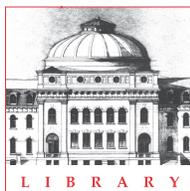
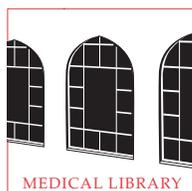
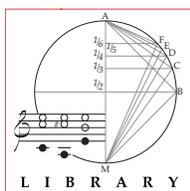
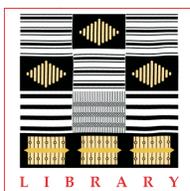
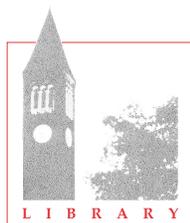


CORNELL UNIVERSITY LIBRARY

Annual Report 2000-2001

Respectfully Submitted to
Provost Biddy Martin

by Sarah E. Thomas
Carl A. Kroch University Librarian
June 27, 2001



- Martin P. Catherwood (ILR) Library
- Edna McConnell Clark Physical Sciences Library
- John Henrik Clarke Africana Library
- Comstock Memorial Library of Entomology
- Sidney Cox Library of Music and Dance
- Engineering and Computer Science Library
- Fine Arts Library
- Flower-Sprecher Veterinary Library
- Johnson Graduate School of Management Library
- Carl A. Kroch Library
- Law Library
- Frank A. Lee (Geneva) Library
- Albert R. Mann Library
- Mathematics Library
- Nestlé (Hotel) Library
- John M. Olin Library
- Rare and Manuscript Collections
- Uris Library
- Weill Cornell Medical College Library

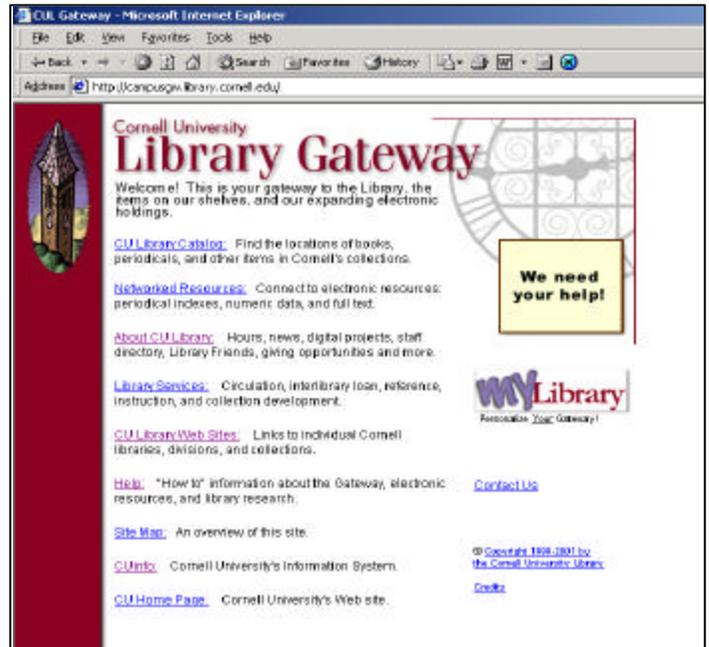
"You make a World of Difference to the Intellectual Life of This Community"
Library Services from the User's Perspective

From a Graduate Student

I'm a grad student, and I just started doing the literature review for my dissertation. The gateway, and all its computerized possibilities, is amazing. I really appreciate being able to do all kinds of searches, request ILLs, print journal articles, and do all sorts of other requests via computer. Many thanks for an excellent system!

From a Faculty Member

Even before the survey I just want to tell you that in my opinion the library is the best functioning and best staffed institution we have at Cornell. It is superb in its collection and a pleasure to work with -- and I write this as my account is frozen because of an overdue book. We do not say thank you often enough around here, so here it is, spontaneously and of course for you and all of the library staff.



From an Emeritus Professor

Thank you so much for the added listings you just sent me. I tried out a few of them right away, and they too came through nicely. I now have an additional book mark on my browser so can call the list up as needed.

I cannot tell you how pleased I am that the system is working so well! Living in the heart of Washington, DC, I have had to drive out to Beltsville, MD to the Goddard Space Flight Center every time I needed to look up a journal to which I do not personally subscribe. The Library of Congress, which is a lot nearer, unfortunately cut off all access to their stacks a few years ago, and so it is impossible to quickly browse through their journals.

Having access to the Cornell Library journals on line is going to be a real godsend to me and will save countless hours and trips each year!

This really is terrific. Please do convey my thanks to all the people who helped to work out the problem.

Again, many thanks for your efforts!

From an Associate Dean

I also feel we should somehow reward our library staff. Students have reported that they have been extremely helpful....As well, they seem to have a very strong client focus and constantly to innovate (with classes, new resources, etc.) in ways that help us all. Their communication is very strong and I always feel aware of their program and information sources expansions.

Having seen several business libraries around the country, I can say without reservations that this library is one of the best. Not only because of its nice collection but also because of the attitude and professionalism of the staff. I consider myself fortunate to have such a great library at the Johnson School.

From an Alumnus

Dear Cornell Digital Library Staff:

I was recently helping my daughter, now a college freshman, find several obscure historical documents on-line. I was stymied until I turned to my alma mater and found exactly what we needed by using the "Making of America Collection".

Thanks for a job very well done. Greatly appreciated.

Best regards,

Jeff Libby, Ph.D. '80.

From a 16-year old Internet browser

"hey, whats up? okay, i was browsing through the net and i found your site about the triangle shirtwaist factory fire. i'm 16, and in my American History class, we started to learn about the 1910s, so our teacher ended up touching the subject of the factory fire. somehow i really got interested in the subject, so i decided to search about it online. i found your site. its really great, and it really answered all the questions and all the curiosity i had about the horrible tragedy...

well, i just felt it would be right to write ya an email and congratulate you on the site. it taught me a lot! :-)

++ mary ++ "



From a High School Teacher

"To whom it may concern: . . . I did want to tell you how valuable your site has been. I teach U.S. History to 7th graders in Seattle, Washington. During our study of women's history, several of them became interested in the Triangle fire, and chose that as their topic for both a short play they performed, and for research papers they wrote. Your site was an incredible resource for them. They used it to give

real names to their characters, and generally to provide an air of authenticity to the play. It also provided a great source for their short research papers. Interestingly, the plays were performed the week after the death of Rose Friedman. Two parents who read the New York Times sent the article in, and all the students who wrote the short play wanted copies. Thank you for your wonderful resource, which captured the imagination of a good number of 13 year old boys and girls on the West Coast.” [Rose Friedman was the longest surviving member of the fire who died this past February at age 107.]

From a Human Resources Professional and Alumnus

“Hi Susan, thanks for your first rate reference service, you and the Cornell reference team (& library) are absolutely first rate - it takes ILR people to appreciate that & wanted to pass the appreciation along. Each time I use the collection I become more impressed, this is after 10 years of experience too. I do sometime want to meet the wizard who has masterminded the assembly of this resource, as we spoke about on my visit last week.

From a Researcher

Greetings,

I was writing to ask if it is necessary and possible to receive permission to reproduce a few of your images on an academic web site. I frequently use links to your collection as a basis for projects in the American literature courses I teach at Assumption College, and I also put links to your resources in my NEH grant-funded web site (in-progress), "The E Pluribus Unum Project."

Whether or not it is possible to obtain the permission I'm requesting, I want to thank you not only for your help in this matter but for the remarkable resource you have provided. It has transformed my life, the life of my students, and the lives of most of the scholars I encounter when I do my non-virtual research at the American Antiquarian Society. Long may you prosper!



From a Library School Student

The library system at Cornell was nothing short of breath-taking. We got to spend quality time in the Rare Book Collection with a very knowledgeable curator examining period manuscripts, their bindings, and single pages. When the curator opened the first manuscript (the Lombardy Gradual), the whole roomful of participants stood up, craning to get a better view, "as if they'd just started playing the National Anthem," as Daedra said. The energy and focus in that room was tremendous, and the enthusiasm was a real high.

From a Lansing Fifth grade teacher and student

How terrific it was to run into you this year as we made our way through Jennie's life! You are always so gracious not only to allow us, but actually to encourage us, to investigate what your libraries have to offer. One of my chaperones, a professor on campus, had never been to the Andrew D. White Reading Room.



June 7, 2001

Dear Ms. Schafer,

Thank you for permission
to go into the Uris library
and the Andrew D. White Study
hall.

The study hall was my
favorite! It was so
beautiful! I enjoyed the
paintings and other decor-
ations in the study hall.
The bell with three lang-
uages on it was cool
also!

Have a great summer,
Colleen Ryan

**Cornell University Library
Annual Program Report
2000-2001**

I. PROGRESS ON CORNELL UNIVERSITY LIBRARY OBJECTIVES FOR 2000-2001

Objectives 2000-2001

A. Develop timelines, measurements, and a means of achieving the objectives of the Library's Digital Futures plan. See plan for specific objectives.

The Library has made significant progress in most areas of the Digital Futures Plan. (See Appendix II.)

Challenges Remaining:

1. Plan and implement a more comprehensive scholarly communications program.
2. Develop increased resources to support distributed learning program.
3. Expand technological infrastructure in spite of insufficient funding.
4. Move digital delivery to the desktop from a limited, specialized service to a more mainstream product.
5. Advance research and applications of findings on digital archiving.
6. Increase use of information resources by Cornell community.
7. Complete retrospective conversion and improve access to Cornell collections.

B. Make the case for a campaign for the Library.

The University Librarian has met with Provost Martin to initiate discussion about a campaign. The Library, currently a top-ranked organization internally within Cornell and among research libraries, needs major additional support if it is going to remain competitive with peer institutions. Funding is essential to create an intellectual space that invigorates and develops the next generation of undergraduate and graduate students, that anticipates the challenges of the digital environment, and which is a critical asset in the recruitment and retention of outstanding faculty and information professionals.

Remaining Challenge: Develop more compelling vision as to the criticality of need and secure support of Provost, President, and Trustees.

C. Nurture relationships with college and school deans and faculty to ensure that the objectives of the Library support University programs.

Senior Library managers conducted a series of interviews with deans to learn about their strategic vision for the coming years. Library staff maintain close relationships with faculty, attending department meetings and holding individual meetings to ensure that collections are coordinated with academic priorities, and faculty are familiar with library services. A series of focus groups for faculty was facilitated by ILR's CAST to learn about faculty perceptions of library service. The Library participated, with 40 other

research libraries, in a national survey of faculty, staff and students to collect data on user expectations of library service quality. The results will be used to map library priorities to user priorities.

Remaining challenges: Develop regular program of communication and objective measurement of impact.

D. Continue the development of the Library as an environment that supports diversity through programs for staff, the addition of staff from underrepresented categories, and by ensuring that collections and services are appropriate for a University that itself is diverse in its interests and make-up.

The Library has used an unrestricted endowment to fund the hiring of two post-graduate Minority Fellows for a two-year program. The Minority Fellowship Program is designed to increase the diversity of academic librarians at Cornell and to encourage the growth and development of underrepresented minorities in academic research libraries. The program offers recent library school graduates the opportunity to learn about academic libraries, to work in at least two functional areas, to explore new information technologies, and to participate in a challenging work environment. One fellow joined the staff in September 2000, and the second fellow will start in August 2001.

The Library's Committee on Professional Development has worked this year to strengthen and expand the Mentorship Program for librarians. They conducted a survey and held focus groups to identify improvements to the program. The goals, guidelines, and applications for the Mentorship Program will be posted on the staff web site this summer.

On May 8, 2001, the Committee on Professional Development sponsored an event entitled "DIALOGUE" which was an opportunity for all library staff to consider the issue of diversity and its effects both inside and outside of the workplace. The Committee worked closely with ILR's PEWS group (Program for Employment and Workplace Systems) to design and facilitate the program.

The Library has established collecting policies which have resulted in the acquisition of a rich variety of materials from diverse cultures. For example, the Africana Library added the Obichere collection of publications relating to the history and culture of African-Americans, and the Human Sexuality Collection acquired correspondence from the 1920's documenting love relationships and racial attitudes among lesbians. Cornell's Asian collections continued to grow. The Library's Preservation & Conservation Department has also had a series of six-month internships for library professionals from Southeast Asia to develop preservation experience to save their cultural heritage. The Cornell Institute for Digital Collections is facilitating the development of a database of African artists in cooperation with Professor Salah Hassan and is collaborating with Professor Karen Brazell in the creation of a database relating to global performance arts.

Remaining challenges: Increasing diversity in the face of strong national competition for candidates.

E. Work to ensure that the commitment to raise faculty salaries to the level of peer institutions includes library academic staff, and ensure that compensation for staff is appropriate.

Compensation for endowed librarians will increase by 7.1% and endowed staff salaries will increase by 9% in 2001-2002. This includes \$991,000 provided by the University and \$160,000 through internal allocation within the Library. Contract college salary increases are in the range of 5%, as authorized by those colleges.

Remaining challenges:

Achieving parity among CUL libraries despite disparate funding streams.

Staying abreast of the IT salary inflation curve.

F. Plan for the Library of 2005-2010 and begin making adjustments in staffing, services, and physical environments to be ready for anticipated user expectations and needs.

In 2001 the Library has conducted focus group interviews, met three times with a student advisory group, consulted deans and other academic leaders, and prepared an analysis on information trends. The results of these surveys and interactions formed the foundation of a Library managers' retreat on June 13. The retreat established priorities for the coming years. In 2001, the Library opened a café in Olin Library, a convenient and congenial location for students and faculty to gather. Other adjustments included installation of additional public computers, a circulating laptop program, 24/7 global digital reference, the opening of the Mann Library addition, an enhanced returns program to support faculty productivity and user convenience, enabling users to return borrowed materials to any library; and digitized delivery to the desktop for selected publications from the Library Annex, hundreds of online resources added to the Library Gateway and catalog, a Library Management system that facilitated electronic reserves, and a number of distance learning initiatives.

Remaining challenges: Reorganizing and reallocating to address priorities and a changing information environment.

II. INDICATE HOW YOUR COLLEGE OR UNIT PRIORITIES HAVE MESHED WITH THE UNIVERSITY PRIORITIES FOR 2000-2001:

A. Improve undergraduate education, taking full advantage of the strengths of a research university.

Service to undergraduates remains among the Library's very highest priorities. During the past year, the Library has expanded further the services and opportunities offered to undergraduates from throughout the University.

1. *Access.* In addition to adding significantly to the print collections, the Library has continued its effort to increase substantially access to online materials. We know that, of all the Library's clientele, undergraduates are especially comfortable with online

resources, and the availability of such materials provides undergraduates with opportunities to use library materials anytime, anywhere. Because Cornell is a research institution, undergraduates have access to a greater depth and breadth of such electronic resources than they would have at institutions that are strictly for undergraduates. Not only have we added large (and expensive) bibliographic databases, but connected these databases when possible to the full text journal articles. We have added new databases that now provide access to specialized newspapers, international materials, and a range of government documents. During this past year, the Library also began to acquire access to e-books, so that students will increasingly be able to read books, as well as journal articles and other documents, online.

2. *Facilities.* The Library has during the past year significantly increased the computer facilities available to undergraduates. Both the Uris and Mann libraries began providing full electronic reserve services in the spring semester, so that students can now have access to reserve materials remotely. (In the Uris Library, this involved scanning over 14,000 pages of reserve materials.) In addition to the large computer labs in both Uris and Mann libraries, the new Music Library now has a computer lab with thirteen state-of-the-art workstations. The Music Library also now provides Web-based, streamed sound reserve listening. In the Engineering Library, the Academic Computing Center operated by the Library not only provides access to computers and special software needed for Engineering, but also lends laptops and digital cameras, and provides access to both slide and flatbed scanners. In the Uris Library, the Creation/Station Lab is now fully operational. This facility, which was designed specifically for undergraduates, provides students with high-end workstations that can be used for a range of research and instructional purposes. In addition to being used heavily by individual undergraduates, the Lab has been used by several undergraduate classes, including an innovative music course taught by Professor Steve Pond.

Uris Library and the Engineering Library are now kept open during the semester until 2:00 a.m., Sunday - Thursday. We have received highly positive feedback from undergraduates for extending the hours of these two key libraries. Over 35,000 students used Uris Library between midnight and 2 AM, with the highest one-night count, 550, coming during spring semester's final exams.

3. *Instruction.* The Library continues to provide hundreds of classes and workshops to undergraduates each year. Some of this is general instruction, emphasizing techniques of searching for traditional and electronic information, but most of this instruction is customized to meet the needs of individual courses. The Olin Library alone provided approximately 250 such classes and workshops during the past year. Instruction in the Mann Library during the past year increased by 20%. Librarians have also co-taught undergraduate courses, an example of which was a course project in Professor Peter Loucks' Civil and Environmental Engineering in the Engineering College. The students were given the assignment of studying the problems of shelf reading and book shifting in the Engineering Library as mathematical and optimization projects; after being graded by the professor, the papers resulting from this exercise were submitted to the library for use in upcoming shelfreading and shifting projects.

B. Invigorate a few key research areas and increase cross-college collaboration.

The Library is a multi-unit operation which works together closely in a well-integrated fashion to provide access to interdisciplinary resources and to offer services that bridge boundaries. Our goal is to provide seamless information access regardless of unit or discipline. We have worked to support the development of the Faculty of Computing and Information, and we have a strong professional interest in the advancement of research and knowledge in the area of information science. CUL staff are principal investigators and participants in two NSF digital library projects shared with Computer Science.

The Library also collects actively in genomics and advanced materials science. Staff from Mann Library are part of a biotechnology planning team with faculty and are contributing significantly the concept of management of databases of genetic information.

The Science Team, comprised of representatives from libraries serving the needs of CALS, Human Ecology, the Medical School, Geneva, the College of Arts & Sciences Sciences, and the Veterinary College, meets regularly to agree jointly on the selection and purchase of information resources that have a cross-disciplinary relevance.

C. Foreground and enhance developments in the humanities and social sciences.

The Cornell University Library has developed a number of services which support the Humanities and Social Sciences. The following list is a sample of some of the most far-reaching.

Instruction: Enhancing undergraduate education and pioneering new cooperative endeavors between librarians and faculty, Stuart Basefsky (Catherwood Library) introduced an innovative co-teaching endeavor with ILR faculty. "Online HR Research and Reporting Methods" (ILRHR 664) provides students an opportunity to field real time inquiries from major corporations regarding corporate HR practices and evaluate tools needed to work effectively at the corporate management level.

The number of classes and workshops for faculty and students, taught by librarians, continued to expand in 2000/2001. Staff in Olin and Uris libraries alone taught more than 250 classes, primarily in the humanities and social sciences. They also created 90 "webliographies" (i.e., resource web sites), primarily for classes in the humanities and social sciences. Curators in our Asia Collections again taught (at no cost to the Department of Asian Studies) annual, full-semester, credit courses on bibliographic tools and research techniques to graduate and upper-level undergraduate students in their respective areas of expertise.

Distributed learning: Librarians, particularly in the social science and professional libraries, have taken a lead role in developing plans for the campus-wide support of distributed learning initiatives. The Library has appointed a Distributed Learning Coordinator who is working with faculty and staff across campus. ILR librarians have been especially active in creating instruction modules which are being woven into the certificate course packages being developed by the ILR Extension Division.

Infrastructure: A new state-of-the-art facility was opened this year for Music (The Sidney Cox Library of Music and Dance) providing some of the most sophisticated computer support on campus for faculty and students in one of our most important humanities programs. We are in the final stages of renovating and expanding the Catherwood Library in ILR, doubling the amount of program space and providing an advanced telecommunication infrastructure capable of handling all foreseeable needs in this rapidly changing, but critical, environment.

Resource development: Over the course of the past year, we have significantly enhanced the funding for electronic resources in support of research and study in the humanities and social sciences, spending an additional \$250,000 on major electronic resources in these areas alone. Examples of such purchases include The Times Literary Supplements, 1902 - 1980, International Women's Periodicals, the Digital National Security Archive, and the complete works of Martin Luther in German.

In addition to our emphasis on enhancing digital access to information, we have also continued to strongly support our print collections in the humanities and social sciences. The facsimile of the manuscript of Bartok's Music for Strings, Percussion and Celeste was acquired and immediately added to the works being studied in Professor Stucky's graduate seminar last fall, while the exceedingly rare 1942 German edition of Mozart's letters, which we also added to our collections this year, has helped solve more of the riddles that Professor Zaslaw is grappling with as he completes the Neuer Koehler Katalog.

Document delivery: We began limited, but important, experimentation with document delivery from the Library Annex and within the Johnson School of Management, as two examples. As this is developed, we expect it to be especially heavily used by faculty in the humanities and social sciences.

Access to resources: We successfully deployed the new Voyager Library Management System providing major enhancements for accessing library resources, a development especially supportive of users of library resources in the humanities and social sciences. A new interlibrary loan module (ILLiad) was also implemented, greatly facilitating user access to resources in other repositories.

E-Reserve: Uris and Mann libraries made digitized reserve reading materials available through the online public catalog by implementing Image Server. With 1,100 articles and 14,000 pages scanned in Uris, the vast majority of these materials were in humanities and social science fields.

Building community: The Libe Café, opened this past semester in Olin Library, has been enormously popular and has provided a major stimulus to community building among Olin's primary clientele: the central humanities and social science disciplines. As a comfortable, attractive place for faculty and students (and even alumni) to gather and interact within the academic "envelope", it provides an important contribution to the University's "living and learning" initiative.

D. Continue to improve faculty and staff compensation

Staff compensation is a high priority for the Library. Both the 2000/01 and 2001/02 salary improvement programs exceeded the allocation provided by the University. For 2001/02, the Library will use \$160,000 of discretionary funds to supplement the University allocation. This will enable the endowed libraries to increase librarian salaries by 7.1% and staff salaries by 9%. Contract college salary increases are consistent with the plans of the colleges supporting those libraries (about 5%).

Low librarian salaries continue to be a major concern. Although improving, Cornell's median salaries rank only 43rd of the 112 libraries in the latest ARL statistics. Working with OHR's Compensation Services we have recently completed a librarian competitive pay assessment plan that provides a pay improvement planning tool. Funding at the level needed for Cornell to reach mid market conditions by 2006 will continue to require supplemental funding from the Library, the University and the contract colleges.

The new July 1, 2001 pay band minima required significant University resources be added to the endowed libraries. To avoid this need in the future, the library, using its own resources, will bring all employees to at least 2% above the new minima before awarding the merit pool. In addition, reclassification and equity adjustments to 25 employees totaled \$65,000 for 2000/01.

E. Increase information technological capabilities for faculty, students, and staff.

The past year has been a critical year in enhancing library information technology in support of faculty, students, and staff. At the very beginning of this past year, the Library installed and implemented a new library management system, Voyager from Endeavor Information Systems, Inc. While this system supports a broad array of functionality, from purchasing to cataloging to circulation, many of its features focus specifically on user issues. It is a fully Web-enabled system, offering a diverse range of sophisticated catalog searching methods and relevance ranking of results. There are numerous patron empowerment features, enhancing the capabilities of each individual user and also providing personalized access to patron-specific information, such as viewing books you have out and fines you may have. The \$2 million + implementation was near perfect and was followed by extensive staff and user training. Overall, it has been an impressive success, particularly for our patrons. It has also been a triumph of collaboration on the part of library staff, who have worked long hours and dedicated much attention to ensuring a quality implementation.

We have continued to add new electronic resources, including many scholarly journals now appearing in electronic form as well as print but also new types of scholarly communication, often available without cost. Use of electronic resources continues to expand rapidly, and the joint development with CIT of a proxy server allows members of the Cornell community to use these electronic sources wherever they are in the world. This same capability will be employed during the coming year in supporting distributed learning and exploring alumni access to networked resources.

While adding electronic content, either through acquisition or through conversion of unique Cornell holdings, remains central in building the library of tomorrow, we are increasingly aware of the need for specialized digital library services. Most obviously, we use email to provide traditional and newly developing kinds of reference and “help” services to readers who may be anywhere in the world and inquiring at any hour. While not quite 24/7, the responsiveness of Library staff at almost all hours is remarkable. In response to focus groups, we developed MyLibrary, supporting for individual faculty, students, and staff, a personalized Web-space where they can maintain links to electronic sources from the Library or anywhere else. In mid-year, we added MyUpdates, a current awareness service that notifies individuals of new print or electronic works fitting their personal profile that have been cataloged within the last two weeks. The most popular new service is electronic reserves. Library staff scan works listed by faculty and make them available electronically. Students are now able to use material anywhere at anytime, and also there is no waiting for a work to be returned. This capability was implemented in Uris and Mann Libraries this past semester. A campus-wide rollout is planned for the fall. Similar means are also employed in providing desktop access to works housed at the Annex Library.

The CreationStation, a collaborative project with Prof. Geri Gay’s Human-Computer Interface Group, has been a great success. Establishing a model for making high-end workstations available for faculty/student use, faculty like Stephen Pond have been able to introduce significant new teaching approaches to the classroom, and students can achieve a new level of creative endeavor. New tools and expertise available through the Library are enabling a new kind of faculty scholarship and communication. The Global Performing Arts Consortium, an international collaboration, cooperatively directed by Prof. Karen Brazell and Ann Ferguson, the Library’s Curator of Theater Arts, is exemplary. The design and publication of *C-Theory Multimedia*, a conceptually unique journal of digital art, co-edited by Prof. Tim Murray, is another prime example of the kind of creative development being realized at Cornell through faculty/library partnerships. The potential is truly boundless.

Library competencies and leadership are increasing essential to contemporary education and research. Our experience and knowledge of information property rights is just one more emerging example. The obvious importance of library information in distributed learning is another. The Library’s leadership in teaching modern information literacy is critical to students’ ability to use information technologies and digital content effectively, but more importantly, to discern intelligently which information deserve use, a capability as critical as ever in shaping the educated citizen of tomorrow.

F. Revise undergraduate admissions and marketing to reflect a university-wide image in the market.

The Cornell University Library contributes to a university-wide image in the market through the cohesive nature of its library and information programs and services.

G. Fortify long-term relationship with New York State and the State University of New York (SUNY).

The Cornell University Libraries provide important information services to New York State. This past year, several new services were introduced and other services significantly enhanced. In addition, the Cornell University Library joined with other academic libraries to discuss the possibility of a statewide electronic library initiative for New York higher education libraries. The following is a summary of work done on this initiative as well as some of the outreach and information services that the Cornell libraries initiated this past year.

Information Services: The libraries initiated several new services this past year that extend to the NYS community. For example, the Industrial and Labor Relations Library introduced "WIT by E-mail." The Workplace Issues Today (WIT) service provides a comprehensive news center where faculty, students and the interested public can go for late breaking news on workplace issues. With "WIT by E-mail," more than 300 subscribers receive these updates automatically through their email service. Another new service is an agreement between Cornell and the New York City Office of Collective Bargaining Decisions. This NYC office has jurisdiction for resolving disputes involving many of the public sector unions in the city. Because of the library's expertise, the Office of Collective Bargaining Decisions asked the ILR Library to put these decisions on the Web as a public service to the citizens of the city and state. The Flower-Sprecher Veterinary Library at Cornell recently introduced a new service, dubbed "Vet Access." Vet Access is a fee-based customized research and document delivery service that provides rapid and easy access to information for pet owners, veterinarians and others throughout the state and beyond.

Outreach: One of the most effective means of community outreach throughout New York State is the extension service. The libraries work closely with Extension educators to support the educational and information needs of the extension community. With the installation of a proxy server at CIT, all of the information resources on the Cornell campus are now available to Extension educators throughout the state. Extension educators can use this information to better inform themselves as well as inform members of the community who are dependent upon them for up-to-date information. Both the Mann Library and the Catherwood Library have assigned librarians to be extension liaisons. In addition, Mann Library recently introduced a document delivery service to Extension that supplies electronic document delivery as well as book delivery to Extension educators. The Catherwood Library extended their outreach services through the Labor Outreach Program that provides Internet training workshops to labor union members through the state.

Collections: Local industries consult the collections within the Cornell libraries regularly. For example, recently a grower looking for a unique marketing edge, consulted with library staff and used the extensive collections at the Frank A. Lee Library at the NYS Experiment Station at Geneva to locate older varieties of fruit to grow and process. Many industries, including local wine and grape businesses, have donated their manuscript and archival material to the Cornell University Library's Rare and Manuscripts Division; other organizations, including the NYS United Teachers, have

asked the library to survey their official records and agreed to house important materials in the Kheel Center for Labor Management Documentation and Archives at Cornell.

Cornell also provides access to specialized collections, including New York State geospatial data. Freely available to users throughout the state, the CUGIR site (Cornell University Geospatial Information Resources) provides datasets that can be used to map and evaluate NYS information on crops, wetlands, hazardous waste sites, etc. In the past year, Mann Library formed a partnership with the Tompkins County Planning Office to provide 84 new datasets to the public. In January, new and updated Agricultural District data was added to CUGIR from the New York State Department of Agriculture and Markets. Mann Library converted TIGER/LINE files into formats more readily accessible to GIS users and made them available via an FTP server. These files are the official GIS layers used by New York State Government in political redistricting decisions. Finally, also in March, CUGIR added Digital Raster Graphs (DRGs) from the New York State Department of Environmental Conservation. These maps, which were created from scans of the distinctive green USGS topo maps, are available for the entire state of New York and are available to students, community planners, and interested citizens throughout the state.

New York State Higher Education Electronic Library Initiative: Cornell as well as other private institutions within NYS received an invitation from Dr. Peter Salins, SUNY Provost and Vice Chancellor for Academic Affairs to attend an Academic Libraries Meeting. The purpose of this meeting was to discuss the prospect of developing a statewide electronic library for New York higher education libraries. This initiative would extend the concept of "SUNY Connect" to private as well as public institutions. Dr. Salins suggested that it could increase the purchasing power of higher education libraries throughout the state as well as provide opportunities for shared storage facilities and shared archival responsibilities. These advantages then could benefit the entire academic community. The next steps include articulating a mission statement, creating a steering committee to develop an implementation strategy, and exploring ways to advance the mission and strategy. In addition to this initiative, the Cornell University Library works with NYLINK whose mission is to enhance collaboration and cooperation among libraries within New York State. The Library has a representative on the NYLINK Council.

H. Maintain broad student access to a Cornell education.

To the extent to which this is applicable to the Library, it is addressed in the discussion of other priorities.

I. Build greater diversity among faculty, staff, and students.

The Library has used an unrestricted endowment to fund the hiring of two post-graduate Minority Fellows for a two-year program. The Minority Fellowship Program is designed to increase the diversity of academic librarians at Cornell and to encourage the growth and development of underrepresented minorities in academic research libraries. The program offers recent library school graduates the opportunity to learn about academic libraries, to work in at least two functional areas, to explore new information technologies, and to participate in a challenging work environment. One fellow joined the staff in September 2000, and the second fellow will start in August 2001.

The Library's Committee on Professional Development has worked this year to strengthen and expand the Mentorship Program for librarians. They conducted a survey and held focus groups to identify improvements to the program. The goals, guidelines, and applications for the Mentorship Program will be posted on the staff web site this summer.

On May 8, 2001, the Committee on Professional Development sponsored an event entitled "DIALOGUE" which was an opportunity for all library staff to consider the issue of diversity and its effects both inside and outside of the workplace. The Committee worked closely with ILR's PEWS group (Program for Employment and Workplace Systems) to design and facilitate the program.

J. Maintain Cornell's quality by encouraging sound resource management and carefully planned improvements.

The Library once again operated in the black and made judicious use of its discretionary resources to support the following initiatives:

- Began utilizing Kroch endowment income to support the Office of Distributed Learning and scholarly communication efforts
- Supplemented FABIT funding of library computing initiatives to provide wireless and Creation Station capability, Internet express stations, flexible work group computing space, and an integrated reference/ help desk (all in Uris Library - some to be completed in summer 2001) and a loaner laptop program in Mann Library
- Implemented a new client-server based library management system (Endeavor's Voyager) providing enhanced capabilities for both patrons and staff
- Opened a new Internet cafe in Olin Library
- Initiated a feasibility study (by SBRA) for the reconceptualization of Olin and Uris libraries, and provided enhanced services in the new Music Library
- Reallocated existing resources to provide additional support for library technology and to create a minority fellowship program

III. WHAT YOU WOULD LIKE TO SEE AS UNIVERSITY-WIDE PRIORITIES FOR 2001-2002?

- Build the technological infrastructure commensurate with a leading research university and contemporary top college.
- Continue efforts to function as one university, rather than as a loose federation.
- Keep the humanities strong, and continue efforts to strengthen the cohesiveness of the social sciences within a “science” university.
- Sustain the drive to achieve competitive salaries for faculty and staff.
- Encourage and insist on appropriate diversity of faculty staff, students, and programs.
- Conduct a campaign for the endowment to increase the reach of the university.
- Invest in the transformation of scholarly communication and the related issue of intellectual property.
- Collaborate in increasing the quality of life for the community (Tompkins County) in which we live.
- Ensure that every Cornell student is information-literate.

IV. WHAT ARE YOUR COLLEGE OR UNIT OBJECTIVES FOR 2001-2002

Summary Library Objectives

- A. Develop a master plan for library services, staffing, and facilities for the Library of 2005 and beyond.
- B. Increase use of library services by faculty, students, and Cornell community by developing targeted services and collections.
- C. Reallocate library resources to support:
 - 1. scholarly communications
 - 2. distributed learning
 - 3. digital library developments
- D. Improve IT infrastructure, through installation of wireless and additional public computers.
- E. Plan to renovate Olin and Uris libraries in a manner consistent with the anticipated needs of the Cornell community of the near future.
- F. Increase outreach to alumni.
- G. Collaborate with colleges and individual faculty, especially the faculty of Computing and Information Science, to advance the understanding of information sciences and its application to various disciplines.

V. What in your view is the biggest impediment to reaching your college's or unit's goals and what do you think might be done to remove the impediment?

The biggest impediment to reaching the Library's goals is insufficient funding.

We could remove the impediment by initiating a campaign for the Library. We could also accomplish more if we agreed on priorities and restructured our resources to concentrate on higher priorities and decreased activities on lower priorities. We could also have a less ambitious plan. The Library has a superb staff and excellent resources, but even with such outstanding assets, we are hard pressed to meet the challenges of the changing environment.

VI. What are the fund raising priorities for your college in 2001-2002 and the near future, whether or not they have been reviewed centrally?

The Library's fundraising priorities for 2001-2002 are to:

- a. Build endowment for collections and preservation.
- b. Raise support for innovations and digital library initiatives.
- c. Increase funding for undergraduate learning and graduate research, including development of appropriate physical environments.

VII. FACULTY INFORMATION (staff information for units) 2001-2002 2002+

Number of Filled Academic positions by rank as of 7/1/01:

| | | | |
|----------------------------------|----------|----------|------------|
| Assistant Librarian | 12 | 12 | FTE |
| Sr. Asst. Librarian | 12 | 11.5 | FTE |
| Associate Librarian | 34 | 32.8 | FTE |
| Librarian | 57 | 55.04 | FTE |
| <u>Associate Univ. Librarian</u> | <u>5</u> | <u>5</u> | <u>FTE</u> |
| TOTAL | 120 | 116.34 | FTE |

Number of Authorized Academic Positions: 132

Academic Searches as of 7/1/01:

Southeast Asia Librarian, Echols Collection
Reference & Digital Services Librarian, OKU Libraries
Fine Arts Librarian, Fine Arts Library
Public Services Librarian, Hotel Library
Collection Development/Reference Librarian, Law Library
Reference Librarian, Law Library
Database Management & Authorities Librarian, CTS
Assistant Acquisitions Librarian, CTS
Africana Studies Librarian, Africana Library
Assistant Archivist, RMC
Outreach Librarian, ILR Library

Metadata Librarian, Mann Library
Public Services Librarian, Mann Library

Academic Departures:

Charles d'Orban, Asia Collections
Rebecca Davidson, Fine Arts Library
Sara Miller, Hotel Library
Tom Weissinger, Africana Library
Eric Cooper, Law Library
Elaine Krikorian, Law Library
Lori Micho, Hotel Library

Promotions:

Librarians promoted to the rank of Senior Assistant Librarian (effective 7/01):

David Banush, ILR Library

Librarians promoted to the rank of Associate Librarian (effective 7/01):

Pam Baxter, CISER
Philip Herold, Mann Library
Teresa Mei, Central Technical Services
Thomas Turner, Mann Library

Librarians promoted to the rank of Librarian (effective 7/01):

Barbara Berger Eden, Preservation and Conservation
Karen Calhoun, Central Technical Services
Wanda Wawro, Collection Development

Administrative promotions:

Oya Rieger, Coordinator of Distributed Learning
Marty Schlabach, Director of the NYS Agricultural Experiment Station Library, Geneva

Hires:

Academic staff:

Peter Botticelli, Preservation & Conservation
Adam Chandler, Central Technical Services
Thomas Hahn, Asia Collections
Mihoko Hosoi, Hotel Library
Terry Kristensen, Veterinary Library
LeRoy LaFleur, Minority Fellowship Program
Maureen Morris, O/K/U Libraries
Kornelia Tancheva, Mann Library
Elaine Westbrooks, Mann Library

Cornell University Library Annual Program Report 2000-2001

Casey Westerman, ILR Library

APPENDIX I

Objectives 2000 - 2001

- 1. Develop timelines, measurements, and a means of achieving the objectives of the Library's Digital Futures plan. See plan (Appendix 2) for specific objectives.**
- 2. Make the case for a campaign for the Library.**
- 3. Nurture relationships with college and school deans and faculty to ensure that the objectives of the Library support University programs.**
- 4. Continue the development of the Library as an environment that supports diversity through programs for staff, the addition of staff from underrepresented categories, and by ensuring that collections and services are appropriate for a University that itself is diverse in its interests and make-up.**
- 5. Work to ensure that the commitment to raise faculty salaries to the level of peer institutions includes library academic staff, and ensure that compensation for staff is appropriate.**
- 6. Plan for the Library of 2005-2010 and begin making adjustments in staffing, services, and physical environments to be ready for anticipated user expectations and needs.**