

**Unit Name: University Libraries**

**1. Academic Units:** Please provide a 1-2 page description of how your unit will fund growth plans identified in the Annual Academic Plan workbook through current or anticipated incremental revenue to your unit. Please provide specific fund source names and projections (in dollars). If these plans assume additional Provost Reinvestment Funds (supplement), please make that clear in this section.

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**UNIVERSITY OF WASHINGTON LIBRARIES: A HYBRID ACADEMIC/ADMINISTRATIVE UNIT**

The University of Washington Libraries is distinguished as a hybrid unit which shares characteristics of both academic and administrative units. The Libraries is administered by Dean, who sits on the Board of Deans and Chancellors, and reports directly to the Provost. While the Libraries does not directly generate incremental revenue through tuition, the growth of academic programs is predicated on the excellent academic support the Libraries provides. Like academic units our funding sources are diversified as we receive about 80% of our funding directly from the University with the remainder coming from external sources such as gift and endowment income and grants and contracts.

The Libraries has a second distinguishing characteristic--the University of Washington Libraries operates as one library serving three campuses. While the Libraries is managed as an integrated organization, the Tacoma and Bothell campus libraries are addressed in the budget documents of their respective campuses.

The Libraries academic profile can also be seen in the contributions librarians make to the academy and scholarly societies. During the past two years, librarians and curators published 7 books, served as editors for 23 books and journals, contributed 187 articles and reviews to scholarly publications, taught 26 UW credit courses, and made 295 presentations at professional meetings.

Librarians play a **significant teaching role**, working closely with faculty partners in curriculum development and delivery, and enhancing the library as a learning place. Librarians ensure that UW graduates are information literate (able to find, select, and assess information) and therefore prepared to succeed in a global, diverse, knowledge society. In 2011/2012, over 20,000 students received high quality instruction through 1,200 class sessions taught by seventy subject librarians; librarians taught 13 credit courses; and twenty librarians advanced the ground-breaking course-integrated research methods approach for students in the University Honors Program.

The Libraries is responsible for a sizeable part of the UW's research infrastructure and is committed to maintaining **excellence in information resources** and digital scholarship needed to maintain a world class research University. We utilize the expertise of our 70 subject librarians and program liaisons to develop and maintain our collections at the highest level possible across all relevant subjects and across an ever broadening spectrum of formats and intellectual areas. We participate in consortia and other partnerships to leverage our purchasing power and share resources most effectively.

**GROWTH PLANS**

As academic units develop their growth plans and make changes in their emphases or focus, the Libraries will require concomitant resources to ensure the highest quality programs and continued success of faculty and students. Program support costs will necessarily be differential depending on the level of instruction, the information costs of the discipline, the mode of instruction, and the current capacity of the Libraries. We welcome the opportunity to review the Annual Academic Plans submitted by the academic units and provide an analysis of the anticipated support costs as the budget process unfolds.

**Libraries Growth Plans** (All personnel costs include benefits)

We have included growth plans where Provost Reinvestment Funds are crucial for the transformation of library services, collections and facilities. Plans that rely on other funds are covered under Questions 3, 4, and 5.

**Collections****New Funding Projection: \$600,000 (Permanent Provost Reinvestment)**

Providing collections (print and online) that support world class inquiry and research at UW requires ongoing investment. We appreciate the \$2 million dollars allocated to the Libraries budget in FY13 which returned Libraries collections funding FY09 level. As the scope of research increases and diversifies, a 5% increase (roughly \$600,000) would enable us to maintain our current access to journals, provide other resources our researchers need and address the growth in student population.

**Preserving the Scholarly Record****New Funding Projection:****\$1 million to \$2 million over the course of one biennium (One-time Provost Reinvestment or Minor Capital)**

There are few efforts more important than preserving UW's internationally significant collections while simultaneously helping to educate the next generation of conservators – at the University of Washington and beyond. Recently the Libraries received a \$1.25 million challenge grant from the Andrew W. Mellon Foundation to fund a new senior conservator position for books and paper. The Mellon grant includes \$1 million as a permanent endowment and \$250,000 to establish the new position while the Libraries raises \$1 million over three years to match the award, which will generate funding to support the position permanently. The Libraries has launched an international search for the individual who will take on the role of senior conservator in early 2013. Similar to setting up a laboratory for a newly-recruited scientist, the Libraries needs to enhance its conservation facilities to support the work of the senior conservator. Based on best practices in conservation lab design we will need to provide such equipment as a fume hood, a suction table with humidification dome, microscope and basic spectral imaging equipment (ultraviolet and infrared), water purification system, and height-adjustable work tables. Preliminary estimates for designing and retrofitting existing space in the Suzzallo Library range from \$1 million to \$2 million and the build-out could be productively sequenced over a biennium.

**Undergraduate Student Support****New Funding Projection:****\$73,500 First-Year Experience Librarian and \$45,000 Graduate Staff Assistants (Permanent Provost Reinvestment)**

The University has expanded access to education by admitting larger first year classes, including a growing contingent of international students. The Libraries educational outreach efforts extend beyond departmental or disciplinary boundaries, including collaboration with First-Year Programs and Honors Program. The Odegaard Undergraduate Library (OUGL) renovation will enable us to expand services and we would like to extend this outreach to programs and services that support pre-majors generally, and academically under-prepared students and English Language Learners specifically. An approach loosely modeled on our successful pilot with the Honors Program would benefit students who need more in-depth library instruction and services than we can currently provide in order to succeed academically. The Libraries seeks to improve services to first year students in general, and to international students in particular, with the addition of a First-Year Experience Librarian and graduate staff assistant support.

**Online Course Support****New Funding Projection:****\$87,000 for Learning Technologies Librarian (Permanent Provost Reinvestment)****\$50,000 for licensing of streaming media for course assignments (Permanent Provost Reinvestment)**

Both face-to-face and fully online courses at the UW benefit from the electronic delivery of services and tools and innovative pedagogical approaches. The University recently adopted and/or deployed a suite of learning management tools for use across the curriculum, including Canvas, Tegrity and Media Amp. The Libraries seeks to integrate its existing, stand-alone services more fully into these new tools to provide a seamless, one-stop experience for students who need to access course resources. At the same time, we want to maximize the benefit to faculty, students and librarian instructors afforded by the three new active learning classrooms being constructed in OUGL. The addition of a Learning Technologies Librarian position would allow us to take advantage of new types of online resources and new types of classrooms, "hands on" and active with the emphasis on students in the new formal learning spaces and in the online teaching environment.

**Data Driven Discovery**

**New Funding Projection:**

**\$98,000 for Spatial and Numeric Data Services Librarian (Permanent Provost Reinvestment)**

**\$88,000 for GIS Infrastructure Specialist (Permanent Provost Reinvestment)**

The Libraries currently offers support for data driven discovery through its Data Services program, which includes an array of online tools, services and staff expertise. Guidance and support is provided to faculty and graduate students on such issues as the creation of metadata, data curation, spatial and numeric data, and the submission of Data Management Plans for federal grants. The Libraries seeks to respond to the growing demand for spatial and numeric data support through the addition of a Spatial and Numeric Data Services Librarian. This position will support students, teaching faculty and researchers who need to access, interpret, re-use and publish spatial and numeric data. It will provide support to the expanding number of students and faculty using GIS in their coursework and research programs. We also request permanent funding for a GIS Infrastructure Specialist to provide technical support. This position is currently supported through one-time salary savings.

**2. Academic Units:** *If you are recommending the creation of a new tuition category, please identify the original tuition category, the proposed category, a suggested tuition rate for FY14 and a percentage increase for FY15. If you plan to move only a subset of your programs into a new category, please identify those programs.*

Not applicable.

**3. Administrative Units:** *Please provide a 1-2 page overview of your current strategic plan and include a summary of any operational risks that the UW must work to mitigate over time. Note that there are very few Provost Reinvestment Funds, so your summary should provide a clear sense of how your unit intends to minimize risk, maximize service, and if necessary, repurpose existing funds to do so.*

**Building Sustainable Futures**, the Libraries 2011-13 Strategic Plan (<http://www.lib.washington.edu/about/strategicplan>), is centered on our mission, vision, strategic directions and values and is aligned with University goals. We use a Strategy Map and the Balanced Scorecard as organizational performance frameworks that effectively integrate strategy and metrics and help identify and prioritize the Libraries' contributions to the University.

The Libraries key goals and strategic directions are centered on four areas that are mission critical for the University:

- Enhance teaching and learning
- Advance research and scholarship
- Provide virtual and public spaces that engage, connect and transform our communities
- Build a sustainable information infrastructure that preserves and advances knowledge

Our strategic directions are accompanied by a core set of key objectives that are internally integrated, aligned with University and programmatic directions and designed to provide the greatest value to the UW community. Strategic priorities help achieve our key goals and directions, reduce operational risks and contribute to the success of the University community. They include:

- **Multi-institutional approaches** to reduce and contain costs (current and future), and enhance user access to information and services
- **Facilities** that reposition libraries to address increased student demand for attractive and productive library and learning spaces that are aligned with advances in pedagogy and support independent discovery and creativity
- **Information resources** (print and electronic) provided any time and any place to advance research and scholarship.
- **Information services** that focus on core and emerging, areas such as data management, data curation, clinical effectiveness, translational research and supporting effective and efficient methods of scholarly communication.
- **Library and information research competencies** that are integrated within the curriculum, research, scholarship and clinical care
- **Staffing and salary flexibility** to support the expertise necessary for both core and emerging services
- **A sustainable academic business plan** that diversifies and increases our revenue base while containing costs

2012 was the mid-point of our current plan and we undertook an extensive review of key objectives and initiatives. We reaffirmed many of our initiatives but emphasized changes in the following or added new ones:

- Student learning assessment plans focused on effective discovery/use of information
- Information resources and support necessary to advance a highly successful research community
- Library facilities to better support and engender collaboration, discovery, learning and work
- Shared Integrated Library System (including discovery layer) with the Orbis Cascade Alliance consortium
- Overall online and print management strategy which incorporates print preservation, digitization programs, and utilizes multi-institutional approaches where appropriate
- Organizational capacity and structure aligned with resources
- Staff expertise and actions focused on strategic priorities and actions, adjusting hiring plan as appropriate

Several of these initiatives address specific risks including data management plans for federally funded research, learning assessment for regional and professional accreditation, print and online resources needed for successful research and scholarship, and library facilities improvements to meet the needs of a growing and diverse student population. Collaboration with other campus units such as the Office of Research, the Graduate School, Undergraduate Academic Affairs, and Center for Teaching and Learning has provided faculty and students with a better integrated suite of services.

We will conduct our 8<sup>th</sup> Libraries Triennial Survey in April 2013. This survey, which began in 1992, is the longest running large-scale user survey in academic libraries. The results from these surveys provide meaningful input from faculty and students that is used to assess current programs as well as identify new or expanded library and information needs.

Critical to achieving our strategic priorities is repurposing our personnel positions so we can hire the right people now to take us forward in the future. The decision to fill, reshape, or realign these positions is tied to programmatic and strategic needs such as increased student enrollments and changing demographics, diversified faculty and graduate student research support, preserving the scholarly record, and integrating technology into resources and services .

Our 2012-13, Hiring Plan supported these changes **by repurposing a number of existing vacancies/positions** and using some external funding to create and recruit for these new positions:

- Translational Research and Collaboration Librarian
- Instructional Design and Outreach Services Librarian
- Library Assessment Coordinator (half-time)
- Director, Human Resources
- Research Commons Librarian
- Senior Conservator
- Film Archivist
- Head, Acquisitions and Rapid Cataloging
- East Asia Technical Services Coordinator
- Data Services Curriculum & Communications Librarian (half-time)

For 2013-14 we plan to use **vacancies, anticipated retirements along with bridge and/or Provost Reinvestment Funds** to continue our transformation of library services and programs by filling these positions:

- Learning Technologies Librarian (Provost Reinvestment Funds requested)
- International Government Information Librarian
- Digital Public Services Librarian
- First-Year Experience Librarian (Provost Reinvestment Funds requested)
- Spatial and Numeric Services Librarian (Provost Reinvestment Funds requested)
- Health Sciences Interprofessional Education Librarian

**4. Academic and Administrative Units:** *Considering your strategic plans (particularly if they assume growth) please provide a short summary (1-2 pages at most) that relates these plans to your current space assignment. In particular, you might consider the following questions when drafting your response:*

- a) *Does your current space inventory meet current programmatic requirements? Contrarily, does the type or quality of the space place any constraints on your ability to meet program requirements? If not, please provide specific quality or space type concerns (location, specific quality concern, etc.).*
  - b) *Will your unit be able to accommodate your growth plans within existing inventory of space? If additional space will be necessary, please describe the amount, type, or quality of additional space you may need to meet programmatic objectives and growth plans.*
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On behalf of the entire campus and in support of its academic programs, the Libraries has the responsibility of envisioning, refreshing, and operating the largest and most heavily-used learning and discovery spaces which are open to all members of the extended university community. The twelve library facilities on the Seattle campus represent 500,000 assignable square feet and experience nearly 5 million annual visits – 75% of which are made by undergraduates. The Libraries has made effective use of both minor capital investments as well as building funds to transform library facilities from collections-centered spaces to attractive and productive learning and research environments. In doing so, the Libraries has enabled users, especially students, to thrive in a positive setting that offers differentiated space and services, including collaborative programming with other academic units.

The success of minor capital investment in several of our libraries, most notably the Research Commons in the Allen Library and the Health Sciences Library, has resulted not only in increased usage but also the opportunity to offer collaborative programming with other academic units. Beyond the substantial increase in use of the Research Commons space (60% higher than before that space was renovated) is the success of the programming between the Libraries and the Graduate School to provide professional development workshops and other events targeted at graduate students. The Research Commons demonstrates that graduate students do need places to come together to explore new ideas, make connections and develop their skills. At the Health Sciences Library, the decade long drop in visits has been reversed due to more attractive and functional user spaces, collaborative programming, and 24 hour library access for graduate and professional students in Medicine, Dentistry, Molecular and Cellular Biology, Nursing, Pharmacy and soon Public Health.

While these initiatives have transformed library spaces, more work is needed. Student enrollments, especially undergraduates, continue to climb and new forms of student work and collaboration require different types of support. While there is much talk about “flipping the classroom,” the Libraries has reconceptualized its spaces and services for years. More than 90% of the Libraries collections and information content is now accessed and delivered from outside the library while individual and collaborative work within the library has never been higher. The Suzzallo and Allen Libraries, for example, experienced 311,400 visits in October 2012, the busiest month ever recorded. Our 2011 In-Library Use surveys showed that the percentage of students working in groups has increased substantially in those libraries where group work space is *available*. Indeed, student satisfaction was lowest for suitable group work space and hours of opening. While student enrollment has climbed by more than 10% during the past six years and library visits have increased, the number of seats and workspaces in the Libraries declined.

In order to continue the transformation of the Libraries to student-centered collaborative learning spaces we need a mix of minor capital funds and major infrastructure improvements. These strategic investments will allow us to continue moving forward with our Anchor Library plan which calls for relocating lesser-used collections to the Sand Point Remote Shelving Facility and providing service and programmatic changes on the Seattle campus that provide the greatest benefit to students and faculty.

## **MAJOR INFRASTRUCTURE IMPROVEMENTS**

### **Sand Point Remote Shelving Facility**

Future library consolidations and transformation depend on obtaining more space at Sand Point and increasing capacity through the greater use of compact shelving. A renovation of the 4<sup>th</sup> floor to accommodate the safe housing of library collections has been requested as part of the University’s 2013-15 State Capital Budget Request submitted to the Office of Financial Management. In addition, environmental controls must be extended to the north side of the 3<sup>rd</sup> floor and the

feasibility of replacing the existing static shelving on the 3<sup>rd</sup> floor with compact shelving to increase capacity should be evaluated. The current stacks on the 3<sup>rd</sup> floor are operationally full.

### **Odegaard Undergraduate Library**

The Odegaard Undergraduate Library (OUGL) is the most innovative undergraduate library in the country—24 hour access and over 10,000 student and faculty visits a day. Opened in 1972, OUGL has been loved to death by the 2 million students who come through its doors each year. A new collaborative vision for OUGL is being led by the Libraries and championed by Undergraduate Academic Affairs, Student Life, Office of Minority Affairs, the Graduate School, faculty groups, students, and the Office of the Provost. In one of the worst capital budgets in memory, the state provided partial funding for Phase 1 (\$16.45M) of a two-phase project. At this writing, we estimate that there is a \$1 million Phase 1 shortfall related to furnishings, equipment, and the skylight. The Libraries made a commitment to contribute some discretionary funds to enable the skylight work to proceed, but we also will need to partner with the Student Technology Fee Committee and the Office of the Provost for appropriate funding assistance.

The Miller Hull Architects redesign of OUGL will be stunning, albeit incomplete. The central staircase is being replaced by an open three-story atrium. New “flipped” learning spaces will transform how faculty teach and students learn. Students will flock to the data diners and collaboration booths for hi-touch, hi-tech spaces infused with the best a research library can offer. Collaborative work areas will be configured on demand with writable walls and digital surround. The glass enclosed third floor awash with light from the skylight will be a coveted place for focused reading, study, and contemplation.

Phase 1 will be completed by June 30, 2012 and addresses the first floor and the mezzanine, but leaves the ground floor (By George), the information commons on the second floor, and the individualized study on the third floor substantially untouched. Phase 1 does not include the physical integration of all four floors with new entrances that address long-standing personal safety issues inherent in having stairways outside of the security footprint of the library. An estimated \$25 to \$30 million is needed to fully realize the comprehensive vision and make OUGL the showcase for the 21<sup>st</sup> century student learning and research experience that our students deserve and expect.

### **Proposed Fine Arts Library**

The Art, Drama and Music Libraries are among our most overcrowded library facilities. The proposed Fine Arts Library would integrate these three now-separate libraries, support new modes learning and research, and foster interdisciplinary work using the most current technology and multimedia techniques. Print materials remain critically important to all the fine arts disciplines, but shelving is filled to capacity with no expansion space. The three arts libraries lack learning spaces, collaborative work areas and computer commons. Digital applications in music composition and performance, stagecraft in drama, and high-resolution distribution of art images are critical, but technical capabilities in the existing facilities are minimal. Growing demand, changing technology, and lack of new buildings over nearly forty years have resulted in woefully inadequate program support for the arts. We have an opportunity to make a virtue of necessity by building a facility that will facilitate collaborations, enhance learning, expand research, and advance our public engagement missions. All of these needs can be met with a new Fine Arts Library, a facility that would bring together tradition, innovation, and integration of the arts. Current library space in three buildings would be released for other purposes upon completion of the Fine Arts Library.

## **MINOR CAPITAL STRATEGIC INVESTMENTS**

### **Suzzallo and Allen Libraries**

Over the past decade, there have been profound changes in the way students and faculty seek information and in the way they use libraries. In response, the Libraries has made a number of enhancements in the Suzzallo and Allen Libraries, including the creation of the Research Commons, improved wireless coverage and increased numbers of electrical outlets through minor capital investment. As the Allen Library approaches its 25<sup>th</sup> anniversary and the need to repurpose space in the iconic Suzzallo Library grows, it is an auspicious time to launch a comprehensive space study for this core campus building. Any substantial change to the public areas of the Suzzallo and Allen Libraries will be dependent on access to additional space in the Sand Point Remote Shelving Facility.

**Engineering Library**

The Engineering Library was built in 1969 when university instruction was largely organized around individual study. The engineering curriculum has undergone profound pedagogical and technological change. While we have made several minor capital investments in improved collection security, increased electrical outlets and the expanded user space on the ground floor, we seek a student-centered renovation of the Engineering Library. We envision upgraded open study spaces and team rooms with state-of-the-art technology, flexible furnishings and replacement carpet on all floors. A renovation study would engage College of Engineering students and faculty in planning a space that would enhance student learning and build on the success of the Research Commons, the Health Sciences Library, and OUGL renovations.

**Health Sciences Library**

Located primarily in the T-Wing, the Health Sciences Library (HSL) is a pivotal point for space planning in support of interprofessional education in the Health Sciences. HSL has long served as a nexus for the students, faculty, and staff of the six health science schools. The recent renovation of the HSL second floor was funded by \$500,000 in minor capital dollars and provided additional collaborative and quiet study space for the faculty and students. Over 6,000 square feet was re-carpeted, repainted, wired, and remodeled. Lighting was improved and electrical outlets were added throughout priority areas of the second floor. Further refurbishment of the library will amplify and complement the vision for an integrated and renovated T-Wing. Plans include a hospital board room for mock exercises and simulation where the students would discuss patient error cases, quality reviews, and disciplinary actions.

**5. Academic and Administrative Units:** *Should the 2013 Legislature lift the ongoing salary freeze and allow increases, we certainly hope that state funding will be provided for GOF increases. In the event that state funding for compensation is not available, all units should have plans to cover GOF/DOF salary increases out of tuition or other fund sources. Should no tuition revenue be available to your unit, Provost Reinvestment Funds may be dispatched to provide support for increases. Please provide your units' plans to cover expenses associated with salary increases. A salary and tuition revenue model is available on the OPB website; this model is designed to give you a sense of the magnitude of the support that will be required at various percentage increases.*

The Libraries is experiencing significant recruitment and retention challenges after years of only an occasional retention case. Given the high visibility and reputation of UW librarians, stagnant salaries and the budget outlook, we have become extraordinarily vulnerable to recruiting pressure from other institutions. We simply are not competitive. The Libraries current salary structure is a very serious obstacle for recruitment and retention, especially in cutting edge areas of strategic importance to the University. Since 2011, eight librarians have been offered positions at other universities. We made competitive offers to these librarians but only retained two. A substantial number of excellent candidates for vacant librarian positions have removed themselves from consideration due to the below-market salaries we can offer. Using 2011-2012 figures, librarian salaries would need to increase an average of 20.46%, or \$13,300 to reach the average salary of librarians at the 10 other Global Challenge Universities. Bringing all UWS librarian salaries up to average at Global Challenge Universities will require a unit adjustment of \$1.33 million (plus benefits and changes subsequent to 2011-12). The Association of Research Libraries (ARL) salary rankings are also shown below.

**ARL Salary Rankings**

YEAR	UW Rank All (114)	UW Rank U.S. (100)	UW Rank U.S. Public (70)	UW Average Salary
2007-08	63	53	31	\$63,655
2008-09	64	52	31	\$66,517
2009-10	59	49	31	\$66,476
2010-11	70	55	31	\$65,466
2011-12	80	65	39	\$64,992

If state or Provost Reinvestment funds are not available for salary increases, we anticipate holding some vacant positions to support increases if authorized.

We also face competitive pressures for our professional staff positions, especially in information technology. Our classified staff provide specialized services that are difficult to replace. Many of the emerging areas of activity that will form the core of our future information services require new types of skills and academic preparation. Therefore development of existing staff development and the ability to hire new staff with critical expertise will be an important strategic focus as we move forward. Salary issues must be addressed so that we can retain our talented staff as well as hire those with specialized expertise we currently lack.

**Student Hourly Minimum Wage Funding**

Over 350 students are employed in our campus libraries. They perform essential functions including staffing many of our libraries on the weekends and in the evenings. Investing in the student hourly budget also provides financial assistance to students through meaningful jobs with flexible hours in convenient campus locations. For the first time in several years, the state minimum wage increased by 4.25% in 2012. Since student pay is tied to the minimum wage, the Libraries incurred an additional \$88,400 in unfunded wage increases for 2012-13, which will grow with upcoming minimum wage increases. An ongoing approach to funding mandated minimum wage increases that does not reduce the overall student assistant workforce is desired.

**6. Academic and Administrative Units:** *Your unit may have identified growth plans in the Annual Academic Plan workbook; if so, as part of question 1 your unit should have included a description of the funds necessary, including Provost Reinvestment Funds, to support such growth. For this section, however, please provide specific requests of Provost Reinvestment Funds for new initiatives. Please provide a one-page summary of these requests, articulating how much funding is requested by an initiative, whether temporary or permanent funds are requested, and how the funds would be spent (new positions, systems, etc.).*

More detailed information on these requests for Provost Reinvestment Funds is provided in Question 1.

INITIATIVE	FUNDING \$	FUNDING TYPE	PURPOSE
Collections Maintenance and Enhancement	\$600,000	Permanent Provost Reinvestment	Maintain purchasing power to support research, teaching, and learning
Preserving the Scholarly Record	\$1 million to \$2 million	One-time Provost Reinvestment or Minor Capital	Conservation Laboratory
Undergraduate Student Support	\$118,500	Permanent Provost Reinvestment	First-Year Experience Librarian and Two Graduate Staff Assistants
Online Course Support	\$137,000	Permanent Provost Reinvestment	Learning Technologies Librarian and licensing of streaming media for courses
Data Driven Discovery	\$186,000	Permanent Provost Reinvestment	Spatial & Numeric Data Services Librarian and GIS Infrastructure Specialist