadership in the development of online tutorials for scalable instruction.

Human Resources

- The Libraries have been successful in attracting diverse candidates to applicant pools.
- The Libraries have experienced an increase in the number of people in all recent recruitment pools.
- We have a national reputation as an innovative organization. All staff are highly skilled; librarians are active in professional organizations and scholarship. They believe in networking and contributing to our profession through service and academic scholarship. People are sought as consultants and teachers.

Information Access & Information Technology

- We are developing new software systems to support changing customer expectations and access patterns. Scholars Portal allows users to customize their access and simultaneously search multiple electronic resources.
- Virtual Reference provides an additional medium for users to reference information.
- A common desktop platform with a wide range of access and information management tools is available on computers throughout the Information Commons, Main, Science-Engineering, and Prototype Fine Arts Libraries.
- The Arizona Electronic Atlas provides "one-stop" web access to geographically referenced data covering a wide variety of themes for the entire state of Arizona.
- Librarians are working with faculty to support WebCT.
- We are providing an increasing amount of electronic content to users. Serials Solutions allowed us to add bibliographic records for more than 6,000 electronic full text journal titles that were not previously identified.
- The Information Commons is a favorite location with students and is a center for student collaboration. The Multimedia Zone is equipped with state-of-the art multimedia hardware and software.

Scholarly Communication

- The Libraries have been working on scholarly communication issues/activities for 10 years (e.g., local experiences with alternative publishing; developing relationships with other units on campus).

Space

- The Libraries' Space Team planning process is effective.
- Strategic plans are in place for dealing with space issues should funding become available.

Weaknesses

Education

- Scalable teaching methods are not totally available.
- The Libraries have not been able to fully integrate information literacy into the curriculum.
- Campuses experience an inability to assess student learning focused on outcomes.
- There is no commonly defined set of skills or staff training program for Information Literacy nationwide.

Human Resources

- Growing needs to learn new approaches to work and team management meet barriers in the form of increasing cost and competing time demands for training.
- Minority retention has been identified as a concern that needs to be addressed.

- Over the next 3-4 years, promotion raises for librarians will tax the current personnel budget if all who are eligible are successful.
- With the potential upcoming promotions from Assistant to Associate Librarians, current numbers of Associate Librarians and eventual retirements of Full Librarians, more education needs to be in place on the process (qualifications, expectations) of becoming a Full Librarian.
- Funding to hire above assistant level librarians is not available, placing additional training and mentoring responsibilities on teams.

Information Access & Information Technology

- Budget to refresh computer hardware is inadequate.
- There is no clearly articulated strategy for the preservation of digital materials.
- There is a lack of a firewall and strategy to protect sensitive materials.

Scholarly Communication

- We are unsure of how to measure results of our efforts in scholarly communication education and advocacy.

Space

- We have no fixed shelving on-hand to expand collections' capacities.
- The policy of zero print collection growth by 2006 may not be fully implemented and may not work for some disciplines.

Opportunities

Education

- A project team is charged with improving reference and information referral in terms of assessment, cost savings, staffing models and developing library wide quality standards.
- The Libraries are in their second year of participation in the testing of SAILS (Standard Assessment for Information Literacy Skills), a national project involving several higher education institutions and the Association for Research Libraries (ARL).
- Scholars Portal may facilitate opportunities to teach information literacy.
- The Parent's Association has committed to raise \$1 million for the Information Commons.
- DLearn, the campus repository for instructional objects, will allow librarians to share teaching materials with each other and with faculty.

Information Access & Information Technology

- Both faculty and students use and like electronic resources and most readily adopt them if the sources are perceived as convenient, relevant and time saving to their natural workflow.

- The Libraries have a history of using data to measure success and can now make better data-based decisions using newly developed E-metrics standards along with new ways of gathering customer data electronically.
- Several collaborative metasearch projects are underway (e.g., Scholars Portal, AARLIN) allowing us to gather experience with developing collections of distributed content, or building information communities, that could change the way collection development is managed.
- There is increasing availability of content in full-text and other digital formats.
- A project is underway to determine the most effective software and processes to create a repository for the Libraries' digital content
- The Libraries have increasing opportunities to play a significant role in the delivery of instruction on campus and in distance learning.

Scholarly Communication

- The current economic model of scholarly publishing cannot be maintained with escalation of journal prices and stagnation of library budgets. This forces change.

Space

- Installation of compact shelving in selected areas can increase collection storage capacities.
- We are aggressively moving to buying and accessing materials in electronic form.
- The Libraries digitize materials that take up substantial space and collaborate with other institutions in digitization efforts.
- Initiation of work on preliminary program planning for the Digital Arts and Design Library has brought in key campus units and established interest and commitments.

Threats

Education

- Companies like XanEdu, Questia, ebrary and textbook publishers are designing, pricing and marketing products and services directly to faculty and students.

Information Access & Information Technology

- The systems (i.e., software, metadata and work processes) that we are using were designed to manage physical items.
- New systems that could replace the automated card-catalogs will require the development of an extensive infrastructure (e.g., standards, metadata, systems, and processes).
- Purchasing and licensing continue to be challenging because of aggregated deals, consortial agreements, and new issues involving intellectual property rights management.
- Decreasing budgets will lead to an increase in competition for grants for digital archival preservation.

- New government regulations will require new controls within our systems.
- There is not a long-term plan for a University-wide course management system (WebCT, Blackboard, POLIS, etc. are used on campus).
- Campus efforts to develop common authorization systems are fragmented.
- Development of new UA administrative, financial and student systems are behind schedule.
- There is a lack of standards for preservation, refreshing, emulation, and migration of digital objects to digital archives.
- The Patriot Act and other legislative activities are threatening our ability to provide anonymous access to information.

Scholarly Communication

- The complicated nature of scholarly communication causes apathy, disengagement, confusion and/or over-simplification of the issues.
- The faculty system of publishing in high-profile journals will not change easily or quickly.
- Technology makes possible wholesale copyright infringement and enables abuses of access to information.

Space

- Based on current trends, our usable shelving space in branch libraries will disappear sometime between 2004 and 2006, with collections in Main and Science a few years later.
- At peak times, we have more demand for group-study space than we can currently provide. The educational trend is toward collaboration among students, so this demand should increase.
- Undergraduate labs throughout campus are closing and students are being directed to the Information Commons. We need to constantly address changing user needs.
- The Libraries have insufficient funds to make physical changes, remodel, install compact shelving.

Section IV: Planning Goals

Planned Activities and the UA Libraries' Goals for 2004-2005

The Strategic Long Range Planning Team of the University of Arizona Libraries have revised our mission and goals starting in fiscal year 2004-2005. While the second section of this report gives a progress report on our goals for 2002-2003 and 2003-2004, the following are activities planned in alignment with each of our goals for 2004-2005 and our overall mission.

Mission 2004

We connect our customers to information that furthers their education and research goals.

Goal 1: Access/Technology

Improve the Library's technological systems and processes that enable customers to identify and quickly obtain information in a seamless, anytime/anywhere, unmediated, electronically customized transaction.

Planned Activities • Goal 1

DLearn

DLearn is an instructional object repository that has been designed and developed to allow faculty to store and share content that they use in courses. DLearn has been customized from DSpace (open source software developed by MIT and Hewlett-Packard) as our digital repository, built to capture, store, index, preserve, and redistribute the intellectual output from the university in digital format. It includes innovative ideas and features such as creator proxy, flexible reviewing workflow, comprehensive subject classification, and advanced browse and search functions. We are currently in testing, and expect to release the first version of DLearn for use by the end of February 2004.

The Arizona Sonoran Desert Museum (ASDM) Online

We are collaborating with the ASDM to migrate its photographic collection to the web. This provides broader access to the ASDM collections and also, because the software and hardware that supports ASDM is maintained by the library, it provides a foundation for future collaborative projects.

Western Waters Digital Library

The Libraries have participated in a successful collaborative grant proposal with a group from the Greater Western Library Alliance (GWLA) to create a comprehensive collection dedicated to the complex problem of water in the west. The library will receive approximately \$20,000 over the next two years to participate in this project.

Scholars Portal

We will continue to work on Scholars Portal as year three of the Association of Research Libraries (ARL) project takes off.

Goal 2: Library as Collaborative Place

Create a virtual and physical environment where customers can collaboratively explore the world of recorded knowledge and creative expression, create new knowledge products, and share their discoveries.

Planned Activities • Goal 2

Digital Arts and Design Library

The Digital Arts and Design Library is currently in its planning stages, led by a steering committee composed of Deans Eribes, Sevigny, and Stoffle, Doug Nickel, David Duffy, Bob Smith, Mike Proctor, Dick Roberts, Jim Fromm (the Libraries' space administrator), and David Laird (from the Friends of the Library). This facility has been conceived as a site for technologically-enabled creativity, serving first and foremost its constituencies in the College of Fine Arts and College of Architecture and Landscape Architecture. It will also be a space where those studying engineering, education, the humanities, or the social and behavioral sciences can expand their learning and increase our understandings of their disciplines and the fine arts and design. The Library will house the combined collections of the Fine Arts, Music, Architecture, and Center for Creative Photography libraries, integrated with new digital laboratories and collaborative space for student and faculty projects. As the UA Libraries' Information Commons has forged a path for campuses across the country, this facility will set the direction for the nation's institutions to follow in arts and design library facilities.

Most importantly, the facility will be the campus laboratory for students to expand their learning outside the classroom and create interdisciplinary projects using art and design as systems to understand the world. Students will be able to become increasingly fluent in the arts and design as they work with centrally located repositories of the work of pivotal artists and designers. As is the UA Information Commons, the Digital Arts and Design Library will be a student-centered learning environment, among the first of its kind in the world for its emphasis on the fine arts, architecture, and photography, buttressed by these UA programs recognized for their excellence in creative endeavor.

Planning will continue with this project through site planning and further research including a series of seminars designed to generate new thinking and interest in the project. While this facility is being planned, we will continue efforts at the Prototype Fine Arts Libratory, now housed in the Music Building. We will monitor services and adjust them as necessary, continuing to gather data including use of collections and technology, traffic at the desks, and demand for services. We also continue to communicate with faculty about changes in services and collections and the planned Digital Arts and Design Library.

For more information, see the Digital Arts and Design Library overview in Appendix H.

Renovations in the Science Engineering Library

The Science Engineering Library needs refurbishment and renovation to meet the needs of customers and support new service delivery concepts. The original facility was built in 1965 and the east-side/5th floor addition was completed in 1969 with little upgrade in the intervening years. The deferred maintenance backlog for the building is at roughly one million dollars.

We have started a planning initiative to identify ways to increase the effectiveness of the Library at meeting customers' needs. The Libraries have committed funds to an upgrade of the Information Commons in the reference area. We are developing a package of small sequential projects that can be implemented when funding becomes available or can be raised from donors. Some examples include replacing the outdated and dilapidated furniture one area at a time, refining/consolidating the customer service points, and increasing group study space needed by users.

When building renewal funds become available, we will be prepared to make a request related to this facility. Some major items include replacing ceilings (interlocking tiles not easily accessible) and flooring (asbestos tile) throughout the building, updating restrooms, increasing electrical capacity, and completing deferred maintenance.

Shelving

The Comprehensive Campus Plan identifies the Libraries as experiencing the third largest space shortage on campus, and calls for compact shelving to be installed by 2010, providing an additional 75,000 asf to leave a still gaping 230,000 asf deficit. While the Libraries have borrowed funds to install compact shelving, significant efforts are needed to manage these space deficits. In the spring 2004, we will begin helping expansion of the Information Commons in the Science Engineering Library by removing shelving units in the Science Reference area and either deselecting or relocating reference items because of this reduced shelving capacity. We will make plans and accomplish shifts of collections in to take advantage of traditional shelving units to be installed (end of March) in the former site of the testing center of the Disability Resource Center. This will help alleviate overcrowded shelving conditions in the Science Engineering Library.

Another avenue toward alleviating our space issue is compact shelving. We continue to explore the capacity and cost data for using compact shelving in several applications. One plan would add compact shelving to 2/3 of the collection space in the current Prototype Fine Arts Libratory at a cost of \$230,000. The result would be an extension of the date for reaching maximum capacity to 2008. We would also be able to move the Architecture collection to this location prior to a potential loss of Library space in the College's facility as the result of their pending construction project. An added benefit would be our ability to test operating concepts as we work on developing a new Digital Arts and Design Library.

Another potential plan would add compact shelving to a wing on the third floor of the Main Library at a cost of approximately \$1.3 million. This installation would double the current

15,500 linear foot capacity of that location. Accomplishing this would resolve the congestion problem in the social science collections and permit movement of Middle East/East Asian collections to that location, alongside their related disciplines. The space gained in the Science Engineering Library would provide 10 year growth capacity for their collections.

Goal 3: Customer Education

Improve the Library's educational processes that enable our customers to identify, obtain, evaluate, and integrate needed information into their research and learning.

Planned Activities • Goal 3

Information Literacy Goals

As part of a SLRP Action Planning Team hand-off to the Information Literacy Team, the Team will carry out the following in 2004:

- Develop an information literacy program plan that outlines what the program intends to accomplish and strategies for carrying out the program.
- Define “scalable instruction” and develop models for scalable instruction
- Continue to participate in the SAILS information literacy assessment project or explore other assessment instruments to measure student learning
- Make recommendations for revision of the Library’s quality standards for the Education goal.

In addition, the Information Literacy Team will develop model assignments and activities to support General Education faculty in their efforts to incorporate information literacy components into their courses.

A new term for this goal--information fluency--has been proposed in a recent article by Nandita Mani published in *American Libraries*: fluency instead of literacy because fluency is a "concept that suggests that the learning process is ongoing and does not come to a complete finish at any given time" (Mani, *American Libraries*, February 2004, p. 30).

Einstein's Protégés

This project will be an ongoing collaboration between the UA Library, University Learning Center, and the Teaching Teams Program to build a learning community that focuses on developing under-prepared students for academic success in their coursework through the introduction of life-long skills such as study techniques and information competencies. In addition to creating curriculum and materials, librarians will be expected to provide content delivery in instructional sessions, share in the dissemination requirements of the grant through scholarship, and participate in organizational meetings and activities until the program is fully established and underway.

Goal 4: Information Resources

Improve the Library's processes for managing and creating information resources that meet customers' research and educational needs.

Planned Activities • Goal 4

Information Resources Budget

Librarians will devote a significant amount of time to working on a 16% information budget cut in order to cope with inflation of scholarly information. Librarians will meet with departments to discuss specific potential journals for elimination, both identifying high cost and high inflator journals as well as looking for publications which currently experience low use. During the summer, we will propose cuts based on these consultations, and provide the final recommended cuts in a list to faculty by the start of fall semester 2004. Soon thereafter, the necessary cuts will be implemented in two stages.

Purchasing / Processing

We are setting in motion a plan for reduced spending in 2004/2005 fiscal year. Librarians will work with faculty to identify strategies that will reduce the number of serials, databases, and books purchased to ensure that we are able to cover higher costs and inflation given a flat budget. Simultaneously, the Libraries are undertaking an study of our current allocation criteria for information purchases which will result in a new model for allocation the dollars in the information access budget. In addition, we are planning to revise and strengthen our criteria for selection and de-selection of materials this year in order to ensure that duplicative materials are withdrawn where appropriate and new materials are more closely focused on users needs.

Monographs

The Libraries will have a forthcoming book of poetry and memoirs as a project of the Women of Mystery Writers Endowment. The book is a re-issue of the first published work of J.A. Jance and is titled *After the Fire*. Published in conjunction with the University of Arizona Press, this volume should experience a degree of popular success as it is based on the best-selling writer's life. The Center for Creative Photography and Special Collections also have monographs planned.

Goal 5: Scholarly Communication

Develop the capability to manage the University's intellectual output in partnership with others so that high-quality, peer-reviewed information is freely available.

Planned Activities • Goal 5

Scholarly Communication

The charge of the Scholarly Communication Team is to continue the development and implementation of a coordinated program of education and advocacy in the Libraries

and on campus related to scholarly communication including copyright, publishing, and intellectual property.

This will be accomplished through organizational efforts at the Libraries-wide level and campus-wide programs. The Scholarly Communications Team has also established quality standards that include 250 interactions per year with the campus community regarding scholarly communication education and advocacy components, partnerships that result in education or advocacy programs and activities on campus, and educational training for 100% of new librarians within their first six months of hire.

Goal 6: Internal Organization

Improve the Library's organizational systems and processes that enable library staff to learn, change, communicate, and be accountable to customers and stakeholders.

Planned Activities • Goal 6

Knowledge Recruiter Grant

Acknowledging the scope and energy required to make a significant change in diversity recruitment for library and information professionals nationally, the UA Knowledge River program in co-sponsorship with the UA Libraries is proposing the establishment of a national diversity recruitment center known as Knowledge Recruiter. Knowledge Recruiter's goal is to increase diversity within the library profession by systematically recruiting ethnic minority students (African-American, Asian-Pacific Islanders, Hispanics, and Native Americans) to librarianship in all parts of the country. A national, centralized effort, fully coordinated with major national organizations and working for all library schools, is needed to find long-term, sustainable solutions to this problem.

The project aims to assemble a unit that will 1) organize a national recruitment network of organization partners, expert advisors, and working librarians pledged to identify and recruit potential library school students; 2) implement a comprehensive recruitment process for identified potential students that will guide them through the exploration of schools and application completion, tailing support and advisement to individual needs; 3) create a Library School Alliance that will provide input and consultation with all schools, as well as evaluation data and tracking information from some specific schools; and 4) develop pilot early recruitment programs at the undergraduate and high school levels with schools and organizations in the Tucson area.

A grant proposal has been forwarded to the Institute for Museum and Library Services in order to provide funding for the program, and the UA Libraries plan to act as fiscal agent for the project with financial support provided in conjunction with the UA School of Information Resources and Library Science (SIRLS) and executive advisory support provided by Knowledge River.

Libraries as a Learning Organization Project

Human resources staff at the Libraries want to aggressively pursue the continuing development of the Libraries as a Learning Organization. A focus on becoming a Learning Organization means offering a stimulating environment and learning opportunities for all staff, especially opportunities to experience and develop their understandings of the reasons for our team-based, customer-focused structure.

Foundations Programs for New Staff

A five-session orientation for new members of the Library is in development that will include sessions on working in teams, the team-based organizational structure of the Library, facilitating effective meetings, and decision-making in teams.

Section V: Conclusion

The Libraries' Strategic Long Range Planning Team works on a fiscal year schedule driven by the university's budget, and therefore this report discusses our accomplishments in terms of goals that will be in place until June 2004 and planned goals for the upcoming year in terms of goals that go into effect July 2004. The revision of our goals for 2004-2005 highlights a few areas that will increase in importance over the years to come. The Libraries will need to think about facilities and products that allow students and faculty to work collaboratively. The growth of the Information Commons concept in the Science-Engineering Library and current fine arts library--and eventually through the development of a new Northwest Campus Library--will be key to our ability to allow faculty to assign the types of student work they believe will achieve the greatest results and allow students and faculty to work with others on new projects. We also plan to increasingly focus efforts on improving the educational process in terms of information, facilitating the process of finding and evaluating information for research and learning. A third new goal looks at scholarly communication and managing the university's scholarly output so that high-quality information is available free of charge. In light of Focused Excellence and with respect to our current budget and space constraints, the Libraries will continue to build on these among our other goals in the upcoming year. To reiterate, these are the priorities for the Libraries in 2004:

- Cutting information expenditures, primarily in serials, a process that eats up a large amount of faculty and staff time across campus in order to make solid decisions;
- Working on space issues including
 - installing compact shelving,
 - working on the plan for a new library on the northwest end of campus,
 - removing/deselecting materials, and
 - partnering with libraries across the country to ensure print repositories of items which are purchased or licensed electronically;
- Becoming a multicultural organization and to continue to improve diversity in collections, staffing, and service areas;
- Focusing on electronic access to materials by
 - partnering to write grants for new digital resources
 - creating tools for campus use and outreach at the state and national level (such as the Arizona Electronic Atlas);
- Innovating services to provide seamless access to information;
- Securing a financial base through
 - partnerships to leverage resources for materials and equipment
 - grants and partnerships with faculty
 - identifying alternative sources of new revenues
 - streamlining
 - partnering with other libraries to reduce and avoid costs;
- Continuing to look at models for scalable instruction;
- Managing scholarly communication issues on campus and in the academic community at large; and
- Maximizing the capabilities of the Center for Creative Photography and Special Collections.

Staff Accomplishments

Summary:

53 publications (does not include forthcoming publications)

89 service commitments at the national level

45 presentations at the national level

7 awards/special honors

42 librarians submitted accomplishments included in this report

Laura Bender

Publications:

Bender, Laura J. Review of *Database-Driven Web Sites*, edited by Kristin Antelman. *American Reference Books Annual* 35 (2003), no. 654.

----. Review of *Educators Resource Directory*, edited by Erin McKean. *American Reference Books Annual (ARBA)* 35 (2003), no. 243.

----. Review of *Encyclopedia of Hormones*, edited by Helen L. Henry and Anthony W. Norman. *American Reference Books Annual* 35 (2003), no. 1429.

----. Review of *McGraw-Hill Dictionary of Scientific and Technical Terms*. *American Reference Books Annual* 35 (2003), no. 1241.

----. Review of *Plunkett's Engineering and Research Industry Almanac 2003-2004*, edited by Jack W. Plunkett. *American Reference Books Annual* 35 (2003), no. 1395.

----. Review of *Reproductive Issues in America: A Reference Handbook*, edited by Janna C. Merrick and Robert H. Blank. *American Reference Books Annual* 35 (2003), no. 1423.

Rawan, Atifa, Cheryl K. Malone, and Laura J. Bender. "Assessing the Virtual Depository Program: The Arizona Experience." *Journal of Government Information* 30, (August 7, 2003).

National Service:

Special Libraries Association, Social Sciences Division, Murray Wortzel Award Committee, Co-chair

Special Libraries Association, Arizona Chapter, Publications Committee, Chair

Stephen Bosch

Publications:

Bosch, Stephen. "Dekker eBooks." *Charleston Advisor* 5, no. 2 (October 2003): 29-31.

Presentations:

Bosch, Stephen. "Helping Manage The E-Journal Forest: Do You Need An Agent Any More?"
Program presented at the North American Serials Interest Group Annual Conference,
Portland, OR, June 26-29, 2003.

National Service:

American Library Association, Association for Collections and Technical Services, Acquisitions
Organization and Management Committee

American Library Association, Association for Collections and Technical Services, American
Association of Publishers Committee

American Library Association, Association for Collections and Technical Services, Chief
Collection Development Officers of Large Academic Libraries Discussion Group

American Library Association, Association for Collections and Technical Services, Library
Materials Price Index Committee, Consultant

American Library Association, Association for Collections and Technical Services, Quantitative
Measures for Collection Management Committee, Chair

Arizona University Library Council, Committee for the Cooperative Purchase of Electronic
Information

Association for Research Libraries, Statistics Liaison Group

EBSCO Information Services Advisory Group on the Development of Licensing and Electronic
Resource Management Systems

Greater Western Library Alliance, Collection Development Committee

Marcel Dekker Publishers Advisory Board

NewsBank / Readex Publisher's Advisory Board

Marianne Stowell Bracke

Publications:

Bracke, Marianne Stowell, contributor. *Best Books for Academic Libraries: Science, Technology, and
Agriculture*. Temecula, CA: The Best Books Inc., 2003.

Presentations:

Bracke, Marianne Stowell. "Dynamic Marketing to Targeted Markets." Virtual Reference Desk
Conference, November 17, 2003.

----. "Rangelands AgNIC Metadata." Presented at the Second Western Regional Rangelands AgNIC Workshop, Tucson, AZ, March 20-21, 2003.

Bracke, Marianne Stowell, Ping Situ, and Rae Swedenburg. "Ask A Librarian: All the Answers Under the Sun." Poster presented at the 2003 Learning Technology Showcase, Tucson, AZ, May 8, 2003.

National Service:

American Library Association, Association of College and Research Libraries, Science-Technology Section, Membership and Recruitment Committee, 2003-2005

American Library Association, Association of College and Research Libraries, Science-Technology Section, Oberly Award for Bibliography in Agriculture Committee, 1999-2003

American Library Association, Reference and User Services Association, Machine-Assisted Reference Section, Education, Training, and Support Committee, Chair, 2003-2004

Library Journal, Reviewer, 1999-2004

Michael Brewer

Publications:

Brewer, Michael. "Review of Bibliography of Slavic Literature by Dasha Culic Nisula." *Slavic and East European Journal* 47:3 (2003): 181-182.

Brewer, Michael and Marianna Tax Choldin. "Slavic Studies Librarians in the Profession." *NewsNet: News of the American Association for the Advancement of Slavic Studies* 43:5 (2004): 11-15.

Presentations:

Brewer, Michael. "Online Film Resources and Digital Media and Copyright Law." Presented at the American Association for the Advancement of Slavic Studies Preconference on Digital Resources, Toronto, ON, November 20, 2003.

National Service:

American Association for the Advancement of Slavic Studies, Organizing Committee for the Second AAASS Preconference on Digital Resources

Ruth Dickstein

Awards:

2003 Association of College and Research Libraries Women's Studies Section Award for Career Achievement in Women's Studies Librarianship

Publications:

Dickstein, Ruth. "ProQuest Historical Newspapers: The New York Times." *Reference and User Services Quarterly* 42, no. 4 (2003): 355-356.

Linda Dols

Awards:

University of Arizona Staff Advisory Council 2003 Staff Award for Excellence, April 2003

Georgie Donovan

National Service:

American Library Association, Association of College and Research Libraries, 12th National Conference Committee Roundtable Subcommittee

Mary Feeney

Publications:

Feeney, Mary and Jim Martin. "The Business of Science: Cross-Disciplinary Information Literacy in the Applied Sciences and Business." *Issues in Science and Technology Librarianship* 37 (Spring 2003), <http://www.istl.org/03-spring/article4.html>.

National Service:

American Library Association, Social Responsibilities Round Table, Task Force on the Environment

Karen Holloway

Publications:

Holloway, Karen. "Developing Core and Mastery Level Competencies for Librarians." *Library Administration and Management* 17, no. 2 (Spring 2003): 94-98.

----. "University of Arizona Library." In *Encyclopedia of Library and Information Science* 4, 2nd ed., edited by Miriam A. Drake. New York: Marcel Dekker, 2003.

Sheril Hook

Awards / Grants:

Larson, Hal (PI). Fund for the Improvement of Postsecondary Education (FIPSE). Funds awarded for "Einstein's Protégés: A Heuristic Approach to Bridging the Gap between Faculty Expectations and Student Preparedness." A Project for the University of Arizona Teaching Teams Program. \$473,389 (36 months)

Publications:

Hook, Sheril J. and Verónica Reyes. "Where it Counts: Departmental Curriculum Committees and Librarians." *Proceedings of the ACRL Eleventh National Conference: Learning to Make a Difference*, Charlotte, NC, April 10-13, 2003, 307-313, http://www.ala.org/Content/NavigationMenu/ACRL/Events_and_Conferences/shook.pdf

Presentations:

Brewer, Joseph, Sheril J. Hook, Janice Simmons-Welburn, and Karen Williams. "A Libraries A Library Response to the Transformed Campus: A White Paper Presented to the Project on

the Future of Higher Education." Presented at the Project on the Future of Higher Education meeting, New York, NY, October 3, 2003.

Hook, Sheril J. "Writing and Researching: Theory and Praxis." Presented at the Association for Library and Information Science Education Annual Conference "Declaration of Interdependence: Connecting Research with Practice," Philadelphia, PA, January, 2003.

Mills, Victoria, Dan Lee, Sheril J. Hook, Verónica Reyes, and Robert Mitchell. "Sharing Information Literacy: Collaborating with Freshman Composition Instructors." Poster Session at ALA/CLA Annual Conference, Toronto, Canada, 2003. Sunday, June 22, 2003.

National Service:

Association of College and Research Libraries, Institutional Strategies: Best Practice Committee 2003-2005

Association of College and Research Libraries, Roundtable Facilitator, for Panel Presentation by Alan Guskin and Carla Stoffle. "Enhancing Student Learning and the Vitality of Academic Professionals in a Climate of Budget Cuts" at 11th National Conference: Learning to Make a Difference, Charlotte, NC, April 12, 2003

Association of College and Research Libraries. Institute for Information Literacy Best Practices, Advisory Panel, 2000-2003

KUAT Reading Rainbow Contest, Second Grade Illustrated Story, Judge, Spring 2003

Project on the Future of Higher Education: The Libraries' Response Conference, Tucson, AZ, September 12-15, 2003, Co-organizer

Samuel Huang

Book Reviews:

Huang, Samuel. Review of *Why Education Is Useless*, by Daniel Cottom. *Library Journal* 128, no. 8 (May 1, 2003): 132.

----. Review of *The Essential Conversation: What Parents and Teachers Can Learn from Each Other*, by Sara Lawrence-Lightfoot. *Library Journal* 128, no. 14 (September 1, 2003): 180.

----. Review of *Reclaiming the Game: College Sports and Educational Values*, by William G. Bowen and Sarah A. Levin. *Library Journal* 128, no. 15 (September 15, 2003): 67.

----. Review of *Engaging Minds: Motivation and Learn: Motivation and Learning in America's Schools*, by David A. Goslin. *Library Journal* 128, no. 19 (November 15, 2003): 78.

Presentations:

Huang, Samuel. "Essential Ethical Principles and Professional Practice for A Successful Fund Raiser." Program presented at the ACRL National Conference: Learning to Make a Difference, Charlotte, NC, April 10-13, 2003.

National Service

American Library Association, Association of College and Research Libraries, Library Development Discussion Group, Chair

American Library Association, Library Administration and Management Association, Fund Raising and Financial Development Section, Member-at-Large, 2003-2006

American Library Association, Library Administration and Management Association, Fund Raising and Financial Development Section, Diana V. Braddom Scholarship Committee, 2003-2005

Fourth Annual Ray Davies Humanitarian Achievement Award Honoring Drs. Helen and John Schaefer committee, Board Director

Horatio Alger Jr. Society, Board Director, 2000-2003

Miguel Juárez

Publications:

Juárez, Miguel. Review of *The Twenty-First Century Art Librarian*, edited by Terrie L. Wilson. *The Twenty-First Century Art Librarian*. Binghamton, NY: Haworth Press, 2003.

Juarez, Miguel. Senior Subject Advisor for N-NX Fine Arts. *Best Books for Academic Libraries 9*. Temecula, CA: The Best Books Inc., 2003.

Presentations:

Juarez, Miguel. "The Life and Art of Alfred J. Quiroz." Program presented at the Museum of Contemporary Art, Tucson, AZ, October 18, 2003.

National Service:

Art Libraries Society of North America, Mountain West Chapter, Membership Committee, State Coordinator

Art Libraries Society of North America, Photography Librarians, Chair

Art Libraries Society of North America, Photography Librarians, Listserv manager and moderator

Mentor for Maud Mundava, Research Assistant Professor (Library Resident), Hodges Library, University of Tennessee at Knoxville, 2003 -

REFORMA, Mentor for Katheryn Gallant, UCLA Library Studies student, 2002-03

State University of New York Buffalo, Department of Library and Information Science, Online Guest Librarian for LIS 581 Management of Libraries and Information Services taught by Dr. John Ellison

Hitoshi Kamada

Presentations:

Kamada, Hitoshi. "Copyright Basics for Japanese Studies Scholars: How a Librarian Can Promote Understanding." Panel presented at the Western Conference of the Association for Asian Studies, Tempe, AZ, October 9-11, 2003.

National Service:

Association for Asian Studies, Council on East Asian Libraries, Committee on Japanese Materials, 2002-present

Chris Kollen

Publications:

Kollen, Chris, Jeanne L. Pfander, Louise Greenfield, Atifa Rawan, and Miriam Glanz. "Creating the Arizona Electronic Atlas: A GIS Partnership." In *Learning to Make a Difference : Proceedings of the Eleventh National Conference of the Association of College and Research Libraries, April 10-13, 2003* edited by Hugh A. Thompson, 235-244. Chicago: ALA, 2003.

Presentations:

Kollen, Chris. "Arizona Electronic Atlas: A Tool for Improving Geographic Literacy." Poster presented at the 2003 Arizona Geographic Information Council GIS Training and Education Symposium, Prescott, AZ, August 11-13, 2003.

----. "Arizona Electronic Atlas: Providing Access to Spatial Data." Program presented at the Environmental Systems Research Institute GIS Expo, Phoenix, AZ, November 6, 2003.

Kollen, Chris and Jeanne Pfander. "Arizona Electronic Atlas: Providing Access to Spatial Data" Program presented at the Arizona Geographic Information Council meeting, Phoenix, AZ, November 6, 2003.

Kollen, Chris, Louise Greenfield, and Jeanne Pfander. "Arizona Electronic Atlas: a Dynamic Resource for Arizona Data." Program presented at the 2004 Arizona Library Association Annual Conference, Phoenix, AZ, December 9-11, 2003.

National Service:

American Library Association, Conference Program Coordinating Committee for the Annual Conference 2004, 2003-2004

Regional Editor (southern Arizona and New Mexico) of the 3rd edition of the *Guide to U.S. Map Collections*, 2003-2004

Carrie Larson

Presentations:

Larson, Carrie, Cleo Marmion, Norma Perez, Patricia Ballesteros, and Wendy Begay. "Lemons to Lemonade: Using Express Check-Out." Poster presented at the Arizona Library Association Conference, Phoenix, AZ, December 9-11, 2003.

Daniel Lee

Publications:

Lee, Daniel R. "Constructing the Commons: Practical Projects to Build the Information Commons." *Knowledge Quest* 31 (2003): 13-15.

National Service:

American Library Association, Association of College and Research Libraries (ACRL), Budget and Finance Committee

American Library Association, Office of Information Technology Policy, Copyright Advisory Committee, Chair

American Library Association, Office of Information Technology Policy, Information Commons Committee, Ex-officio Member

Krisellen Maloney

Publications:

Jackson, Mary E. and Krisellen Maloney. "Portals, Super Discovery Tools and the New Academic Platform: Ensuring a Collective Library Presence on the Web." *The Proceedings of the ACRL 11th National Conference*, Charlotte, NC, April 10-13, 2003.

Maloney, Krisellen. "Portals: What's Good, What's Missing, What's Needed." *The Proceedings of the World Library and Information Congress: 69th IFLA General Conference and Council*, Berlin Germany, August 1-9, 2003.

Presentations:

Maloney, Krisellen. "Implementation of the Scholars Portal Project." Presentation at the 2003 Spring Coalition for Networked Information Task Force Meeting, Portland, OR, December 8-9, 2003.

----. "Portals and Authentication Services." Presentation at the American Library Association/Canadian Library Association Conference, Toronto, Canada, June 19-25, 2003.

National Service:

American Library Association, Library and Information Technology Association, Emerging Standards Interest Group, Chair, 2002-2003

American Library Association, Library and Information Technology Association, Technology and Access Committee, 2002-2003

Association for Research Libraries, Scholars Portal Managers Group, Co-chair, 2002 - present

Jim Martin

Publications:

Feeney, Mary and Jim Martin. "The Business of Science: Cross-Disciplinary Information Literacy in the Applied Sciences and Business." *Issues in Science and Technology Librarianship* 37 (Spring 2003), <http://www.istl.org/03-spring/article4.html>.

National Service:

American Library Association, Association of College and Research Libraries, 2003 Annual Conference, Discussion Facilitator for "Facing the Future: Enhancing Student Learning and the Vitality of Academic Professionals in a Climate of Budget Cuts" by Alan Guskin

Special Libraries Association, Chemistry Division, Membership Chair

Vicki Mills

Publications:

Oxnam, Maliaca, Laura Talamonti and Vicki Mills. "Around the World to the University of Arizona Information Commons." *Library Hi Tech News* 20, no. 6 (July 2003): 38-40.

Presentations:

Mills, Victoria, Dan Lee, Sheril J. Hook, Verónica Reyes, and Robert Mitchell. "Sharing Information Literacy: Collaborating with Freshman Composition Instructors." Poster session presented at the American Library Association/Canadian Library Association Conference, Toronto, Canada, June 19-25, 2003.

National Service:

American Library Association, Reference and User Services Association, Machine-Assisted Reference Section, Local Systems and Services Committee, Co-chair

Robert Mitchell

National Service:

American Library Association, Association of College and Research Libraries, Team-Based Organizations Discussion Group, Chair

Roger Myers

Awards:

University of Arizona Staff Advisory Council 2003 Staff Award for Excellence, April 2003

Publications:

Myers, Roger, contributor. *Best Books for Academic Libraries, vol. 4: History of the Americas*. Temecula, CA: The Best Books Inc., 2003.

Jill Newby

National Service:

American Library Association, Association of College and Research Libraries, Science and Technology Section, Chair, 2003-2004

Douglas Nickel

Publications:

Nickel, Douglas R. "Art, Ideology, and the West." In *A Companion to the American West*. edited by William Devereaux. Oxford: Basil Blackwell, 2003.

----. *Francis Frith in Egypt and Palestine: A Victorian Photographer Abroad*. Princeton: Princeton University Press, 2004.

Presentations:

Nickel, Douglas R. "The Embedded Vernacular," Paper delivered at symposium "The Photograph and the American Dream, 1840-1940," Getty Research Institute/Skirball Cultural Center, Los Angeles, CA, November 2003.

----. "Second Sight: Julia Margaret Cameron and the Victorian Imagination." Paper delivered at symposium "On a Portrait: The Aesthetic and Social Worlds of Julia Margaret Cameron (1815-79)," National Museum of Photography, Film and Television, Bradford, England, June 2003.

----. "The Unfinished Julia Margaret Cameron," Invited lecture delivered at the J. Paul Getty Museum, Los Angeles, CA, December 2003.

Olivia Olivares

Publications:

Olivares, Olivia, senior subject advisor and bibliographer, BL-BX titles relating to Religion. *Best Books for Academic Libraries, vol. 8: Religion and Philosophy*. Temecula, CA: The Best Books Inc., 2003.

----. F titles relating to Latin America. *Best Books for Academic Libraries, vol. 4: History of the Americas*. Temecula, CA: The Best Books Inc., 2003.

Presentations:

Olivares, Olivia and Elaina Norlin. "Planning and Evaluation of Virtual Reference Services." Post-conference workshop made at Computers in Libraries 2003 conference, Washington, DC, March 12-14, 2003. <http://www.infotoday.com/cil2003/postconference.htm>.

----. "Top Ten Reasons to Take Another Look at Your Chat Software." Presentation made at Computers in Libraries 2003 conference, Washington, DC, March 12-14, 2003.
<http://www.infoday.com/cil2003/thursday.htm>.

National Service:

Seminar on the Acquisition of Latin American Library Materials, Bibliographic Instruction Subcommittee

Seminar on the Acquisition of Latin American Library Materials, Hispanic American Periodicals Index, Member and Contributing Indexer

Maliaca Oxnam

Award/Grant:

Larson, Hal (PI). Fund for the Improvement of Postsecondary Education (FIPSE). Funds awarded for "Einstein's Protégés: A Heuristic Approach to Bridging the Gap between Faculty Expectations and Student Preparedness." A Project for the University of Arizona Teaching Teams Program. \$473,389 (36 months)

Publications:

Oxnam, Maliaca. "GROW: A New Learning Environment." In *2003 Frontiers in Education Conference Proceedings*, Session F4F, 7. Boulder, CO, November 6-8, 2003.

----. "The Informed Engineer." In *2003 Frontiers in Education Conference Proceedings*, Session F1E, 5-8. Boulder, CO, November 6-8, 2003.

Oxnam, Maliaca, Laura Talamonti, and Vicki Mills. "Around the World to the University of Arizona Information Commons." *Library Hi Tech News* 20, no. 6 (July 2003).

Swartzlander, Grover, Maliaca Oxnam, and Lisa Lebduska. "Integrating Writing into Advanced Optics Curriculum." In *2003 Optical Society of America's Educational Topics in Optics Proceedings*, Tucson, AZ, October 5-8, 2003.

Presentations:

Oxnam, Maliaca. "GROWing A Digital Library: A Librarian's Perspective." Program presented at the 2003 American Society for Engineering Education Annual Conference and Exposition, Nashville, TN, June 22-25, 2003.

Oxnam, Maliaca, and Bill Rasmussen. "Using Collections of Web-based Science Materials to Support and Structure Science Courses." Program presented at the Eleventh Annual Teaching and Technology Conference for Arizona Educators, Tucson, AZ, February 1, 2003.

Oxnam, Maliaca, Laura Talamonti and Vicki Mills. "An Operational View of the Information Commons." Program presented at the 3rd Annual Gateway Technology Solutions Conference, University of Arizona, Tucson, AZ, March 21-22, 2003.

National Service:

American Library Association, Association of College and Research Libraries, Science and Technology Section Research Committee, Co-chair, 2003-2005

Jeanne Pfander

Publications:

Kollen, Chris, Jeanne L. Pfander, Louise Greenfield, Atifa Rawan, and Miriam Glanz. "Creating the Arizona Electronic Atlas: A GIS Partnership." In *Learning to Make a Difference : Proceedings of the Eleventh National Conference of the Association of College and Research Libraries, April 10-13, 2003* edited by Hugh A. Thompson, 235-244. Chicago: American Library Association, 2003.

Presentations:

Kollen, Chris and Jeanne Pfander. "Arizona Electronic Atlas: Providing Access to Spatial Data" Program presented at the Arizona Geographic Information Council meeting, November 6, 2003.

Kollen, Chris, Louise Greenfield, and Jeanne Pfander. "Arizona Electronic Atlas: a Dynamic Resource for Arizona Data." Program presented at the 2004 Arizona Library Association Annual Conference, Phoenix, AZ, December 9-11, 2003.

Shelley Phipps

Publications:

Stoffle, Carla and Shelley Phipps. "Meaningful Measures for Libraries." *Library Issues, Briefings for Faculty and Administrators* 23, no. 4 (March 2003).

Presentations:

Phipps, Shelley. "Organization Development Institute." Co-designed and presented at the Gelman Library, The George Washington University, Washington, DC, November 2-4, 2003.

National Service:

American Library Association, Association of College and Research Libraries, Academic Research Librarian of the Year Award Committee

Pat Promis:

Honors:

2003 UCLA Senior Fellow

National Service:

American Library Association, Association of College and Research Libraries, Professional Development Committee, Chair

Atifa Rawan

Publications:

Kollen, Chris, Jeanne L. Pfander, Louise Greenfield, Atifa Rawan, and Miriam Glanz. "Creating the Arizona Electronic Atlas: A GIS Partnership." In *Learning to Make a Difference : Proceedings of the Eleventh National Conference of the Association of College and Research Libraries, April 10-13, 2003* edited by Hugh A. Thompson, 235-244. Chicago: American Library Association, 2003.

Rawan, Atifa, contributor. *The Best Books for Academic Libraries: Volume 7: Political Science, Law and Education*. Temecula, CA: The Best Books Inc., 2003.

Rawan, Atifa, Cheryl K. Malone, and Laura J. Bender. "Assessing the Virtual Depository Program: The Arizona Experience." *Journal of Government Information* 30, (August 7, 2003).

Presentations:

Rawan, Atifa. "Government Printing Office Pilot Project: The Arizona Experience." Presented at the Arizona Library Association Conference, Phoenix, AZ, December 10, 2003.

----. "Kabul University Libraries: Assessment and Implementation: Challenges and Issues." Presentation at the Arizona Library Association Conference, Phoenix, AZ, December 11, 2003.

----. "Virtual Depository : Arizona Project – Final Report and Recommendations." Presented at the Government Printing Office Depository Council, Washington, DC, October 18, 2003.

----. "Women and Education Situation in Afghanistan." Presentation for the Committee of Foreign Relations Council, Tucson, AZ, December 18, 2003.

National Service:

American Institute of Afghanistan Studies, Duke University, Board of Trustees

Kabul University Library, Kabul Institute of Medicine Library, and University of Education Library, Afghanistan, Consultant and Library Staff Trainer (part of sabbatical project, spent in service to university libraries in Kabul, Afghanistan)

OCLC Public Affairs Information Service (PAIS) Editorial Advisory Committee, 2001-present

University of Manitoba, Winnipeg Centered Committee to Restore the Kabul University Library

Veronica Reyes

Publications:

Hook, Sheril J. and Verónica Reyes. "Where it Counts: Departmental Curriculum Committees and Librarians." *Forthcoming in Proceedings of the ACRL Eleventh National Conference: Learning to Make a Difference*, Charlotte, NC, April 10-13, 2003.

National Service:

American Library Association, Association of College and Research Libraries, Instruction Section, Instruction Section for Diverse Populations Committee, Intern

Association of Research Libraries, Leadership and Career Development Program

Janice Simmons-Welburn

Publications:

Simmons-Welburn, Janice and William Welburn. "Organizational Entry, Sense Making, and New Employees in Academic Libraries." *Proceedings of the ACRL Eleventh National Conference: Learning to Make a Difference*, Charlotte, NC, April 10-13, 2003, 60-6.

Presentations:

Brewer, Joseph, Sheril J. Hook, Janice Simmons-Welburn, and Karen Williams. "A Libraries A Library Response to the Transformed Campus: A White Paper Presented to the Project on the Future of Higher Education." Presented at the Project on the Future of Higher Education meeting, New York, NY, October 3, 2003.

National Service:

American Library Association, Association of College and Research Libraries, 12th National Conference Committee Roundtable Subcommittee, Chair

American Library Association, Library Administration and Management Association, 2004 National Institute Planning Committee

American Library Association, Library Administration and Management Association, Leadership Development Committee, Chair

American Library Association, Reference and User Services Association, Membership Committee, Co-chair

Ping Situ

Presentations:

Bracke, Marianne Stowell, Ping Situ, and Rae Swedenburg. "Ask A Librarian: All the Answers Under the Sun." Poster presented at the 2003 Learning Technology Showcase, Tucson, AZ, May 8, 2003.

Situ, Ping. "West Meets East: A Historical Review of the Collaboration in Libraries between USA and China 1868-2003." Presented at the Arizona Library Association Conference, Phoenix, AZ, December 9-11, 2003.

National Service:

American Library Association, Association of College and Research Libraries, International Relations Committee

Carla Stoffle

Awards:

American Library Association Equality Award

Publications:

Stoffle, Carla, Barbara Allen, Krisellen Maloney, and David Morden. "Continuing to Build the Future: Academic Libraries and their Challengers." *portal: Libraries and the Academy* 3, no. 3, (July 2003): 363-380.

Stoffle, Carla, Patricia Morris, and Ninfa Trejo. "Voices from the 21st Century: Librarians at the University of Arizona Library." In *Expectations of Librarians in the 21st Century* edited by Karl Bridges. Westport, CN: Greenwood Press, 2003.

Stoffle, Carla and Shelley Phipps. "Meaningful Measures for Libraries." *Library Issues, Briefings for Faculty and Administrators* 23, no. 4 (March 2003).

Presentations:

Stoffle, Carla. "Meaningful Measures for Libraries." Presented at the Missouri Library Association Annual Conference, Springfield, MO, October, 2003.

----. "Successful Libraries: There are Many Paths to a Great Library." Presented at Marquette University, Milwaukee, WI, April, 2003.

National Service

American Library Association, Committee on Accreditation, Chair, 2002 - 2003

American Library Association, Endowment Trustee, 1988-1993, 2001 - present

American Library Association, Loleta Fyan Award Jury, 2003 - 2004

Association of Research Libraries, Committee on Statistics and Measurement, Chair, 2003

Association of Research Libraries, Leadership and Career Development Program, Mentor

Center for Research Libraries, Board of Directors, Chair, 2003 - 2004

Center for Research Libraries, Board of Directors, Vice-Chair, 2002 - 2003

Project on the Future of Higher Education, Institute Member

Trejo Foundation Board of Directors, 2000 - present

Leslie Sult

National Service:

American Library Association, Library Instruction Round Table, Continuing Education Committee

Arizona Library Association, Reference, Public Services and Instruction Group, Chair-Elect

Laura Talamonti

Publications:

Oxnam, Maliaca, Laura Talamonti, and Vicki Mills. "Around the World to the University of Arizona Information Commons." *Library Hi Tech News* 20, no. 6 (July 2003).

Presentations:

Oxnam, Maliaca, Laura Talamonti and Vicki Mills. "An Operational View of the Information Commons." Program presented at the 3rd Annual Gateway Technology Solutions Conference, University of Arizona, Tucson, AZ, March 21-22, 2003.

Karen Dalziel Tallman

National Service:

Internet Reference Services Quarterly (IRSQ): A Journal of Innovative Information Practice, Technologies and Resources, Editorial Board

Jennalyn Tellman

Publications:

Tellman, Jennalyn, subject advisor for E11-143 - America, E151-887 - United States History, E300-453 - Revolution to Civil War, E456-655 - Civil War Period, 1861-1865. *Best Books for Academic Libraries, vol. 4: History of the Americas*. Temecula, CA: The Best Books Inc., 2003.

American Libraries Association, Reference and User Services Association, History Section, History Bibliography and Indexes Committee, Editor, 2002-2004

Bonnie Travers

National Service:

American Library Association - Society of American Archivists - American Association of Museums Joint Committee on Library-Archives Relationships, Chair 2003-2004

American Library Association - Society of American Archivists - American Association of Museums Joint Committee on Library-Archives Relationships, 2002-2004

Polly Trump

Publications:

Trump, Polly. "Self-Assessment of the Architecture Library, University of Arizona." cited in *The Library and the Accreditation Process in Design Disciplines: Best Practices (Occasional Paper No. 14)* by Jeanne M. Brown, Paul Glassman and Janine J. Henri. ARLIS/NA, 2003.

National Service:

Art Libraries Society of North America, Research Awards Committee, Co-chair

Art Libraries Society of North America, Mountain West Chapter, Listserv moderator

Art Libraries Society of North America, Mountain West Chapter, Membership Committee, Co-chair

Art Libraries Society of North America, Mountain West Chapter, Mountain West newsletter, *The Mountain Ledger*, Editor

Jeanne Voyles

National Service:

American Libraries Association, Library Administration and Management Association, Human Resources Section, Staff Development Committee, Chair (appointed)

American Libraries Association, Library Administration and Management Association, Human Resources Section, Staff Development Committee, Program Committee, Chair

Barbara Williams

Publications:

Blowers, Paul and Barbara Williams. "A Quantitative Investigation into Contributions to the Pedagogical Advancement of Engineering Education and a Comparison to Undergraduate Engineering Education School Rankings." Published in the *Proceedings of the 2003 American Society for Engineering Education Annual Conference and Exposition*, Nashville, TN, June, 2003.

Williams, Barbara and Paul Blowers. "Deconstruction of an Engineering Syllabus for Information Literacy." Published in the *Proceedings of the 2003 American Society for Engineering Education Annual Conference and Exposition*, Nashville, TN, June, 2003.

Presentations:

Blowers, Paul and Barbara Williams. "Deconstruction of an Engineering Syllabus for Information Literacy." Program presented at the American Society of Engineering Education annual conference, Nashville, TN, June, 2003.

----. "A Quantitative Investigation into Contributions to the Pedagogical Advancement of Engineering Education and a Comparison to Undergraduate Engineering Education School Rankings" Program presented at the American Society of Engineering Education annual conference, Nashville, TN, June, 2003.

National Service:

American Library Association, Association of College and Research Libraries, Effective Practices Review Committee

American Library Association, Science and Technology Section, Program Planning Committee

Karen Williams

Publications:

OCLC E-Learning Task Force. "Libraries and the Enhancement of E-Learning." (white paper, OCLC). Dublin, OH: OCLC, October, 2003. <http://www5.oclc.org/downloads/community/elearning.pdf>.

Presentations:

Barnes-Whyte, Susan, Joan Kaplowicz, Sharon Mader, Karen Williams, and Anne Zald. *Institute for Information Literacy, Immersion Program*. Program sponsored by the Association of College and Research Libraries and the Associated Colleges of the Midwest, Cedar Rapids, IO, July 11-16, 2003.

Brewer, Joseph, Sheril J. Hook, Janice Simmons-Welburn, and Karen Williams. "A Libraries A Library Response to the Transformed Campus: A White Paper Presented to the Project on the Future of Higher Education." Presented at the Project on the Future of Higher Education meeting, New York, NY, October 3, 2003.

Williams, Karen. "Leadership and Management of Information Literacy Programs." Program presented at the University of Hawaii, Honolulu, Hawaii, May 21, 2003.

National Service:

Online Computer Library Center E-Learning Task Force

**University of Arizona Libraries Strategic Long Range Planning Team
2003/2004 Current Situation Analysis
Summary**

I. ECONOMY/DEMOGRAPHICS

The economic forecast from the state of Arizona is volatile, at best. The state faces a budget deficit conservatively estimated at one billion dollars. The budget picture is changing as it will also have to pick up Medicare and Correctional expenses from federal government. Still, Governor Napolitano is supportive of higher education, so there is reason for guarded optimism at this time.

At the University, there are no rescissions planned at this time, but no increase to the Information Access budget to adjust for inflation reduces our buying power and has us looking at cuts in serials. UA remains committed to the Science and Technology Park (university and business entities), and is planning to build 3-5 new science buildings on campus. As an indicator of the local economy, UA Career Services indicates that the job market has improved this year over last year, and that the number of companies sending recruiters to UA campus increased. Monies for market and merit have been allocated by UA for the next few years, but this is not assured in the long term. If it does not, the Libraries may have to return to the prior practice of internally funding monies for Career Progression. We also will have to continue our ongoing strategy of internally funding promotions and counter-offers by cannibalizing positions. The Libraries have made it a priority to look for non-state sources of funding, be they grants, revenue activities and to raise the profile of fundraising.

II. EDUCATION

The University of Arizona Libraries are committed to information literacy and facilitating life long learning skills for students. In order to accomplish our library goals in this area, the library staff participates in library orientation, bibliographic instruction, course integrated instruction, the creation of web tutorials and working directly with faculty. In addition, the Libraries are very active in the campus community working together with faculty to integrate information literacy competencies into the curriculum. The Libraries are also working nationwide on projects like the Standard Assessment for Information Literacy Skills (SAILS). SAILS is a national project involving several higher education institutions and The Association for Research Libraries (ARL). If this assessment instrument is successful, it could be used to provide comparative national data on student knowledge of information literacy concepts. Although, the Libraries are making wonderful strides in information literacy, it is still a challenge to reach all students with a small staff. One way the Libraries hope to accomplish this is by developing scalable teaching methods. However, the Libraries do not have a shared vision for the future direction that information literacy should take on campus. The Information Literacy Project Team has been charged this year to develop a common definition for scalable instruction and help library staff further develop learning outcomes.

III. HUMAN RESOURCES

Increased centralized control over positions constrains our ability to use funds from vacant lines. We have to come up with strategies to provide needed raises (e.g., merit, market, reclassifications) and to offer competitive salaries. Over the next 3-4 years, promotion raises for librarians will tax the current personnel budget if all who are eligible are successful. The University is providing funds for salary increases in January 2004. We will use our current system and have flexibility to merge merit and market funds. At this time, we have no information on market adjustments for classified staff; however, several job titles in the Libraries were regraded resulting in increases for some individuals, funded by the University.

New approaches to hiring, staffing and training are being identified to respond to the changing nature of work and roles of library employees. No training positions, little opportunity for training outside the Libraries, and competing time demands result in difficulty meeting new, higher expectations of changing work. We are in a transitional phase, changing from traditional library tasks to higher level, system wide, technology based work. New technology requires a stronger background in problem solving and understanding of systems which continually change.

A significant number of staff do not have the background or understanding of team concepts and the fundamentals of the learning organization. The Libraries' Human Resources and Organizational Effectiveness team is embarking on a strategy to aggressively pursue the continuing development of the Libraries as a learning organization.

The Libraries are committed to diversity and has been successful in recruiting diverse candidates for open positions. Programs that support diversity, such as the PIC student assistant program, the two year residency program, and Knowledge River have been successful and acknowledged locally and nationally.

IV. INFORMATION ACCESS

We are in an age of managing dual collections (i.e. print and electronic). By purchasing Serials Solutions records, we have better and more access to electronic content, with 6000 additional titles in aggregators. The government documents project increased the number of titles available electronically; likewise, the GPO plan to digitize more documents will add even more electronic access for our customers. Beta-SEARCH already provides customized access to over eighty databases and various profiles and the holdings improvement project has set the stage for Open-linking to full text articles.

Managing both print and electronic collections presents challenges; we lack tools and processes for assessing our collections. Some of our contracts are for all e-journals, making deselection difficult. Print journals are important in some disciplines; can the Libraries afford both? We have no systematic way of tracking the usage of our resources, so we cannot make selection decisions on this basis. The Libraries decided not to participate in the ARL E-Metrics project.

We lack key metadata to provide more seamlessness through automation and the ability to inter-operate metadata between systems and vendors. The campus systems are not capable of providing authorization information for authenticated users in the way we need, limiting our ability to integrate and customize services in a seamless way. Beta-SEARCH requires login and there is no standard for course management software. Therefore, there is no one place (such as Student Link) for students to go to within a course to access our resources. Rather, BlackBoard, WebCT, and POLIS are supported but do not provide the functionality needed for unmediated access. The standard for integrated searching, Z39.50, lacks desired functionality and is rarely implemented fully by our vendors; this is the case with OpenURL and other standards.

Document Delivery provides online ordering and the delivery of articles. New processes promise faster turnaround time and higher quality PDF profiles for printing. E-Res will bring additional independence for users of electronic reserves. Express checkout increases user self-sufficiency and is being used more and more by customers, saving their time and our staff resources. Virtual reference service increases reference availability to remote users.

Our Information Access budget remains static while inflation rises. The Information Resources Council is developing criteria and methods for assessing the effectiveness of selecting and, with the Integrative Services teams, beginning a program for deselecting monographs. The budget allocation project is charged with developing an allocation method based on demonstrated need. There are plans to outsource more copy cataloging work which will result in more materials in more formats arriving shelf-ready.

V. INFORMATION TECHNOLOGY

Customers are technologically savvy and have high expectations for search and access of information. Google gives our customers what they want, when they want it via a simple, easy to use interface. Google does its own cataloging/indexing and so can provide reliable results ranked for relevance. Scholars Portal begins to provide the single-search access to content with single click links to take our customers directly to content that they want. But Scholars Portal relies on the vagarious cataloging/indexing of aggregators and publishers and so cannot provide reliable result sets and cannot rank for relevance without development of intermediary software. It will be necessary for the Libraries' metadata infrastructure to be continually improved to support the new technologies that are being developed.

The Information Architecture project begins the process of re-designing the Libraries' Web gateway to provide users with seamless access to and delivery of information but this will be a multi-year effort. Part of this re-design will separate public information from staff information so staff information can be provided via a secure intranet and public information can be secured from tampering with firewalls and other security measures.

Resources have not been available for internal projects such as a Human Resources system; currently HROE staff has many issues with Access and Excel. The FASTCats' ATLAS system is in Access97 but the system should be migrated to some supported database software that can

handle multi-user access. The Libraries decided not to participate in the ARL E-Metrics statistics reporting but statistics are still needed to evaluate usage of e-resources.

There is increased interest in the integration of libraries, museums and archives. This is a topic of presentations at ALA, LITA Forum, etc. CCP and Special Collections are changing focus so there is an opportunity to define a new future and to make unique UA collections digitally available.

VI. OUTREACH

Outreach has been defined as a form of education that transcends the classroom and laboratory to bring knowledge and discovery to people outside of the University. As a Land Grant institution, the University of Arizona has clearly articulated the following outreach goals: a) to address major cultural, economic, and public policy needs; b) to coordinate overlapping outreach activities; and c) to enhance outreach by incorporating new and emerging technologies d) to collaborate with the people and organizations of Arizona and beyond to improve quality of life through community engagement. In addition, the University's Focused Excellence initiative has acknowledged the importance and excellence of UA arts & humanities outreach by identifying "Creative Expression through the Arts & Humanities" as one of the "Academic Leadership Themes". Recently the University has established a goal to become a "Hispanic-serving" institution in the coming decade. This will likely provide a focus for many outreach efforts on campus. On a broader scale, it has become clear that many grant funding entities are looking for proposals that include outreach to off-campus populations.

UA Libraries' faculty and staff share their knowledge and university experiences with a diverse state, national, and international population through activities such as exhibits, cultural events, as well as print and online collections. The Center for Creative Photography and Special Collections both have unique holdings that are natural sources of outreach programming, including special events and exhibits, both "live" and virtual (online). Other teams also participate in outreach, again through special events and Library-produced digital resources, etc. All of these efforts serve a dual purpose of education and outreach to both primary and secondary customers.

Nevertheless, static or decreased funding levels and reduced staff numbers will continue to affect our ability to provide special outreach services to "secondary" customers. Compounding these financial constraints is the fact that within the Libraries there is no shared understanding of - or strategic direction for - our outreach activities.

VII. SCHOLARLY COMMUNICATION

The current economic model of scholarly publishing cannot be maintained. More scholarly content is being produced by the increased numbers of scholars and researchers and therefore it costs libraries more to purchase / provide access. Library budgets are static or declining. Mergers of publishers, especially science, technology, and medicine (STM) publishers, tend to reduce competition and increase costs. Recent legislation, government policy and/or case law

pose threats to Fair Use practices, intellectual freedom and access to information. Proponents of legislation and lawsuits that are not in the best interest of scholars and libraries are well-connected and well-funded. Technology also makes possible wholesale copyright infringement and enables abuses of access to information in ways we haven't seen before. Legitimate intellectual property concerns need to be acknowledged. At the same time, publishers and even government agencies are seeking to use technology in ways that can threaten or inhibit scholarly communication.

On the other hand, these threats can force change and raise awareness of copyright, intellectual property and intellectual freedom issues. Alternatives are increasing, with more freely accessible articles and preprints available through non-traditional publishing venues. There is more awareness of the Open Access movement and scholarly communication issues in general in academic communities and scholarly societies. There is also more information and support available from organizations active in scholarly communication issues such as SPARC, ARL, ACRL, etc. There is an opportunity to influence public policy. The public and/or Congressional sentiment seems to be somewhat less influenced by the publishing and entertainment industries. Advances in technology have produced radical shifts in the ability to reproduce, distribute, control, and publish information. Tools such as Scholar's Portal hold promise of increasing access to information resources from smaller publishers.

The UA Libraries are committed to continue the development and implementation of a program of education and advocacy, in the Libraries and on campus, related to scholarly communication issues of copyright, publishing, and intellectual property. The UA Libraries are developing a broader base of expertise as librarians and staff participate in Scholarly Communication Team programs. Local experiences with alternative publishing (Hagedorn, Rosenzweig, etc.) have also contributed to a developing expertise in DLIST and other teams. We are also developing relationships with other units on campus (UA Attorneys office, etc.) that can leverage our expertise and efforts to effect change.

We continue to struggle with how to measure the results of our efforts in scholarly communication education and advocacy. We also need a better understanding of the costs of in-house electronic publishing / digitization efforts.

VIII. SPACE

Space is an increasingly scarce and valuable resource for this Library. While we have a long-term strategy of a static print collection by 2006, getting there in the short-term may be a bumpy ride. We have just made the first strides in the journey from "collecting" to "managing" information resources. The implications to staff time and energy of doing this new work are just beginning to be understood, no less appreciated. We stand astride a crossroads, with one foot in the print realm and the other in the digital realm. We realize a future direction towards consortial print and digital repositories will change the notion of "our collection". The Libraries have reason to be optimistic that we can convince the University to help us find equipment-

based solutions to increasing our shelving capacity by the installation of compact shelving. Yet we have reason to be pessimistic that badly needed building renewal or deferred maintenance on our facilities will be soon in coming. Seating capacity at workstations in our Information Commons is often reached, as customers use this space to access information. Wireless may help this demand for seats at workstations, but it has a ways to go before it can be retrofitted into our facilities originally built in the 60's and 70's. The Libratory will create a new space that can fully take advantage of new technologies and provide space for group collaborative learning, but it too has a way to go before becoming a reality.

IX. STAKEHOLDER RELATIONS

The Focused Excellence initiative has changed the way the UA allocates resources on campus. In order for the Libraries to stay aligned with the University of Arizona strategic directions, we will need to support the changing needs of the campus. In addition, changing economic models have many campus departments looking outside the University to fund strategic projects for the future. The Libraries' Dean, development officer, SLRP and Cabinet are working together to establish fundraising priorities for the future. The Libraries also have a temporary Assistant to the Dean who will help strengthen the presence of the University Libraries and the Center for Creative Photography. In the midst of all of this, library competitors like XanEdu are promoting course packs and customized electronic resources directly to faculty and students.

In terms of the Libraries' communication plan, right now, there are no mechanisms to combine library products and services into one clear message (virtual reference, electronic reserves, self checkout etc.). Not all Libraries' staff members see the value of continuously promoting our unique products and services. The Libraries this year are faced with a static information access budget. Therefore, library staff members are engaged in discussion with how we are going to reallocate the information access budget and any strategies the Libraries may need to engage in to ensure funding for the future.

Selected Outreach Events of UA Libraries • 2003

Center for Creative Photography

The most significant highlight at the Center for Creative Photography was the hiring Dr. Doug Nickel as the Center for Creative Photography's fourth director. Since his tenure both memberships and donations have increased.

Exhibition-Related Statistics

Americanos: Latino Life in the United States recorded a gallery attendance of 10,078, staff gave over 100 tours, and 1,854 participants attended the programs. A \$3,025 program grant from the Arizona Humanities Council funded nine programs including a community day celebration with Latino music, dance, and bilingual gallery tours. Also funded was a panel discussion entitled *The Public Portrayal of Latinos: An Ongoing Discussion*.

Over 12,000 people saw *The Drama of Pictures: Aaron Siskind's Photography* exhibition. Staff gave 116 class tours to over 2,000 students. More than 600 attended the five exhibition-related programs. CCP's collaboration with the Tucson Poetry Festival brought in poet and art critic, John Yau.

Edward Weston: A Vision Conserved and

Margrethe Mather & Edward Weston: A Passionate Collaboration received a gallery attendance of 9,151. Eighty-eight group tours were given for 1,532 participants. Related programs had an attendance of 620.

Collection Access and Study: Print Viewing Program

The Center's print viewing program continues to present sixty to eighty sessions each month for classes and the general public. Over 100 university classes requested personalized print viewings to complement areas of study including photography, art history, media arts, design, creative writing, history, women's studies, and humanities.

Publications

In the past twelve months CCP supplied over 1,000 reproductions to 150 external customers including publishers, museums, television stations, independent film makers, and researchers.

Quicktime Virtual Reality Update

Using the exhibition *Edward Weston: A Vision Conserved* as a prototype, the UA Center for Computing and Information Technology (CCIT) offered its services to design a virtual reality (VR) exhibition capture. This has important entrepreneurial implications and will serve the campus focused excellence initiatives.

Friends of the Libraries

In collaboration with Special Collections, the Friends of the Libraries hosted events designed for outreach as well as fundraising purposes in 2003.

Friends of the Libraries Events

Friends of the Libraries Annual Book Sale

Lecture: "The Implications and Influence of Contemporary Mime on 20th Century Theatre and Culture"

Annual Luncheon fundraiser

Past & Present 25th Anniversary Board Reunion

Dedication Ceremony of the Electronic Library Education Classroom with the UA Parents' Association

Special Collections

During 2003, total public and student audiences for 22 special events and 67 hosted instruction sessions totaled 2,709.

Special Collections Exhibitions (total estimated audience: 1000)

Gift Book Gems from the Friends of the Library Louise Rucker Bequest

Nightmare on Cherry St.: Gothic fiction from Mary Shelley's Era

My Heart Doth Dance: Love, Marriage, and Transgression in Medieval Times

The Rounce & Coffin Club Western Books Exhibit

Beyond Love and/or Terror: The Book as Art

Sciences et Lettres au 19ème : Exposition de Livres

Looking Back/Influencing the Future: Three Women Architects

Special Collections as Host for Small Educational Symposia and Workshops

Disaster Planning Workshop held on March 18, 2003

Society of American Archivists: Government Records Section Workshop - "Archives of EPIC Proportions: A Problem Solving Approach to Managing Congressional Papers" held on March 20-21, 2003

Sex, Race and Globalization: Mapping Insurgencies Conference held on April 25-26, 2003

University of Arizona Medieval, Renaissance, and Reformation Committee International Conference (UAMARRC symposium) held on May 1-4, 2003

Special Collections' Public Readings, Lectures, and Programs

Career Exposition Reception

Dean's Reception

Black History Month Discussion

National Poetry Month: Four lectures supporting Tucson Poetry Festival City-wide events

Commission on the Status of Women Millennium Project Program

Friends of the Library "Mime"

"Translating Japanese Literature: Murakami Haruki and Other Contemporary Writers" by
Dr. J. Philip Gabriel
"An Evening with Women of Mystery" panel discussion and dessert buffet with authors
Judy A. Jance, Betty Webb, Judith Van Gieson and Sinclair Browning

Science-Engineering Library

Junior Scientists: Kids' Day at the Library during UA Homecoming - Hands-on experiments and exploration of science and related disciplines. Collaboration with UA colleges and with the Office of Early Academic Outreach's Mathematics, Engineering, Science Achievement (MESA) program.

Development at the UA Libraries • 2003

During 2003, the Libraries and Center for Creative Photography were beneficiaries of over \$7 million dollars in donations both cash and in-kind donations.

Non-cash donations:	\$ 5,456,404.87*
Cash donations:	\$ 1,761,266.70**
TOTAL:	\$ 7,217,671.57

*Non-cash gifts for CCP totaled \$5,183,356.42. CCP received a major gift valued at 4.2 million was donated by the Estate of Josephine Morris.

The Library received 3 large books donations from David Laird, The Estate of Kent Alexander Williams, and Mike and Rosamonde Wilhite.

**\$1.1 million of these donations were for the Integrated Learning Center.

New Endowments Established in 2003

Dr. E. Daniel Albrecht Science and Engineering Library Endowment

David and Shirley Allen Family Library Fund

The Alexander and Nicholas J. Cutrules Family Hellenic Studies Library Endowment

East Asian Studies Library Endowment

Samuel and Corinna Huang Library Endowment Fund

Emery and Ann-Eve Johnson Library Endowment

Jim Sullivan 65' 71' Library Fund

Membership

The Friends of UA Libraries membership for 2003 increased to 625 (from 568 the previous year).

CCP memberships for 2003 totaled 362 with 320 renewals and 38 new joining members. Over the past ten years, CCP received, on average, 4 new memberships each year, so this represents a dynamic change.

UA LIBRARIES HISTORICAL REVIEW OF STATISTICS
February 2004

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
31	27	27		

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	4,441,599	4,555,217		

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	96,360	114,701		

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	48,731	46,849		

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

Current serials purchased / received					
	June 1991	June 1992	June 1993	June 1994	June 1995
P=	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
P=	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	17,865	17,686		
R=	2,864	6,343	7,809		

UA LIBRARIES HISTORICAL REVIEW OF STATISTICS
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T=

23,790	24,208	25,495		
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UA LIBRARIES HISTORICAL REVIEW OF STATISTICS
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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	5,356,418	5,426,211		

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	8,202	9,859		

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	8,546	8,776		

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	\$2,500,236	\$2,695,243		

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	\$5,102,402	\$5,427,929		

UA LIBRARIES HISTORICAL REVIEW OF STATISTICS
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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	\$469,383	\$481,809		

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	\$828,581	\$844,112		

\$358,248

Includes additional NS spending

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	\$8,900,601	\$9,449,093		

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	\$166,500	\$116,500		

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	\$3,561,294	\$3,634,536		

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	\$3,734,801	\$3,718,415		

UA LIBRARIES HISTORICAL REVIEW OF STATISTICS
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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	\$728,810	\$873,073		

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	\$8,024,905	\$8,226,024		

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	\$3,108,994	\$2,807,238		

Includes additional NS and Grant spending

Total library expenditures				
June 1991	June 1992	June 1993	June 1994	June 1995
\$11,407,917	\$11,850,757	\$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	\$20,201,000	\$20,598,855		

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	82	77		

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

UA LIBRARIES HISTORICAL REVIEW OF STATISTICS
February 2004

135	134	124		
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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	74	80		

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
288	290	281		

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	1,823	1,828		

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	30,939	36,136		

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	43,480	39,250		

UA LIBRARIES HISTORICAL REVIEW OF STATISTICS
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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	731,624	767,742		

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	25,412	42,755		

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	791,113	743,793		

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	1,516,207	1,678,611		

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	18,003	18,195		

UA LIBRARIES HISTORICAL REVIEW OF STATISTICS
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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	24,315	24,928		

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	\$0	\$869,699		

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	\$220,924	\$106,000		

* 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.

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	\$378,338	\$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	\$1,263,730	\$518,000		

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

Fund raising				
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	\$2,197,254	\$7,362,223		

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

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%	25%			
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%	35.00%			

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				
	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				
	29	33	9	11	9
	FY 2001-2002	FY 2002-2003	FY 2003-2004	FY 2004-2005	FY 2005-2006
L=	\$40,300	\$41,750			
B=	\$40,300	\$42,086			

UA LIBRARIES HISTORICAL REVIEW OF STATISTICS
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ARL RANK				
6	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
\$51,165	\$54,648			
ARL RANK	ARL RANK	ARL RANK	ARL RANK	ARL RANK
63	NA			

* 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.

**AFFIRMATIVE ACTION AVAILABILITY STATISTICS
UNIVERSITY OF ARIZONA LIBRARIES - JANUARY 1, 2004
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]	1 11%	8 89%	1 11.1%	1 11%	3 33%	0 0.0%	4 44%	5 56%
Accountant, Associate	0	1	0	0	0	0	1	0
Accountant	1	2	1	0	0	0	2	1
Accountant, Sr.	0	3	0	1	2	0	0	3
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 25%	3 75%	0 0.0%	0 0%	0 0%	0 0.0%	4 100%	0 0%
Curatorial Museum Assistant	0	0	0	0	0	0	0	0
Curatorial Specialist/Museum Specialist	0	2	0	0	0	0	2	0
Curatorial/Museum Specialist, Senior	0	1	0	0	0	0	1	0
Exhibit Specialist Senior	1	0	0	0	0	0	1	0
321. MANAGEMENT-RELATED SPECIALISTS								
1990 Census - Skills in Local Area								
UA Library [total]	0 0%	1 100%	0 0.0%	0 0%	0 0%	0 0.0%	1 100%	0 0%
Marketing Specialist Associate	0	1	0	0	1	0	0	1
Marketing Specialist	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%	2 50%	0 0.0%	2 50%	2 50%
Program Coordinator	1	1	0	0	1	0	1	1
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]	0 0%	8 100%	0 0.0%	0 0.0%	3 37.5%	1 12.5%	4 50.0%	4 50.0%
Administrative Associate	0	1	0	0	0	0	1	0
Administrative Assistant	0	7	0	0	3	1	3	4
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]	0 0%	2 100%	0 0.0%	0 0.0%	1 50.0%	0 0.0%	1 50.0%	1 50.0%

Office Specialist	0	1	0	0	1	0	0	1
Office Specialist, Senior	0	1	0	0	0	0	1	0
Secretary, Administrative	0	0	0	0	0	0	0	0
Job Group	Male	Female	African American	Asian American	Hispanic	Native American	White	Total Minority
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
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]	17	42	2	2	16	1	38	21
	28.8%	71.2%	3.4%	3.4%	27.1%	1.7%	64.4%	35.6%
Library Specialist	16	32	2	2	13	1	30	18
Library Specialist Sr.	0	3	0	0	1	0	2	1
Library Supervisor	1	7	0	0	2	0	6	2
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]	8	8	0	3	2	1	10	6
	50.0%	50.0%	0.0%	18.8%	12.5%	6.3%	62.5%	37.5%
Applications Systems Analyst	1	0	0	0	0	0	1	0
Applications Systems Analyst, Sr.	1	1	0	1	1	0	0	2
Computer Database Specialist, Sr.	1	0	0	1	0	0	0	1
Graphic Designer	0	1	0	0	0	0	1	0
Photographer	0	1	0	0	0	0	1	0
Photographer, Principal	0	1	0	0	0	0	1	0
Support Systems Analyst	2	2	0	0	1	1	2	2
Support Systems Analyst, Senior	3	2	0	1	0	0	4	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	32	75	3	7	28	3	66	41
	29.9%	70.1%	2.8%	6.5%	26.2%	2.8%	61.7%	38.3%

UA Library Academic Professionals - January 1, 2004

Affirmative Action Statistics - By Library Rank

Title	Male	Female	African American	Asian American	Hispanic	Native American	White	Total Minority
Dean	0 0%	1 100%	0	0	0	0	1 100%	0 0%
Director	1 100%	0 100%	0	0	0	0	1 100%	0 0%
Assistant Dean	1 50%	1 50%	0	1 50%	0	0	1 50%	1 50%
Associate Dean	0 0%	1 100%	1	0 0%	0	0	0 100%	1 0%
Assistant to the Dean	1 33%	2 67%	0	0	0 0%	0	3 100%	0 0%
Team Leader	1 12.5%	7 87.5%	0	0	1 13%	0	7 88%	1 13%
Full Librarian	3 30%	7 70%	0	0 0%	0	0	10 100%	0 0%
Associate Librarian	5 38%	8 62%	0 0%	0	1 8%	0	12 92%	1 8%
Assistant Librarian	9 36%	16 64%	2 8%	5 20%	6 24%	1 4%	11 44%	14 56%
Other (Academic Professional)	1 50%	1 50%	0	0	0	0	2 100%	0 0%
Other (Administrative Professional)	0 0%	2 100%	0	0	0	0	2 100%	0 0%
TOTAL								
	22 32%	46 68%	3 4.4%	6 8.8%	8 11.8%	1 1%	50 74%	18 26%
Library Administrators								
	4 22%	14 78%	1 6%	1 6%	1 6%	0 0%	15 83%	3 17%

**THE CENTER FOR CREATIVE PHOTOGRAPHY
UNIVERSITY OF ARIZONA**

MISSION

The Center for Creative Photography actively collects, preserves, interprets, manages and makes available materials that are essential to understanding photography and its history. Through its archives, collections, education programs, exhibitions, and publications, the Center promotes research into and appreciation of the photographic medium while safeguarding original objects for posterity.

VISION

The Center for Creative Photography is a unique site for exploration into and debate about photography and its role in modern society. We advocate freedom of expression and responsible stewardship of our photographic heritage, encourage open-minded inquiry and collaboration, and lead by example in the creation of new knowledge about lens-based culture.

VALUES

The Center for Creative Photography embraces the ideal that both knowledge and art are intrinsically valuable to society and people's lives, and that photography as a medium offers special insights into the nature of reality, the human condition, and our place in history. In the service of this ideal, we are dedicated to intellectual freedom, professional integrity, respect for a diversity of viewpoints, and learning as a life-long endeavor.

Background and History

The Center for Creative Photography was founded in 1975 at the University of Arizona, the brainchild of John P. Schaefer and photographer Ansel Adams. Schaefer had assumed the presidency of the University in 1971, determined to enhance the reputation of the school as a major research institution by building new libraries and augmenting their collections, by increasing support to other campus facilities (such as the University Art Museum), associating the institution with the Pac 10 universities, and by energetically pursuing new faculty appointments at the highest level. Schaefer was himself both a photographer and a renowned chemist, and at his instigation, a comprehensive exhibition of Ansel Adams photographs was organized for the Art Museum in 1974. Adams had recently been in discussions with officials of the University of California system about placing his archive and collection at one of the UC libraries, but despaired to learn that his life's work would likely be relegated to storage in a basement. When, upon the opening of the Adams exhibition in Tucson, Schaefer boldly proposed purchasing the entire set of fine prints for the University, Adams recognized in Schaefer a visionary whose ideas about photography were as expansive as his own. Jointly, they outlined an ambitious plan to found a University-based institution devoted to the conservation, study and appreciation of the medium of photography—a repository, moreover, for not simply Adams, but for every important photographer whose career was worthy of preservation, scholarly analysis, interpretation, and public display. With the guidance of William Turnage, Adams' manager, and the counsel of eminent photo historian Beaumont Newhall (late of the George Eastman House in Rochester, New York), the idea of the Center for Creative Photography was made a reality in a remarkably short span of time.

Upon its founding, the Center hired as its first director Harold Jones, who had worked under Newhall at the Eastman House prior to accepting a position at the innovative Light Gallery in New York. Jones was instrumental in attracting the first significant archives to the Center—those of Harry Callahan, Frederick Sommer, Aaron Siskind, and Wynn Bullock, among them—and finalized acceptance of the Adams Archive. Jones also launched the Center's ambitious exhibition program, at first displayed in rented quarters just off campus, and began negotiations for a number of other photographer's collections. His successor, James Enyeart, continued these efforts, adding the Edward Weston Archive and Garry Winogrand Archive, finalizing acquisition of the W. Eugene Smith collection, and securing an important set of prints by Richard Avedon for the CCP during his tenure. Enyeart was instrumental in raising the funds necessary to construct a state-of-the-art building on the University arts quadrangle, complete with its own library, climate controlled storage spaces, darkrooms, study room, and exhibition galleries. This facility, dedicated to John P. Schaefer, was opened in 1989. Enyeart departed soon after the completion of the building, and was succeeded by the Center's

curator, Terrence Pitts. Under Pitts, the number of archives represented at the Center increased to 170, and the collection came to boast representation of about 2000 individual photographers. Activity around touring exhibitions increased markedly, enhancing the national and international reputation of the institution in the world of museums and galleries.

Present Situation

The Center for Creative Photography occupies an unparalleled position in the world of photography and the arts. Its mandate is to collect not only individual works by important photographers, but entire careers. With its professional staff and its situation on a university campus, it is by design an archive and research center that also generates and tours exhibitions and publications. It is at once a regional arts organization, a teaching resource for the University, and the preeminent institution in North America for scholarly study of twentieth century photography. Thus it serves the needs of students, teachers, historians of photography, curators, collectors, dealers, visitors to the region, and the interested public.

The past several years have marked a period of maturation and self analysis for the Center. As an organization meant to straddle the worlds of art and the academy, it has invariably been caught up in the sweeping changes occurring in both these realms of culture. While the resulting confusion has been felt locally, the deliberations and actions that the Center's difficulties engendered have proven, on the whole and in the long-term, healthy for the institution. It is now in a position to rededicate itself to its unique place in the field of photography, to embrace the opportunities and responsibilities for which it is alone best suited, to craft a new identity and assume a position of unprecedented prominence and recognition in the sphere of the visual arts because of it.

Initiatives

In August of 2003, the director and staff of the Center conducted a two-day retreat to begin drafting a strategic plan that would guide us through the next three to five years of our history. This was a first step in setting priorities, recognizing strengths and weaknesses, establishing goals and action steps towards those goals, and building the consensus necessary for our small workforce to operate with greatest efficiency. At a deeper level, the retreat inaugurated discussions of our new identity, including our responsibilities to our parent organization, the University of Arizona Library, to the University in general, to the field and our various publics. The first outcome of this dialogue was an elaborated mission statement that now also reflects our vision and values.

From these and previous discussions, the Center emerges as an institution established upon a brilliant, prophetic idea, and serving a critical need. But it is also clear that certain aspects of the original vision were never fully spelled out and implemented, and that a kind of slow, unreflective migration of purpose eventually crept in, wherein

resources were shifted to favor some aspects of the program at the expense of others. It would be foolhardy for the Center to attempt a return in any narrow interpretation of the vision originally mapped out for it in 1975—too many things have changed in the academy and in the museum world at large—yet the basic premise of an organization devoted to creative photography, one that collects and makes available entire careers and that advocates for the serious study of the medium, remains sound. The following strategic steps amount to a clearer articulation of our purpose and audiences, a shift in emphasis that will eventually result in a redefinition of our identity.

1. Archives

The Center began its existence with the acquisition of significant archives as one of its primary objectives, and the prestige it enjoys in the international art world today by and large reflects the successes it enjoyed in that endeavor under its first directors. As an institution singularly aligned with the idea of individual achievement, it inevitably will find itself more concerned with issues of the canon than would a traditional art museum. Our mandate to collect entire careers requires different strategies for acquisition, different legal relationships with artists and heirs, different timelines upon which materials are secured, and a different level of commitment by the institution to the work, life, and reputation of the artist under consideration. It also requires a firm and definite model of history, as the decision to collect or reject any particular photographer's materials in such an inclusive way has profound consequences: *de facto*, it lays the foundation upon which any history of photography written in the future will be grounded. No other institution in the world can have as great an effect on new scholarship in the field of photographic history as the Center. As its custodians, we must remain ever cognizant of the responsibility such a charge entails.

With this in mind, it is imperative that the Center be active in pursuing the archives of those artists it believes in. It might be helpful here to recall that art history traditionally imposes hierarchies on the way it thinks about individuals and their contributions. Some figures are deemed more significant than others, either for their talent and achievements (which is of course subject to debate and reevaluation) or their influence on others artists, the culture and history generally. Other figures, though perhaps less recognized by these criteria, are nonetheless important for the way their work or careers supplement the framework of history established by major photographers. The Center must become aggressive once again in pursuing the archives of the most significant figures in the medium, for it can never preserve a legacy that signifies its understanding of history if it is forced to rely solely upon supplementary careers to tell its story. The Center's long-term relevance as an institution will depend upon adding comprehensive archives from exemplary practitioners, coupled with an awareness afield that, in

aggregate, these figures constitute the version of history the Center endorses. It should be recognized, too, that the pursuit of the most consequential archives will have a snowball effect, attracting the work of other significant figures *and* that of supplementary figures anxious to be associated with the prestige of the “first tier.”

The Board of Fellows will play a crucial role in making the Center an attractive place for important collections. The founding archives of the 1970s came to the Center largely through purchase, in what were impressive dollar amounts for photographers in those days. Of course, the price for many of the most desirable archives has risen exponentially since that time—a reflection of the healthy market for photography as an art—as has the cost of cataloguing, conserving, exhibiting and publishing the content of such archives. Yet, while large museums may often have the financial muscle to bid for these collections, for most photographers the art museum remains a less-than-ideal alternative to a dedicated archival institution like the Center. The Board should consider itself deputized to act for and speak on behalf of the Center in the acquisition of key archives, just as the University Foundation must be forceful and unequivocal in its protection of the Center’s rights under existing and future agreements.

2. Reaching Audiences

Despite a collection that numbers nearly 80,000 works by some of the most recognized names in photography, the Center remains one of the art world’s best kept secrets. While its exhibition and print viewing programs make works available to the campus community and local visitors, the great wealth of the collection is appreciated only by the relatively small group of specialists who travel to Tucson to do research. To address the needs of the many who cannot travel, or who do not know that our holdings might compel such travel, we are undertaking a project to digitize, image, and make available, via the CCP website, the entire permanent collection. In addition to being a research tool for professionals and those with specialized investments in the medium, this illustrated online catalogue will be a primary point of contact between the Center and the interested public. As with the University Library’s online catalogue, the Center’s project has the potential to organize and present vast quantities of information, and to guide users if and when they need access to original objects. This aspect of the website will act as an interface to the collections management database that maintains authoritative records for every print in the collection.

Undeniably, the scanning, data entry, and design efforts needed to make such a resource available to the public are Herculean, and cannot be accomplished quickly, even if additional staffing is secured. The CCP must commit resources—human and financial—to the enterprise if it is to be realized. Successful rollout of

the web initiative has the potential to pay dividends beyond furthering our duty to provide access, however. The Center manages the copyrights for many artists, and provides reproductions for publishers and other users of the collection, where such use is appropriate. Licensing and rights and reproductions is a vastly underutilized source of revenue for the institution, and with the acquisition of additional important archives in the future, this operation has the potential for even greater revenue generation. The online catalogue thus become an important tool in marketing our visual resources to prospective users, and in streamlining the process for placing orders.

The Center's exhibition and publication program is another crucial way it makes its activities known to the public. Ideally, the exhibition program should reflect the identity of the institution and its particular function, as well as the artists it believes in. This is, however, another area where we must be strategic. When done properly, an exhibition is often an expensive and labor intensive undertaking; organizing too many shows that reach only a limited local audience or that travel only to smaller regional museums may not represent the best allocation of our limited resources. It is wiser to invest ourselves more in periodic projects that have greater impact, that have high quality catalogues and travel to institutions in major cities, where they will be encountered by the largest audiences and receive proper notice in the press. With the Center's impressive collections and expertise, it is at present well situated to partner with these institutions in the organization of exhibitions and the creation of publications, thereby increasing the profile of the Center by association and taking advantage of the locations and infrastructure such museums bring to the partnership. Yet another approach would be the Center's creation of its own permanent exhibition space in one or more target cities, to guarantee broader dissemination of shows organized at home and sufficient market for publications to make them cost effective.

In addition, the Center might contemplate a separate program stream wherein collection-based exhibitions are organized specifically for the purpose of travel to appropriate venues outside the United States. Besides spreading the CCP name and reputation abroad, these exhibitions may prove another important source of revenue, as foreign institutions are often willing to pay substantial participation fees for exhibitions that can compensate for their own lack of available collections. Such expansion of the traveling exhibits program would require additional staff, but this expense should be more than offset by new revenue.

3. Activating the Archives

With the founding of Center in 1975, the University of Arizona laid the cornerstone for becoming the premiere academic setting in the world for the

study of photography and photographic history. Its rich holdings of original works and archival documents, coupled with its staff and the research libraries of the University, make it latent with scholarly potential. The Institute for Photographic Research is a programmatic initiative aimed at realizing the Center's mission to be not simply a passive repository for historical materials, but a place where new knowledge about photography is created and shared, where the medium's history and traditions are studied, taught, debated, and learned. This endeavor will serve as a vehicle to better integrate the Center into the intellectual life of the University, attracting the best minds and ideas in the world of photography to campus, while simultaneously making the CCP recognized internationally as students and visiting scholars exploit it to further their own careers as researchers and scholars.

When fully operational, the Institute will feature a series of concurrent programs, with the single purpose of establishing the University of Arizona as a true center for new research in the field. Essential to its vision is the inauguration of a doctoral program in photographic history and modern art that is competitive with programs at the leading universities. In order to draw the most promising and qualified graduate students to Tucson, the College of Fine Arts and the Institute will coordinate on admissions and student support; acceptance will be highly selective, but the program will offer talented candidates the highest quality instruction and financial support in the form of tuition waivers, fellowships, restricted travel money for dissertation work, and research assistantships and teaching assistantships. In the past, the CCP made available a limited number of paid internships (underwritten by Polaroid Corporation) for UA graduate students who chose to work at the Center; this idea can be re-implemented, with the additional understanding that *all* graduate students enrolled in the program will have coursework in research methodologies and hands-on experience with original materials in the Center's archives and collections. The doctoral program in photography is a long-term proposition for the University, but its dividend will be an entire generation of younger scholars who assume leadership positions in museums and colleges with the University of Arizona as their springboard, in addition to the body of dissertations and new scholarship in the field this generation will create from association with the program.

The second component for successful realization of the Institute's objectives will be the cultivation of distinguished artists and scholars, who will come to campus for various lengths of time to lecture to the larger University community, offer critiques, consult with staff at the Center, and teach. At present the Center offers two annual Ansel Adams Research Fellowships, a program initiated in 1997 to bring select applicants to campus for two-week visits; it has also on occasion hosted an "Ansel and Virginia Adams Distinguished Scholar-in Residence," for

longer term stays. To be useful to potential scholars and the University, such offerings must be formalized, longer in duration, and funded to a degree that will allow senior members of the field sufficient compensation that time away from their current positions becomes feasible. The residency program might well include donated guest housing for one- or two-semester appointments, and co-sponsorship with other appropriate departments of the University or other local programs. For the campus community (and graduate students in particular) to benefit in meaningful ways from visiting experts, there must be enough scheduled contact over the course of a school year for a working relationship to develop. An ongoing lecture series—coordinated through the CCP, the Institute, and the College of Fine Arts—can bring in or take advantage of important artists and scholars associated with the Center for shorter periods.

Similarly, it is crucial that the director of the CCP be but one part of a team of faculty who make photography a highly visible aspect of the curriculum. The Institute program can extend itself to the College of Fine Arts, to other departments on campus, and to the art and art history faculty at Arizona State University and other schools in the region. At the same time, the University should commit itself to maintaining at least one ranking faculty member in the Department of Art History who teaches the history of photography full time. This position is necessary to handle the greater part of the teaching load, to advise, oversee examinations and dissertation projects, act as liaison to the department, and help attract the most qualified applicants to the program. Ideally, a named chair in photographic history would be endowed with these specific ambitions in mind, as a way of making permanent and ongoing the University's pedagogical recognition of this course of instruction.

The various components of the Institute will need to be implemented strategically, coordinated with the other priorities of the Center, Library, Board, and University as a whole, and subject to successful development efforts by the CCP. The Institute's goal is to at last install the "missing piece" of the Center idea as it was originally outlined. The creation of a dynamic teaching and research environment around the Center is an essential part of the new identity being crafted for it, and like the visionary concept that founded the institution a quarter century ago, will prove in retrospect to be a far-sighted thing to have done.

4. Institutional Growth

It is apparent that the Center has turned a corner in its institutional history, and is on the verge of a period of renewed vigor and commanding presence. The many opportunities presented to it by its history and the changing academic and museum environments outside Tuscon can be capitalized upon only with

controlled growth of every aspect of the operation. The first steps are to re-staff vacant positions—most important, that of the curator—and begin adding new positions that facilitate the Center’s fresh ambitions. This fall we will advertise for a full-time development officer, whose responsibilities will include grant-writing, corporate and individual donor cultivation, management of the members program, and event planning, specifically for CCP purposes. The funding of this new position by the University signifies support for the Center’s long-range initiatives. We will simultaneously seek a dynamic public relations and marketing person, who will spearhead the effort to increase the visibility of Center on the national scene. Over the next few years, we will also a publications officer with a design background, to re-start the Center’s publications program, and a full time conservator, to care for the incomparably valuable works in our custody. This latter position will likely be funded externally.

It is endemic to an institution like the Center that its planning take the long view, that we think about its situation in fifty years as well as in five years. Although the Schaeffer building is relatively new and hardly at capacity, it will require expansion as its storage areas are filled. The Center is coordinating with the Library on a feasibility study to create a new, state-of-the-art fine arts Libratory in the vicinity of the CCP building, which will not only house the CCP library, but offer the possibility of expanded storage. More immediately, we need to begin planning for the storage of fugitive color materials, with a walk-in refrigeration unit installed on the third floor. The public areas of the gallery and print viewing room are ready for a functional and cosmetic makeover, and underutilized areas in the current facility will need to be converted to new office spaces. To this end, the Library has funded the Center in a space-use analysis, which will result in recommendations for more efficient exploitation of the building.

5. The Board of Fellows

The Center’s Board of Fellows is another resource that has been underutilized by the institution in recent years. Traditionally, such boards have acted as oversight committees, governing bodies, and fundraising wings. This Board in particular has been exceptionally loyal to the ideals of the Center throughout a difficult period in its history. The success of initiatives under the five year plan will depend upon greater empowerment of the Board by the Center together with clear commitment of Board members to the direction in which the Center is moving.

As the Board is sanctioned with increasing responsibilities—for assistance in the acquisition of archives, and for direct financial support and indirect cultivation of

other funding sources—its members must be full partners in the articulation of the organization's new character, and feel authorized to become primary spokespeople for that new entity. The Center's Fellows, coming as they do from the larger worlds of photography, art, and philanthropy, have the ability to provide outreach for the institution in places that would otherwise remain unavailable; much of what happens in these realms depends on personal contacts and word of mouth. The Board should also be empowered to expand, to introduce new voices and perspectives into its ranks, in coordination with the director. It should likewise contemplate a more formal oversight role in areas such as archives acquisitions and deaccessioning, where decisions should not be left entirely to the discretion of the Center's leadership.

The Center for Creative Photography is poised to become the preeminent location in the world for the study and display of photographic achievement. The opportunities before us must be seized, however, and brought to fruition with the same spirit of boldness and vision that founded it in 1975. The grand experiment that the Center represents is very much a work in progress, and will only prove successful with the cooperation, ingenuity, intelligence, and goodwill of its core supporters. We have the potential to create a Board that will be the envy of institutions worldwide, in its foresight and selfless philanthropy. The result of this endeavor is what we will bequeath to photography, and to the future.

Digital Arts and Design Library

A project of the College of Architecture and Landscape Architecture,
College of Fine Arts, and University Libraries and Center for Creative Photography

As a major research institution, the University of Arizona has distinguished itself with its pioneering interdisciplinary programs, initiatives designed to tear down the walls of specialization around traditional fields of study and allow students and scholars to make discoveries in areas of common and overlapping interest.

The University of Arizona Libraries has always supported these initiatives, and with facilities such as the Information Commons, has been at the forefront of the library world in creating innovative learning environments for students, faculty, and visitors engaged in research. Today, as the University undergoes a comprehensive assessment of its academic programs and redoubles efforts to build upon its strengths, it has an opportunity to focus upon the arts and humanities in a truly revolutionary fashion. The new Digital Arts and Design Library is designed around a model that treats creativity as a key concept for learning and the production of knowledge, whether that creativity is encouraged in the arts, architecture, the sciences, or engineering.

In 1956 the English writer C.P. Snow coined the phrase "the two cultures," to describe what he saw as the widening gap between science and the arts. While it is true that every academic subject has its own specializations, methods, vocabulary, and goals, it has become apparent since Snow's day that the sciences and the arts also have a great deal in common: achievement in both depends on creativity, problem solving, and human ingenuity.

Indeed, there may be a physiological basis to creativity; studies at Harvard's Graduate School of Education have shown that students who listen to classical music prior to standardized testing show improved analytical abilities, especially in the area of spatial reasoning. The new Digital Arts and Design Library is conceived as a site for technologically-enabled creativity, serving first and foremost its constituencies in the College of Fine Arts and College of Architecture and Landscape Architecture although it will be a

S T U D E N T S

Primary Constitutents

Architecture
373 undergrad
51 honors
129 graduate

Fine Arts
2160 undergrad
323 honors
307 graduate

Secondary Constitutents

Education
1799 undergrad
184 honors
897 graduate

Engineering
2708 undergrad
542 honors
843 graduate

Humanities
966 undergrad
188 honors
379 graduate

Social & Behavioral Science
5436 undergrad
567 honors
934 graduate

Total UA Headcount

28,278 undergrad
7,420 graduate

space where those studying engineering, education, the humanities, or the social and behavioral sciences can expand their learning and increase our understandings of their disciplines and the fine arts. Here, thousands of students will learn to use the ever-changing digital technology as applies to the arts and design fields. The Library will house the combined collections of the present Fine Arts, Music, Architecture, and Center libraries, integrated with new digital laboratories, expanded archival storage, state-of-the-art connectivity, and an expert staff—a model of twenty-first century information management, physically and symbolically situated in a plaza between the Electrical and Computer Engineering Building, the expanded Architecture Building, and the Art Museum and Fine Arts Complex.

This facility also has the potential to promote and support an expansive university-wide conversation about the nature of invention and creative thinking, and thus position UA in the vanguard of higher education. The appeal of this innovative resource beyond the campus—to the world of high tech industry, for example—should be evident, and as we as a nation move increasingly toward a knowledge-based economy, the Digital Arts and Design Library will be seen as one of the University of Arizona's truly groundbreaking efforts to educate students for their roles in it. As the UA Libraries Information Commons has forged a path for campuses across the country, this facility will set the direction for the nation's institutions to follow in arts and design library facilities.

Most importantly, the facility will be the campus laboratory for students to expand their learning outside the classroom and create interdisciplinary projects using art and design as systems to understand the world. Students will be able to become increasingly fluent in the arts and design as they work with centrally located repositories of the work of pivotal artists and designers. As is the UA Information Commons, the Digital Arts and Design Library will be a student-centered learning environment, among the first of its kind in the world for its emphasis on the fine arts, architecture, and photography, buttressed by these UA programs recognized for their excellence in creative endeavor.