LIBRARY AND INFORMATION CENTER

STRATEGIC PLAN

2000-2004

August, 1999
INTRODUCTION

The Library in the 21st century will be the physical and virtual intellectual center of campus and an essential element in the learning community. Expert staff will continue to train students, faculty and alumni in essential information skills. Information Consultants will continue to work closely with faculty and graduate students to help them obtain information they need for research, instruction and professional development. This strategic plan focuses on the enhancement and enrichment of learning, teaching, training and research. The plan also takes fullest advantage of information technology, improves the learning infrastructure and expands collaboration and linkages. The virtual library delivers information, training and learning materials to the desktop whenever they are needed. The physical library houses Georgia Tech's outstanding print and film collections and provides space for training, consultation, group study and interaction. Collaborative partners include faculty, students, campus units, other universities and companies.

The Library adds significant value to information and the learning community by adapting to changing customers' needs. Librarians add value with their expertise in information content and information sourcing.

The Library is a pioneer in the application of information technology and the development of multimedia learning materials. It is one of the most dynamic units on campus and is intensely involved in the business of the Institute—the acquisition, distribution and creation of knowledge. We are faced with great opportunities and challenges. The Library, with appropriate support, can make a positive difference in the success of our students, faculty, staff and alumni with training, consultation and information services.

The planning process included staff retreats, committees to assess graduate student and undergraduate student needs and a meeting with, and review by, the Library Subcommittee, Academic Services Committee.
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EXECUTIVE SUMMARY

The library will continue to be an essential partner and driving force in the learning community. It will continue to adapt to changing customer needs and changing ways of acquiring and delivering information, learning materials and training. The Library is a creative partner in learning, research and instruction. The librarians’ specialized knowledge of data, information and information sources will continue to add significant value to Institute programs and processes. As the intellectual center of campus the Library will continue to provide electronic resources and print resources as well as an environment conducive to individual and group study.

The Library’s primary goals are ambitious and include:

Expansion and enhancement of customer-centered services at all levels;

Expansion of information competency training for students, faculty, staff, alumni and others in the community;

Selection, acquisition, organization, description and preservation of information appropriate to Georgia Tech’s mission and programs;

Use of cutting-edge technology to store and deliver all forms of information to the desktop;

Acquisition, organization, description and preservation of the official records of Georgia Tech and archival material related to the Institute, its faculty and alumni;

Provision of professional development opportunities to staff to promote continuous learning, competency, innovation and value-added services.

Resources required to achieve these goals include staff, equipment and supplies with a total of $2.9 million, 2001-2003.
MISSION

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

In the 21st century the Georgia Tech Library will be the intellectual center of the campus and the learning community. It will provide optimum access to and delivery of information to students, faculty and staff whenever and wherever needed. It will promote lifelong learning for professional and personal growth. Expert staff members consult with and train members of the Georgia Tech community to become proficient and productive users of information.

As the intellectual center the Library provides virtual and print resources as well as physical spaces for study, group projects and interpersonal communication.
THE LIBRARY’S ENVIRONMENT

The environment in which the Library operates is changing rapidly. External trends are the primary drivers of change. This section contains detail of the primary external trends, campus environment, Library strengths and Library weaknesses.

EXTERNAL

User Expectations. User expectations are being shaped by the Internet, the World Wide Web, and the growing installed base of computers in homes and schools. Many users believe that all the information they need is on the net and at no cost. Faculty and others generally are not aware of the cost of reliable information resources, electronic subscriptions and the necessity of archiving in paper or microfilm.

The current generation of students arrives at Georgia Tech knowing how to navigate the Internet. They have difficulty in defining their information needs and lack skills in finding, filtering and evaluating information. They rely on the computer for information and often believe that if something is not available online it does not exist. They prefer audio, visual and computer output to print media.

Meeting these expectations will require substantial funding to digitize, abstract and index current print resources to make them easily available from the desktop.

Consolidation of the Publishing Industry. Consolidation in the scholarly publishing industry is resulting in concentration of publishing in a few large companies. In an electronic environment, consolidation may provide economies of scale as well as the opportunity for monopoly profits. The scientific and technical societies are still catching up with technology. They are caught between their desire to generate excess revenue from publishing operations and the mandates of the charters regarding dissemination of information and research finding.

Prices. Science and technology publishers recognize that the double digit price increases of the last fifteen years have been excessive and are more than the market can bear. Publishers have invested millions in online systems. Some publishers are planning to phase out print journals. The major problem for libraries is archiving these publications for access in the future. Archiving is essential for future generations to have access to today’s scholarship. Publishers are appropriate organizations for archiving scholarship and the history of human endeavor. Libraries will retain responsibility for archiving until permanent and reliable arrangements are made.

Collections. The Library is buying increasing numbers of journals electronically. We will continue to acquire scholarly resources and make them available regardless of publishing medium. Acquisitions will continue to support the curriculum while
cooperating with other universities in the area. The UGA, Emory, State and Tech (GETS) agreement permits all faculty and students to borrow from all schools, expanding the breadth and depth of materials for all participants. Cooperative collection development agreements will be more common. The Board of Regents has mandated cooperative collection development for the State. On the research level, more cooperation and sharing digital material is being discussed among the members of the Association of Southeastern Research Libraries (ASERL).

Developments such as GALILEO have resulted in wider distribution of databases and full text materials. Consortial buying by Solinet, GALILEO and ASERL generate savings for all participants.

**Copyright.** Publishers and professional societies increasingly prefer contracts for the lease of information rather than purchase and use in compliance with the “fair use” provisions of the Copyright Law. Legislators, publishers and the entertainment industry are pushing legislation that would eliminate “fair use.” If the trends continue there will be continuing erosion of “fair use” and more restricted and expensive access to copyrighted information. “Fair use” and the first sale doctrine would be eliminated in favor of pay per use and pay per view.

This situation could change dramatically when younger faculty become more actively involved in the determination of promotion and tenure policies. Younger faculty members are more likely to prefer online publications with real time refereeing to print publication. The status of copyright of scholarly materials in a non-print environment is not clear. The potential of paying for each view and/or download will shift the costs to end-users.

**Privacy.** Authentication of individuals and authorization to access networked and licensed information resources are needed to ensure that access to licensed is restricted to faculty, students and staff. Some publishers want to know the identity of users. The State of Georgia enacted legislation fifteen years ago to protect the privacy of users. The law prohibits the Library from identifying users and the materials they use to anyone. The Library cannot license resources from publishers requiring user identification. We need to work with OIT to formulate authentication and authorization methods to ensure that licensed resources are used appropriately without eroding privacy.

**Generation X Employees.** The generation born between 1963 and 1977 is coming into the labor force and advancing to higher positions. The expectations of this group are different from the expectations of older generations. These young people like to solve problems. Their style of working and learning is more attuned to the 21st century than earlier times. They are less concerned about job security and more concerned with the quality of their work and achievements. They need constant feedback and professional development. The human resources management tools developed for baby boomers and
older generations are not appropriate for the Gen.Xers. We need new styles of management and methods for directing the work of young people.

**Lifelong Learning.** Lifelong learning is essential for everyone. Many people need training in how to learn. Information competency training is an essential part of enhancing the ability to learn in today’s and tomorrow’s world. As technology impacts the marketplace, training and learning are necessary in preparing people to use technology and benefit from new processes.
CAMPUS

Assessment. Governing and accrediting bodies are asking for assessment for all programs. While the Library conducts focus groups, surveys, etc., meaningful assessment is elusive. Information is intangible. There is no formula or quantitative method for determining its value. While the cost of not having appropriate information often is clear, the value of having relevant and useful information is not clear. Existing measures focus on input rather than the value of output and outcomes. The Association of Research Libraries is developing performance measurement tools for member institutions. These tools will be available in two years.

Marketing and Communication. Despite our great efforts to publicize and communicate information about the Library’s programs, services and resources many faculty members, students, staff and administrative personnel are not familiar with the resources, services and expertise that the Library offers. People seek help from the Library only after their own efforts have failed and they have an immediate need for information. Our challenge is to convince the campus community that we can save time and effort for people involved in research, learning, user interfaces, database construction, metadata and knowledge management.

Information consultants have made significant inroads with faculty in increasing awareness of services, resources and expertise. Targeted classes for students also are helping. As information consultants spend more time in academic units, awareness is likely to increase.

Another challenge is that faculty members and others continue to confuse information content with information technology. They confuse management of information and knowledge with management of computers and the network. Technology provides the conduit. The Library provides the content running through the conduit. In addition, the Library provides valuable connections through referrals to faculty members who are experts in particular fields.

Interdisciplinary Programs and Fragmented Research. The increasing number of interdisciplinary programs on campus requires a broader base of information resources and teams of subject specialists. At the same time, some faculty researchers are concentrating on smaller and narrower areas. These trends result in increasing numbers of new journals needed by faculty and students. While online collaboratories promote communication among scholars, they do not replace refereed journals.

Faculty Use of Web pages for Courses. Faculty members are using web-based materials to complement or replace classroom instruction and interaction. They often do not realize that copyrighted material may not be placed on public sites without permission of the copyright holder placing the Institute at risk under current law.
Information consultants are working with faculty to place more materials in the electronic reserves system with limited, controlled access and a firewall.

**Global Education.** Georgia Tech attracts students from around the world. Their English language skills often are poor. They require special training and orientation because of language problems, cultural factors and different library practices in their native countries.

Georgia Tech also is operating a growing number of international programs in other countries and through distance learning. These operations present problems in provision of materials and in negotiating licenses for networked resources. Most publishers prefer to restrict access to a single campus.

**Collaboration.** Successful collaboration continues between the Library and other campus units, such as OIT, IMTC, CETL and teaching departments. These collaborations continue to produce technologically advanced products and services.

Collaboration with Emory, Georgia State and UGA enables our students and faculty to access larger and more comprehensive collections than we can afford by ourselves.

Georgia Tech's collaboration with Emory on the SAGE project has produced advanced multimedia products, such as the Witness to the Holocaust Web Site, the Sam Nunn CD-ROM and the Nunn Web Site.

The library is an active participant in the VIDE collaboration to produce standards in video conferencing and digital video streaming.

**Campus Administrative Support Systems.** Support systems, such as facilities, human resources and parking, are not adequate. While many administrative staff work hard to please, they are hampered by the labor shortage and Georgia Tech's inability to compete for workers. Library staff are spending too many hours doing administrative and janitorial work.
LIBRARY STRENGTHS, WEAKNESSES AND CHALLENGES

LIBRARY STRENGTHS

Customer Service. Customer service is the Library’s highest priority. Programs and collections are focused on client and customer needs. Surveys, focus groups and anecdotal feedback indicate high customer satisfaction.

Training and Competence. Staff members are well trained and competent. Many are experts in their fields and provide specialized help to campus units. More training and professional development will be required as services expand and change in response to outside developments and customers’ demands.

Training Facilities. Remodeled training facilities, such as the Homer Rice Center for Information Competency and the Kaiser Room enable more effective hands-on training for students, faculty and staff. More facilities are needed as demand for classes and courses increases. Students participating in the needs assessment recommended addition of a credit course focused on information finding, filtering, evaluation and use.

Electronic Library. Through GTEL® and GALILEO, we offer one of the world’s best electronic libraries. The quantity and quality of full-text material delivered to the desktop increases daily. These materials will be supplemented by video materials in the future.

Electronic Reserves. Electronic reserves are very successful for faculty and students. With electronic reserves, students are not limited by Library open hours and can read reserve materials 24 hours a day. The addition of video to the reserves system will enable students to review lectures and view supplementary material.

Information Technology. The Library is a leader in the application of information technology and the implementation of knowledge management tools. Significant advances are the inclusion of information resources in all media in the catalog. The application of expansive description and metadata improves the probability that users will find what they need in the catalog. In addition, catalog descriptions of online resources include links that connect the user to the source with a mouse click.

Digital Libraries. The Library is a leader in the creation of multimedia digital libraries. Two major grants have enabled training, learning, experimentation and successful results. The Sam Nunn CD-ROM, online Griffin photograph collection and the Witness to the Holocaust Web Site are examples of digital leadership.

Collections. The Library houses one of the world’s outstanding research collections in science and technology, as well as collections in architecture and management and undergraduate core collections in the social sciences and humanities.
LIBRARY WEAKNESSES

Decaying Buildings and Infrastructure. When the Crosland Tower was completed in 1967, Georgia Tech’s enrollment was 9400 students. Today’s enrollment exceeds 14000 students who need a variety of services including training and modern study and group interaction facilities. The Library buildings are 47 and 34 years old.

They cannot accommodate current or increased enrollment and are unsuitable to house a state-of-the-art, world class library. Students engage in more and more group study and projects. They meet in the Library to do their work. The existing buildings have not been renovated. Mechanical, electrical, HVAC and floor loads are totally inadequate and are the greatest source of student complaints. The buildings do not have sufficient space for collections, offices, training, meetings, group study or single study. The ISES Corp. study recommended a Library addition of 140,000 square feet.

Installation of Futurenet and other cabling is hampered by the presence of asbestos in both buildings. Rest rooms and stack layouts do not conform to ADA standards.

We will run out of stack space in about three years and must find suitable storage for 300,000 volumes. The space must be secure, environmentally controlled, easily accessible and within walking distance for faculty. An off-campus storage facility will hamper research and frustrate faculty and students as well as adding significant operating cost.

Staffing. Recruitment of staff is increasingly difficult. Higher salaries and more up-to-date facilities are needed to attract top people. We are competing with industry for information professionals.

Collection Value. The Library has outstanding and valuable collections of print, film and electronic resources. There are no backlogs of requests for appropriate materials and no cataloging backlogs. MIT’s collections are insured for $238 million. Using MIT’s figure as a base, Georgia Tech’s collections are worth about $150 million. A fire or flood would be catastrophic. The collection is one of the Institute’s most valuable and yet under-valued assets. Insurance is inadequate and not sufficient to replace a collection of growing value.

Preservation. One of the Library’s most important functions is to preserve scientific and technical information for future generations. The Library brings the past to the current generation and preserves current output for future generations. Preservation will require installation of a conservation laboratory, acquisition of special equipment, sending material to special facilities for deacidification and hiring a preservation librarian. The investment will be justified by the increasing prices for rare books.
We are in danger of losing knowledge and our history because we lack techniques for capturing and preserving material born digital. Electronic media require constant migration and refreshing. The task is daunting because of changing software, hardware and operating systems. Paper and microfilm remain the most reliable and longest lasting preservation media.

**Records Management.** Equipment and staff are needed to manage the official records of the Institute. Retention schedules are promulgated by the Board of Regents, State of Georgia and the U.S. Government. Permanent records dealing with the history of Georgia Tech and its faculty and alumni are in dire need of preservation.

**Funding.** Funding has been and continues to be substantially below peer institutions (see Tables 1 and 2). It is not adequate to support curriculum, research, faculty demands and the competition for staff. While we cooperate with other universities in the Atlanta area and the southeast in collection development and acquisitions, we pay higher prices than other libraries (see Table 2) because of our responsibilities as the State repository for science and technology. The Library has made soup from stones in terms of efficiency and effectiveness of operations.

In 1998 we spent a higher proportion of our budget for information resources than the median ARL library or our peers. The proportion of funds spent for personnel was lower than peers or the ARL median. During the last ten years we have consolidated service units and instituted streamlined processes for technical services.

We have reached the limit in reengineering processes. Customer services will continue to be labor intensive. We cannot continue to improve without substantial funding increases.

In the past OS & E expenditures were funded from Departmental Sales and Services. In the last three years departmental sales of corporate services and document delivery declined 40 percent. These revenues will continue to decline in the future. The Library needs an immediate budget addition of $200,000 for OS & E.

The Library desperately needs a development officer dedicated to raising money from alumni, friends, foundations and corporations. The lack of a development officer has reduced the visibility of the Library’s funding needs. The perception is that the Library is the lowest priority for fund raising.

**Assessment.** Information is intangible. It is used but never depleted. No one has developed a theory of the value of information. It often is difficult to place a value on information or information services.
Lack of benchmarks and assessment tools pose a great challenge. Customer evaluation of services and information is subjective and is dependent on expectations, changing contexts and dynamic needs. The problem of assessment may be solved by the Association of Research Libraries’ forthcoming output and performance measures.
CHALLENGES

The Academic research library is essential for teaching, learning and research. Whether virtual or physical it represents a treasure house of knowledge and a center for intellectual pursuits. Information technology, electronic publishing and our students are changing the way the Library operates.

Digital information costs more than print or film. Publishers and aggregators invest significant sums in technology to store, manipulate and transmit text and multimedia. It is likely that university libraries will not be entirely digital for many years. Faculty members are not uniformly in favor of digital libraries. Many faculty members prefer to come to the Library and browse paper resources. The number relying on digital resources will increase as more young faculty are hired.

Recent copyright legislation and advances in information technology raise serious issues about the ownership and use of scholarly resources, digitization of older material and the documentation of scholarship. How will scholarly information be published and preserved for the future? Who will own a faculty member’s output? How will science and technology be documented when the document is born digital and is dynamic? The answers to these questions are elusive and the economic models to solve the problems have not been developed.

The Georgia Tech Library houses one of the world’s finest collections in science and technology. We have an obligation to preserve the history of technology for the future. The collection is housed in poor environmental conditions and is in danger of extreme deterioration and loss of value.

Faculty members often submit courses to the Curriculum Committees for approval without checking to see if the Library can support the course. The forms submitted to the committees usually indicate no Library work. When the course is presented faculty members and students request the purchase of materials to support the course. We need to convince faculty to consult the Library before they present a course for approval.

New faculty in social sciences and the humanities sometimes are disappointed because the Library maintains only core undergraduate collections in these disciplines. Their requests for purchases may be out of scope in terms of our collection development policies and funding. School chairs when recruiting new faculty do not ask about collection strengths. As a result faculty members often are frustrated and angered because they need to use GSU or Emory. This frustration could be eliminated if candidates and/or school chairs would consult the Library before making promises about the Library’s collections or funding.
Recently, this situation has been eased by information consultants working one-on-one with new faculty and informing them about our delivery and other services designed to bring needed resources to faculty.

**Conclusion.** The Library has extraordinary strengths in customer services provided by competent and experienced professionals. Its success is discounted on campus and off because of lack of funding, fund raising, the poor condition of existing buildings and the reluctance to build a Library addition appropriate to the Library’s needs.
GOALS AND STRATEGIES

The goals listed here represent major aims of the Library. Each goal is followed by strategies and actions to be taken to realize achievement of the goal.

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

Information consultants will continue to meet with faculty and students to learn about information needed for instruction and research and influence curriculum development to integrate information competency.

Information consultants will continue new faculty orientation and maintain and expand one-on-one services to faculty and graduate student.

As soon as possible acquire 140,000 square foot addition to the Library to provide appropriate space for group and single study, offices, training and stacks. The new space should have furniture, lighting, mechanical, electrical, network and HVAC conducive to teaching, learning, research and group interaction. When new space is available renovate existing buildings.

Action: Hire a development officer to raise money.

By December 1999 provide for faculty submission of electronic information to the electronic reserves system.

Action: Write software and standards.

By June 2000 provide capability for simultaneous searching of multiple databases and automatic current awareness services.

Action: Install Query Server Software, assign unique record identifiers to GTEL® databases.

By December 2000 provide capability for web pages tailored to each faculty member's resource needs and searching styles.

Action: Complete installation of Net Answer software. Complete study of information seeking styles.

By December 2000 assign an information consultant to work with ATDC companies.
Action: Hire an information consultant with appropriate industry background, negotiate access to databases with vendors and negotiate with ATDC.

By December 2000 create a Center for Economic Data to provide data sets of government statistics for courses in economics, management and city planning and the GIS Center.

By December 2001 use Buzz card for overdue fines, replacement cards, photocopy and printing costs.

Action: Negotiate with Auxiliary Services.

By December 2001 provide online bibliography of GT faculty publications as an aid to marketing GT services.

Action: Hire staff to construct and maintain bibliography.

By December 2002 provide 24 x 7 real time reference services.

Action: Continue current testing. Acquire laptops for reference staff.

By June 2003 ensure that all information consultants have office hours in teaching and research units.

Action: Build on success of Management experience and negotiate with school chairs and lab directors for office space.

Expand training programs for students, faculty, staff, alumni, K-12 teachers and local business to provide competencies for navigating the Internet and finding, filtering, evaluating and using information effectively.

By December 2000 expand training programs to include alumni, local business and K-12 teachers.

Action: Hire an experienced trainer. Work with CEISMC and negotiate arrangements with Continuing Education.

By June 2000 provide online tutorials for GTEL®, GALILEO and other online sources.

Action: Hire a person with experience in creating online tutorials.
By December 2001 provide a CD or equivalent to each new faculty member and PhD student describing Library services and resources relevant to the individual’s discipline. Also provide an online tutorial using the Georgia Tech Electronic Library.

Action: Assign staff to collaborate, as needed, with academic units.

By June 2002 provide discipline-based online tutorials.

Action: Collaborate with faculty and hire two information consultants.

By June 2003 expand classroom training to include key information competencies (see Appendix 1).

Action: Hire more subject specialists.

Select, acquire, organize and preserve information and learning resources appropriate to Georgia Tech’s mission and programs in cooperation with local university libraries.

Expand quality and quantity of research and learning materials delivered to the desktop.

Action: Continue negotiations with publishers and buying consortia for delivery of information to the desktop. Digitize selected material in the Tech collection and in the public domain.

Continue cooperative collection development and sharing with local libraries.

Action: Continue collaborative activities.

Continue to expand and enhance description of intellectual content to increase the probability that people will find what they need in Tech’s catalog.

Action: Expand current practices applying metadata. Provide metadata consulting services for other campus units needing help with metadata.

Support local, national and international cooperative efforts in setting metadata standards.

Use cutting-edge technology to store and deliver information and multimedia content to the desktop and create online collections for scholars.
Continue to upgrade library and information systems as needed and retain the ability to customize purchased systems to our unique needs.

By December 1999 complete installation of Futurenet in the Library buildings with subnets for GTEL®, Homer Rice Center and the Library intranet.

By December 2000 provide wireless connections to the campus network within the Library in collaboration with OIT.

By December 2000 add a searchable, alphabetical list of journal titles to GTEL®. The Library systems department will write software in the second half of 2000.

By December 2000 implement systems for authentication of online systems users and authorization for use of resources. More and more publishers are insisting on authentication of users as part of license agreements. The Library and OIT will work together on this project.

By December 2001 implement IBM Digital Library and develop an interface with Web CT for visual resources. Software installation and testing will be completed by the Library systems staff in 2001.

By December 2001 implement an executive information system for Georgia Tech’s administrators. The EIS will be an intranet providing full text, statistics and other data.

Action: Hire analyst.

By June 2002 complete the digitization of the Blaeu Atlas Major. The Atlas is the single most valuable item in the collection. Continued handling will result in greater deterioration. The project will be funded with grants. Space is being renovated for a laboratory. The digital camera will be installed during summer 1999.

By December 2003 test QBIC (Query by Image Content) software with an appropriate academic unit.

Action: Upgrade hardware.

By June 2004 provide online speech indexing for faculty videotaped lectures in the electronic reserve system. Grant funds have paid for the initial work in this area. We are collaborating with ECE and are awaiting completion of software and documentation.
By June 2004 implement relational database searching. New software will be required as well as adjustments to records on our databases.

By June 2004 establish online linkages between abstracts and the full text of journal articles and conference proceedings. We will continue to work with publishers and vendors to find satisfactory technical and financial arrangements.

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

As time and funds permit, digitize and index rare or deteriorating materials.

By June 2000 complete strategic plan for archives and records management. We are in the process of recruiting an archivist. When the archivist position is filled we will recruit an assistant archivist, cataloger and two records managers.

By December 2000 implement records management program that provides for inclusion of all relevant documents in the Records Center and preservation of paper and digital documents.

Action: Hire a records manager and purchase microfilm equipment.

By June 2002 complete organization and description of archival material to ease finding all permanent records and archives.

By December 2003 begin preservation of the Bud Foote Science Fiction Collection, renovate space for the Bud Foote Science Fiction Center and begin programs in the Center.

Action: Hire a development officer and raise endowment funds.

By June 2004 determine methods for preserving digital records and documents. This project depends on technology and changes in the State records law regarding documents born digital.

Provide professional development opportunities to staff to promote learning, competency, keeping up to date with technology and content and value-added services.

Training is ongoing. The goal is to implement the Special Libraries Association competencies for information professionals (see Appendix 2) and keep staff up to date on technology and new information products and services.
Continue to recruit the best professional staff. The shortage of competent information professionals necessitates that we raise salaries and provide better physical working conditions.

Action: Raise average salaries of librarians by ten percent in 2001 and 2002.

Ensure that professional staff attends at least one professional association meeting each year and on workshop.
<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Description</th>
<th>Amount</th>
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<tbody>
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<td>2001</td>
<td>Additon to the base budget to fund OS &amp; E and compensate for the loss of department sales and services revenue</td>
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<td>Information Consultant for ATDC</td>
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<td>Trainer</td>
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<td>Records Manager</td>
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<td></td>
<td>2 support positions</td>
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<td></td>
<td>Fringe Benefits</td>
<td>57200</td>
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<td></td>
<td>Microfilm Equipment - estimate</td>
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<td></td>
<td>10% Salary increase for librarians</td>
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<td>Addition to base budget for information resources</td>
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<td>2002</td>
<td>Bibliographer</td>
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<tr>
<td></td>
<td>2 information consultant/subject specialists</td>
<td>120000</td>
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<tr>
<td></td>
<td>2 information analysts for digitizing</td>
<td>120000</td>
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<td></td>
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<td>60000</td>
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<td>Fringe Benefits</td>
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<td>2003</td>
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<td>Renovation of existing buildings</td>
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Table 1
Selected Expenditure Data - Peer Institutions
1998

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<th>Cornell</th>
<th>Illinois</th>
<th>Michigan</th>
<th>MIT</th>
<th>NC State</th>
<th>Penn State</th>
<th>Purdue</th>
<th>Stanford</th>
<th>Texas Tech</th>
<th>Georgia Tech</th>
<th>ARL Median</th>
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<td>1729430</td>
<td>3343442</td>
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<td>5065542</td>
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Table 2  
Average Materials Prices, Peer Institutions, 1998

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<tr>
<th></th>
<th>MIT</th>
<th>NC State</th>
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<th>Michigan</th>
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APPENDIX I

INFORMATION COMPETENCY TRAINING

GOALS


Information competency training will focus on the following skills.

1. Identifying information needs.
2. Ability to translate information needs into an effective and efficient search strategy.
3. Interpreting and understanding the content of information.
4. Ability to filter and evaluate search results for relevancy, accuracy and reliability.
5. Organizing of information.
7. Distilling data into useful forms.
8. Using information effectively.
9. Detecting signals pointing to related topics.
10. Knowing information channels of other countries.
11. Knowing government and public domain sources.
12. Ability to think in interdisciplinary terms.
APPENDIX 2

COMPETENCIES FOR INFORMATION PROFESSIONALS

These competencies were developed by the Special Libraries Association in 1997. In some cases, they have been adapted for Georgia Tech's needs.

**PROFESSIONAL COMPETENCIES** relate to the librarian's knowledge in the areas of information resources, information access, technology, management and research, and the ability to use these areas of knowledge as a basis for providing library and information services.

**PERSONAL COMPETENCIES** represent a set of skills, attitudes and values that enable librarians to work efficiently; be good communicators; focus on continuing learning throughout their careers; demonstrate the value-added nature of their contributions; and survive in the new world of work.

**PROFESSIONAL COMPETENCIES**.

- Expert knowledge of the content of information resources, including the ability to critically evaluate and filter them.

- Specialized subject knowledge appropriate to Georgia Tech's research and instructional programs.

- Development and management of convenient, accessible and cost-effective information services that are aligned with the strategic directions of Georgia Tech.

- Provision of excellent training and support for library and information service users.

- Assessment of information needs. Design and market value-added information services and products to meet identified needs.

- Use a cutting-edge information technology to acquire, organize and disseminate information.

- Uses appropriate business and management approaches to communicate the importance of information services to Institute senior management, faculty, students, staff and alumni.

- Develop specialized information products for use by Georgia Tech clients.

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• Evaluating the outcomes of information use and research related to the solution of information management problems.

• Continuous improvement in information services in response to changing needs.

PERSONAL COMPETENCIES:

The Georgia Tech librarian...

• Is committed to service excellent.

• Seeks out challenges and sees new opportunities both inside and outside the library including development of a virtual library for Georgia Tech.

• Sees the big picture including the monitoring of major trends and world events.

• Looks for partnerships and alliances inside and outside Georgia Tech.

• Creates an environment of mutual respect and trust in which everyone’s contribution is acknowledged and valued. Refrains from public criticism of the Library and colleagues.

• Has effective communications skills including presentation of ideas enthusiastically and clearly, organized and clearly written text and use of plain language.

• Works well with others in a team.

• Plans, prioritizes and focuses on what is critical including time management and ensuring that daily activities are related to the most critical goals.

• Is committed to lifelong learning and personal career planning increasing taking personal responsibility for career planning, professional development and learning.

• Recognizes the value of professional networking and solidarity including active participation in professional associations.

• Is flexible and positive in a time of continuing change including willingness to take on different responsibilities at different times and maintains a positive attitude.