

A Research Library for a Major University

The Strategic Plan for the University Libraries of Virginia Tech

Operating Plan 2005-
2006

Accomplishments for Operating Plan, 2005-2006

Objectives for the year are in bold black. Note that all objectives are not necessarily tasked for this year.

Mission

The University Libraries at Virginia Tech provide and promote access to information resources for the achievement of the University's objectives in teaching, learning, research, creativity, and community service.

We are dedicated to meeting the information, curricular and research needs of students, faculty, and staff of the Virginia Tech community, wherever located, in a manner that respects the diversity of community and ideas.

We provide selected services to a wider community of users.

Values

We are defined by our core commitment to the sharing of what humanity has discovered and thought. We value:

- *Information*, whose free flow throughout the university provides an accurate basis for its work
- *Ideas*, the university's defining occupation
- *Knowledge*, which preserves the progress of past generations
- *Discovery*, which builds the future
- *Truth*, which guides our interactions with one another and with our public

Vision

We will be collaborative partners with members of the university community as we collectively work to position the university as a top-tier research institution. Wherever they are located, members of the Virginia Tech community will be supported by the library as they engage in research, as they share in quality learning experiences at the undergraduate and graduate levels, and as they work in transferring knowledge and expertise between the university and society.

Collections: We will acquire, develop, and provide timely access to research-level information resources in support of research and scholarship at the university.

1.1 Acquire, organize, and make available scholarly or scientific contributions originating at Virginia Tech

1.1.1 Work with Virginia Tech's Office of Research to acquire faculty publications for the Libraries' collections and to develop and offer an event focusing on publications of Virginia Tech faculty in spring 2006

Virginia Tech Faculty Authors were honored at a Library reception during *Ut Prosim* weekend, on April 29, 2006. This event, the first of an annual celebration of faculty authors, was sponsored by the University Libraries as part of its celebration of Newman Library's 50th birthday. The Office of the Provost and the Office of the Vice-President for Research were co-sponsors for the recognition. The subjects explored in the publications of the 102 authors celebrated at the event covered a gamut that ranged from poetry, to pirates, to pest management. The Library plans to make the event an annual celebration.

1.1.2 Identify older journal materials now in electronic format that it would be useful to add to our electronic collections and determine contract costs from other public institutions before final selections..

After obtaining competitive offers from three major publishers, we purchased backfiles of 561 Elsevier journals from volume 1. We also acquired three new JSTOR sets of core older journals in the liberal arts.

1.2 Continuously assess library information resources in all formats so as to maintain parity with top-thirty research universities in our ability to support the evolving needs of our community

1.2.1 Assure that collection management faculty are able to use Innovative web statistics tools at canned and query level to analyze collection circulations at a level specific enough to inform future purchases

Demonstrations were give at two the monthly collection development meetings. Sample reports illustrating the kind of data that can be obtained were distributed. Training is not completed and will continue in 2006/07

1.2.2. Using OCLC collection analysis tool Identify gaps in VT collections when compared to peer institutions and develop a pool for potential purchases to augment the collection.

This was accomplished exactly as described in the goal. Over 1,100 items were identified for ordering by comparing items held at several other Association of Southeastern Research Libraries participants but not held at VT. The tool also provided an invaluable global picture of our collections and identified areas needing work.

1.3 Obtain and maintain the financial resources necessary to acquire information resources in all formats sufficient to sustain a world-class research enterprise, especially in the university's areas of emphasis

1.3.1. Work with the University Library Committee to prepare a library support presentation from Committee members as the University Strategic Plan is updated.

The University Library Committee developed a report addressed to the President and the Provost which outlined their perception of library needs for support in funding and personnel if the university wishes to forward the revised strategic plan. The chair of the ULC spoke at the Provost's open forum meeting on the strategic plan. The recommendation of the Committee, that the goal of funding the Libraries at the 30th percentile of SCHEV peers be incorporated in the plan was carried over.

	1.3.2 Explore with the undergraduate and graduate student government organizations the concept of initiating a library support fee for acquiring additional online materials	The undergraduate representative of the ULC worked with student government to conduct a survey about the library in spring 2006. One of the questions addressed support for a library fee. The results will be reported back to the ULC in fall 2006. Library fees for graduate students was discussed in the Commission on Graduate Studies and Policies. While there is a positive relationship with the library the graduate students on the Commission believe that general additional fees are already too high and are not in support of incrementing that amount.
1.4 Reach out to our users to identify new information resources that would be valued by members of the university community	1.4.1 Finalize new purchases to be made in support of university programs	Significant new purchases were made benefiting every College. This is the follow-up result of interviewing sessions with faculty last year about what was needed to support research. Key items included Early English Books Online, historical British and US newspapers, backsets of hundreds of journals, and niche publications such as the online Birds of America.
1.5 Select and work with information providers to enable all citation-to-full text linkages possible at every point in the evolution of electronic publishing	1.5.1 Evaluate whether we will continue with Ingenta as our SDI and TOC service or initiate service with another provider before the spring 2006 renewal date	The Ingenta system has improved its interface and there is now better openURL capability. Ingenta provides access to more journals than other similar services. The contract was renewed
	1.5.2 Create a web team working group to assume continuing responsibility for understanding and implementing all openURL technologies	A four member team (Goldbeck Chr, Bailey, Lancaster, Vielle) are the Web Team. Three advisory members also work with the team (Hudson, Kletnieks, Obenhaus). OpenURL links work for those source and target applications that can be used with this technology.
1.6 Support interlibrary loan and electronic document delivery as a transparent and cost-effective alternative to local collections	1.6.1 Explore the use of IN-Reach with several Innovative Interfaces schools along the I-81 corridor as a way of broadening the base of book materials available to our users.	Several libraries along I-81 who use the Innovative system, explored whether they could improve their interlibrary loan exchanges by making Innovative's In-Reach Service jointly available to their users. Based on a preliminary cost assessment and the understanding that implementing the service would require parallel ways of treating interloan materials (those with In-Reach and those not) it was determined that using the system was not a good option for the libraries.

Services: We will develop and offer user-centered library services to support the advancement of research, the quality of undergraduate and graduate learning experiences, and the transfer of knowledge and expertise with the society that surrounds us.

2.1 Develop outreach programs to ensure that members of the Virginia Tech community are aware of resources and services to assist them in their research, learning, and outreach efforts

2.1.1. Develop, offer, and provide continuing support for a program with the goal of registering 200 additional faculty or graduate students for a Table of Contents (TOC) or SDI services from Ingenta by March 2006 from the 690 reported registered in March 2005.

Multiple workshops on Ingenta were offered during the year, and a workbook outlining Ingenta procedures was made available. The user base registered for the service went from 690 to 836 registrants, a 21% increase.

2.1.2 In February 2006 explain and promote the openURL logo and linking service to the university community

The Marketing Team developed a logo Get Vtext to identify the service which links from source resources such as databases to target items such as journal articles, independent of the source or target being the product of any particular vendor. The team used sandwich boards, table cards in the dining halls, and the promise of free coffee at finals time, for every click to read the Get VText promotional page as mechanisms of alerting the community to this service..

2.1.3 Provide a program about library services for extended campus users at the NCR

Research & Instructional Services librarians made regular trips to the National Capitol Region facilities to conduct workshops. Sessions were also conducted at the Equine Medical Center, the Richmond Center, the Alexandria Center, Roanoke and Abingdon.

2.1.4 Assess annually levels of satisfaction with ILLiad for the extended campus and our Blacksburg sited ILLiad users

Extended campus ILLiad users were surveyed and more than 90% judged the service to be good or very good. A survey of non-extended ILLiad users will be carried over to 2006/07

2.1.5 Adapt the University of Washington user survey for graduate students and develop protocols to use so that it can be administered fall 2006

The University of Washington has been consulted to better understand the administration process for their survey. The survey will be administered in 2006/07

2.2 Provide convenient access to comprehensive reference services and collections in appropriate formats

2.2.1 Ensure that all openURL database sources are linkable, and the linking logo is used in all possible locations

All sources that can link via openurl technologies to target publications subscribed to by the University Libraries is active. The Marketing Team developed a logo Get Vtext which is a visual reminder to library users that the linking is made possible by the Libraries.

2.3 Identify new services that would be valued by members of the university community

Information Literacy: We will support students' learning needs now and provide them with life-long learning skills for living in a knowledge-based society

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| <p>3.1 Collaborate with appropriate university programs and agencies to develop and implement a comprehensive information skills program for all incoming students</p> | <p>3.1.1 Initiate and evaluate a one credit graduate course for information management skills in spring 2006</p> | <p>A one credit graduate course, Library Research Skills was introduced in spring 2006. With little publicity it drew more than 20 registrants. All of the students found the course to be a valuable addition to their graduate program and most would recommend that their colleagues consider taking the course.</p> |
| <p>3.2 Collaborate with faculty to develop the information literacy skills relevant to the disciplinary needs of upper-level undergraduate and graduate students</p> | <p>3.2.1 Provide a January 2006 and June 2006 assessment of the Information Literacy grant program initiated with CLAHS.</p> | <p>CLAHS and Library grantees for the programs Shingles/Pencek, Jones/Pencek, Stahl, Graham/Haney, Kim/Young, and M. Armstrong, Dubinsky/Gray gave preliminary reports on progress with their projects. The manuscript for the history group examining murders in Virginia in the late 19th and early 20th centuries is noted in the Addison catalog at http://addison.vt.edu/record=b2302797. A final presentation will be given to CLAHS and Library staff in fall 2006.</p> |
| | <p>3.2.2 Identify all courses that use Blackboard or Scholar as course management tools and determine those that have requirements for accessing materials for independent assignments and how library resources are made accessible in the courses.</p> | <p>Not yet completed for identifying courses. Kiri Goldbeck has worked with the instructor for Geography Resources to have the library information page for resources linked through the Blackboard system. Visits to the information resource page were increased significantly by making it more visible to students.</p> |
| | <p>3.2.3 Identify courses at the undergraduate level that have assignments for which using library resources would be helpful and determine the library's penetration in working within these courses.</p> | <p>Course identification not completed. Several courses CHEM 4014, UCCS 2964, HD1004, HIST 4004, PSci2024, ENGL 3524 have library faculty Lener, Merrill, Young, Pencek, and Haney team -teaching with subject instructors</p> |
| <p>3.3 Develop, provide, and assess the effectiveness of online modules to provide on-demand opportunities for students to develop information literacy skills.</p> | <p>3.3.1 Examine the effectiveness of the library's two tutorials, Information Skills Module (ISM) http://www.lib.vt.edu/help/instruct/ism-info.html and Tech's Information Literacy Tutorial (TILT) http://www.lib.vt.edu/help/instruct/tilt-info.html in regard to how widely they have been adopted in the library's overall teaching strategy, their independent use by users connecting to them through our web page, input from users regarding their value, the up-to-datedness of their content, and how they stack up in regard to attractiveness and content when compared to other library online tutorials, to determine whether we need to abandon them, keep them as they are, or invest time in updating them, replacing them with something else we adapt from others or build here, and/or promoting them.</p> | <p>Partially accomplished. Increased use for the Libraries Information Skills Module has been noted, and increased use for several aid tools: Seven Steps tutorial, Research Paper Scheduler, and Evaluating Web Pages has also been observed. We have not yet identified comparative numbers or worked more closely with students to get their feedback. An examination of referring web sites suggests that some use is coming from Blackboard sites of VT faculty.</p> |

Preservation: We will seek efficient and effective ways to preserve those information resources that will remain relevant to supporting ongoing research.

4.1 Collaborate with other research libraries to promote and preserve commonly held research assets and selected resources unique to the university or to the region in a manner that assures continuity of content and global access.

- 4.1.1 Continue collaboration with OCLC and several other libraries in the Association of Southeastern Research Libraries (ASERL) to implement a pilot program to identify and agree to preserve items held in common in storage facilities in the pilot group for the purpose of determining whether this plan can be expanded to additional libraries with existing materials in storage.
- 4.1.2 The Digital Library and Archives will seek funding through grants and other sources to support the organization, preservation, and long-term access to its collections.
- 4.1.3 The Library will continue partnering in the LOCKSS research preservation program for digital materials to address long term preservation of electronic theses and dissertations.
- 4.1.4 With OCLC collection analysis tool, determine what we have uniquely in our collections that needs to be maintained for our purposes and the common access of the wider research community.

The collaboration was useful in giving VT Libraries the ability to identify widely held materials, apparently appropriate to our collections, but not acquired by us. The storage program concept has not advanced in the ASERL group

Alone and in partnership with other colleagues the Libraries Digital Library and Archives unit was extremely active in submitting six proposals for federal funding. Five of the proposals were declined, the joint proposal National Digital Information and Infrastructure Preservation Program - a joint program of VT, Emory, Auburn, Florida State, Georgia Tech and University of Louisville, is still pending at \$2,825,000.

LOCKSS technology, involves caching of important documents on a number of machines so that if an electronic publisher fails or the server for a particular site fails, other colleagues can assist in restoring or accessing the information needed. LOCKSS is still at pilot stages and generally used for smaller sized resources. The Libraries DLA unit has partnered with other schools in using LOCKSS for the MetaArchive do Southern Digital Culture, and with ASERL partners for the preservation of electronic theses and dissertations,

The study determined that there were 200,000 records of items that appeared to be unique to VT and not held elsewhere in the ASERL community. A finer analysis and recommendation is still to be completed.

Systems: We will use appropriate technologies to give the university community seamless access to library resources.

5.1 Continue implementation of the Innovative Interfaces System.

5.1.1 Bring up Acquisitions and test Web Bridge service of Innovative Interfaces system

The Acquisitions component of the Innovative system went live in December 2005. The end-of-year closeout for book and other resource acquisitions involved a matter of minutes rather than several days. The content linking capabilities of To be carried forward. The Web Team consolidated the A-Z list of services on the library Web to make it easier for users to find out what services and programs are available. Since the university has redesigned overall university web pages it is delaying any local action until how it can determine whether modifications related to the university plan are to be implemented.

5.2 Respond to information-seeking behaviors of the user community when organizing and providing library resources

5.2.1 LibQUAL+ results continue to show a gap between perceived delivery of service and desired level of service on the library's ability to deliver a web site that allows users to locate information on their own. Working from what other libraries have done recently, the library web team will develop a protocol that can be used to work with the University Library Committee members in Spring 2006 to determine what changes in the web might be considered to make locating information more independently easier for faculty users.

5.2.2 By February 2006 develop a protocol for determining from our users (faculty/grad, undergraduates) what aggregations of databases might be appropriate for meta search implementation.

Users were surveyed regarding which databases they would like to see clustered so that one search could be run against several databases at a time, rather than having to search databases one by one. The product that will be used to deliver this service is Innovative's MetaFind. More testing will be done before introducing this in 2006/07

5.2.3 Determine participants and arrange for periodic meetings to develop a group of library staff from each director's group who are knowledgeable about using Innovative Interfaces canned and query statistics operations

To be carried over. Some demonstrations have been given in Collection Management, but who can act as a source for statistics related to collections is not yet identified. Pratt and Reed have been identified for Administrative Services as being capable of getting statistics regarding Innovative circulation issues and financial issues. Bailey serves as the III statistics agent for Technical Services. Additional assigning of responsibilities needs to occur before periodic meetings are appropriate

Physical Spaces: We will provide the university community with library settings that support the long-recognized needs of our community.

<p>6.1 Give students, faculty, and staff library settings that meet their expressed needs for convenient access to collections, places for inquiry and reflection, and inviting environments</p>	<p>6.1.1 Complete the group study room project</p>	<p>The Group Study room project, supported by the Parents Fund, and involving renovation of three group rooms and an outer seating area near the fourth floor elevator, and the group study area near Torgersen Bridge was completed.</p>
	<p>6.1.2 Work with the Architecture Design class to develop a concept plan for graduate study spaces.</p>	<p>Matt Lutz (associated with group area near Torgersen Bridge) has agreed to assign the graduate study area project to his interior design class and have them develop a concept plan for the space (old Systems area)</p>
<p>6.2 Implement the concepts outlined in the Modernization Master Plan for Newman Library</p>	<p>6.2.1 Complete the first phase of the Special Collections project</p>	<p>The first phase of the Special Collections project which added three staff offices, an expanded reading room, a conference room, a kitchenette, and expanded storage space has been completed.</p>
	<p>6.2.2 Review options with university counsel for agencies to be involved with initiating a study café</p>	<p>When it begins the study café space the library is not limited to campus food service operations. The support for the café management can be done via an RFP process inviting vendors to bid on the operation</p>

Staff: We will employ sufficient numbers of knowledgeable, adaptable, and user-directed faculty and staff.

<p>7.1 Hire additional faculty and staff needed to provide the excellent library resources and services essential to a top-tier research university</p>	<p>7.1.1 Review open positions and align with current overall library needs</p>	<p>A consulting team (M. Taylor of Washington and Lee and formerly Brown University, and Barbara Jones of Connecticut Wesleyan and formerly University of Illinois) reviewed Special Collections and DLA. Based on suggestions in the report we will divide the units into two separate but collaborative entities. The position of Director of Speciall Collections will be filled and the position now filled on a temporary basis by A. Shaffer will be filled. An FTE equivalent of one position for term limited appointments for special projects will be allocated to the unit. Funding resources will be incremented for each unit in 06/07 to allow some additional wage support. Each unit, Special Collections and the digital unit, will adapt a mission statement and operating plan which is cognizant of the resources allocated to them. Two positions were filled in support of instructional services, the position of Director for Research and Instructional Services was advertised and accepted. The Director may propose staff positions in RIS based on goals and assigned responsibilities of the unit.</p>
<p>7.2 Establish new learning opportunities for library faculty and staff relevant to personal professional growth in the context of library objectives and operations</p>	<p>7.2.1 Provide programs that are directed to creating learning opportunities for all library faculty, and all other staff interacting with the public for reference services, to become expert users of the table of contents service (currently Ingenta) promoted this year by the Libraries as a service for faculty researchers</p>	<p>The Research & Instructional Services unit initiated monthly workshops for library staff and for members of the university community to highlight special resources or technologies such as Google Print, Ingenta, EndNote, and RSS feeds. To encourage a broader understanding of scholarship at the university RIS also introduced a seminar series which invites faculty from across the university to present their research.</p>
<p>7.3 Recognize and reward performance of library faculty and staff commensurate with a major research institution</p>	<p>7.3.1 Work to bring library faculty salaries to the 60th percentile of SCHEV peers</p>	<p>Nine new staff members were involved in the Employee Orientation Program. Feedback from the participants is used to modify the program to better serve new employee needs.</p> <p>A longevity adjustment was made to faculty salaries for those faculty with 5 or more years experience at Virginia Tech. The University recognizes a goal for faculty salaries of the 60th percentile of the average of salaries for SCHEV peers. In September 2005, before this adjustment VT salaries were approximately \$3,000 lower the 60th percentile of peers. This \$3,000 difference is the general range experienced for faculty salaries throughout the university.</p>

	7.3.2	Work with the Office of Personnel Services to adjust salaries of library staff positions for comparability to positions in similar pay bands across the university	Based on review through Human Resources of comparable salaries for positions in the university and the area, and recognizing length of tenure at the university, it was possible to make a positive adjustment in salaries for more than half the classified staff in 2005/06
7.4 Support the University's Diversity Strategic Plan by developing and implementing activities and programs designed to increase and enhance student, faculty, and staff diversity in the Library and its programs	7.4.1	Develop an ongoing electronic display featuring recent scholarly publications (electronic and print) relevant to diversity research	To be carried over
	7.4.2	Initiate inclusion for the Library in the university's Safe Zone program	Participation in the Safe Zone program is an individual choice available to any member of the University Community