Report of Libraries Committee
6 April 2018

Committee 2017-18
Voting members:
> Acquaviva, Kimberly (SON), Ahlquist, Karen (CCAS), Crunk, Anne (GSEHD), Esseesy, Mohssen (CCAS), Friedland, Elise (CCAS), Harizanov, Valentina (CCAS), McGuire-Kuletz, Maureen (GSEHD), Ryder, Phyllis (CCAS), Storberg-Walker, Julia (GSEHD), Wallace, Tara (CCAS, Chair).

EC Liaison: Briscoe, Bill (CCAS)
Non-voting members:
> Henry, Geneva (Gelman), Linton, Anne (Himmelfarb), McCorvey, Ann (EVP&T), Pagel, Scott (Law Library), Swain, McKenzie (Student Association)

The committee as a whole met once in Fall 2017 and once in Spring 2018. In addition, we had multiple email exchanges and Tara Wallace met separately with some individual committee members and with Geneva Henry after gathering information from two previous Chairs of the Libraries Committee. Our discussions led to the following conclusions:

1) **The GW Libraries system, while making progress, needs continuing attention to attain a high rating among research institutions.**

2) This is largely the result of budget cuts and continuing gap between needs and resources.

3) Because there was little significant follow-up to the thorough analysis and detailed recommendations produced by the Library 2013 Review, we felt it important to attach it to this report. It may be time to conduct another thorough review, but we have enough current information to recognize that it would yield very similar results.

1. As the 2013 review indicates, multiple factors prevent the GW Libraries system from looking like one that belongs to a major research university.

- The 2013 review compared GW to market-basket schools at the time. As of December 2017, we have a new market basket, and the chart provided by GW Institutional Research shows the 2015-16 IPED numbers on library FTE for the new group. These numbers indicate that GW's expenditures greatly exceed those of Boston University and Northeastern University; slightly exceed those of NYU, Syracuse, Pittsburgh, and USC; fall somewhat below those of Tufts, Tulane, and University of Miami; and well below Georgetown, Rochester, and Wake Forest. See attached chart.

- In 2013, the report outlined items signaling that GW libraries fall well below standards of research libraries. Among the disturbing figures were those that showed that because our holdings are so limited, GW borrows far more items than it lends, even in relation to smaller institutions such as Gallaudet and Marymount. One clear sign of a leading research library is that other institutions rely on it for resources, and we're clearly not meeting that standard.

- Similarly, the report pointed out the fallacy of claiming that Consortium libraries and the Library of Congress make up for our deficiencies (see pages 5-7 of report): while Gelman staff work diligently to collect and lend material through Consortium and Interlibrary loans, lag-time inevitably presses on research agendas. The barriers to using the Library of Congress on a regular basis are also delineated in that report. Committee discussions this year indicated that faculty and graduate students continue to rely on personal access to other collections, a time-consuming and sometimes daunting process, and one that contributes to the consensus that GW libraries do not meet research needs. In other words, **there is no substitute for building a strong collection if we want to be (and be perceived as) a leading research University.**

2. Budget constraints continue to bedevil attempts to bring our libraries up to research standards.
   - At Gelman, the Collections budget has been exempted from cuts, but does not begin to approach the sum recommended in the 2013 report – it had recommended that the base budget for Collections should be $4.5 million by FY2017. The Law Library experienced a $700,000 cut in acquisitions budget, which had been $3,000,000. Himmelfarb, which focuses on electronic materials and journals, can acquire no new journals that are not substitutions; since Himmelfarb provides resources for medical research as well as access to databases for clinical practice, it urgently needs to keep up with journal publications.
   - As Geneva Henry reported in 2017, the prohibitive cost of journals (and the publishers' practice of requiring purchase of bundles) constitutes a major problem for library budgets. Noone is to blame for this (except perhaps rapacious publishers), but we need to **increase allocations to the libraries for subscriptions** to these costly materials beyond the $300,000+ targeted in 2014-15 for digital subscriptions.
   - While there were good reasons to shift student library fees from 'opt-out' to 'opt-in', the resulting short-fall has been ruinous for all three libraries: Gelman has lost $1.2 million, Burns between $100K and $140K, and Himmelfarb $85K. This loss has not been compensated by further allocations – for example, Gelman's support will reach $625K after four years, which covers only about half of the lost support from student fees, and Burns has lost the funds to acquire Westlaw. **There should be immediate restitution of funds lost from student fees.**

3. We urge the administration to look again at the analyses in the 2013 report, update where necessary, and implement its recommendations. There have certainly been some positive developments in the last year, including the commitment to provide additional funds for Gelman, but those funds will not address the serious loss of staff and research support.

We do applaud the effort our heads of libraries have made to keep our libraries functioning under such difficult conditions. We also celebrate their collaboration in amalgamating the catalogue systems so that all collections can be searched on one system.

The committee agreed that more can and should be done to nurture a sense of collaboration and community between libraries and faculty. Gelman already sends staff members to individual Departments to discuss needs and constraints, and we believe that these visits should be publicized further in each School. On the recommendation of one committee member, Geneva Henry is looking into reinstating an annual Gelman in-house/in-person report to Department faculty who serve as Library Representatives. **We need to foreground the fact that faculty and libraries have the same agenda**, a task that the committee should take up next year.

UnitID	Institution Name	Total library expenditures per FTE (DRVAL2016)
164988	Boston University	$764
131469	George Washington University	$1,623
131496	Georgetown University	$2,035
193900	New York University	$1,025
167358	Northeastern University	$635
196413	Syracuse University	$1,198
168148	Tufts University	$1,759
160755	Tulane University of Louisiana	$1,771
135726	University of Miami	$1,728
215293	University of Pittsburgh-Pittsburgh Campus	$1,154
195030	University of Rochester	$2,191
123961	University of Southern California	$1,325
199847	Wake Forest University	$2,492

Transforming GW Libraries:
Strengthening Our Research Infrastructure

Committee for the Strategic Review of GW Libraries

Summary

In response to a report from the Faculty Senate Committee on Libraries, the Provost created this committee[1] in March 2012 in order to carry out a strategic review of the GW Libraries[2].

The Committee met periodically over the next fifteen months, reviewed documents, met with GW librarians, engaged two nationally known librarians[3] to visit and brief us on the library's condition and opportunities, met with graduate and undergraduate students, and surveyed large random samples of GW faculty and graduate students.[4]

We offer six recommendations to the University about the GW Libraries:
1. Substantially increase spending for access to scholarly resources;
2. Address space needs, including starting to plan for a new library building;
3. Better support the life cycle of scholarly work;
4. Encourage our librarians' broad involvement in teaching and learning;
5. Collaborate within and beyond GW in order to better support research; and
6. Provide funding for an adequate number of professional librarians to implement these recommendations.

Introduction

The constantly changing digital world is forcing research libraries to evolve. Libraries were once defined by their technologies: books, journals, and buildings. New technologies are forcing us to pull back and define libraries by their purposes, in much the same way that new technology has compelled us to reassess what makes a good 'music store.' For that reason, we cannot strategically review GW

---

[1] For the membership of this committee, see Attachment 3.

[2] The term "GW Libraries" does not include the Himmelfarb Health Sciences Library or the Burns Law Library because both are administered and supported by their individual schools.

[3] James Neal (Vice President for Information Services and University Librarian of Columbia University) and Karin Wittenborg (University Librarian and Dean of Libraries of the University of Virginia)

[4] We surveyed only faculty and graduate students in those GW Schools that rely primarily on GW Libraries (see definition immediately above). Raw data is available at http://go.gwu.edu/librarysurvey2013

Libraries by merely comparing our buildings, books, and journals to those of other institutions. Instead, we must ask the more basic question: what is the ultimate purpose of a library?

Libraries support researchers by helping them:
- To remain at the cutting edge of their fields (connecting them with materials, ideas, colleagues, and communications channels of greatest value for their research),
- To obtain the information they need to do their work,
- To manage and then preserve that information, as appropriate, and
- To bring their students to the frontiers of their fields.

GW has been accelerating the growth of its research programs, and the new strategic plan emphasizes work on problems whose study requires expertise from multiple disciplines. GW Libraries ought to evolve in ways that help faculty and students make progress in their research, whatever that takes. That means, for example:

1. Helping students and faculty discover new findings, new materials (e.g., emerging journals, raw data, new media) and new collaborators, within and across disciplinary boundaries;
2. Helping faculty and students manage the raw materials and products of scholarship (e.g., organizing references; managing masses of experimental data, coping with privacy and intellectual property issues);
3. Offering advice about emerging forms of publication; and
4. Providing services for long-term management and preservation of the materials of scholarship (e.g., repositories or large databases of experimental evidence) so that these materials remain appropriately available to other scholars.

Yet research libraries seeking to meet such needs are caught in a bind. The digitization of scholarly material, while making a wide range of information easily available, has not replaced the need for proprietary journals and books. In fact, subscription prices of proprietary journals have been soaring faster than other costs and faster than revenue can grow.

Meanwhile, digital scholarship, including open access materials and multimedia publications, is in a period of rapid evolution: its resources and services are exciting, but uneven and in constant flux.

At this stage, libraries can neither fully abandon the old, nor yet fully rely upon the new. This double demand for both old and new has clear implications for space as well. Libraries need to continue to maintain quiet study environments near information resources and professional specialists. But they also need to provide collaborative space for creative teams and powerful, easy-to-master online workspaces that work for novices and experts in diverse fields of study.

That's why the process of transforming a research library is akin to rebuilding an airplane in flight: some of the old practices cannot yet be abandoned while new ones are embraced. Somehow time and money must be found to expand the digital enterprise in support of the university's programs of research, education, and service.

Motives for Transformation

GW has many motives to transform its libraries. Although its staff are highly esteemed by many users, according to surveys, GW Libraries' resources and facilities currently fall far short of needs, especially those of research active faculty and graduate students.

1. **Our budget for securing access to scholarly resources lags behind our market basket of competing institutions in the Association of Research Libraries (ARL)**

GW Libraries (GWL) currently spends about $6 million annually on materials. The average for market basket competitors in the ARL (excluding everyone's expenditures on their libraries of law and medicine) is now over $10 million.[5] That gap has increased over a decade of below-average growth of the budget for access to scholarly resources.
Figure 1: Total Expenditures vs. Market Basket Average[6]

---
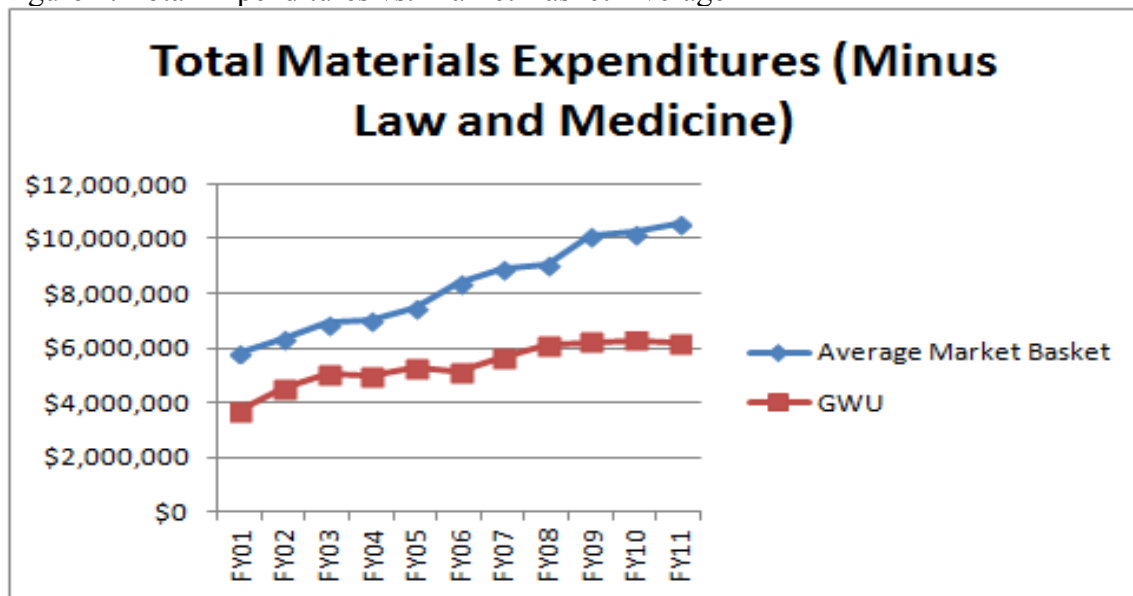
[4] See Figure 2 caption for a list of the market basket institutions used in this comparison.
[6] For a more detailed chart, including names of the market basket institutions used for this graph, see Figure 2 in Attachment 1.

Persistent, long-term underfunding of GW Libraries is at the root of many of the other challenges described below. See Attachment 1 for more data comparing GW's investment in access to scholarly resources, compared with our market basket institutions, over time, including analysis of expenditures per faculty member, per student, per disciplinary field, etc.

2. Significant numbers of faculty and graduate students see GW Libraries' resources as "inadequate"

We asked random samples of faculty and graduate students to rate a variety of GW Library resources and services.[6] We asked whether each resource was a "strength of the institution," as far as their own research was concerned, "adequate," "inadequate," or "irrelevant" (in other words, their work does not require them to use this resource or service).

For significant numbers of faculty and graduate students, certain GW Libraries resources fell short:
- Almost a fifth of our research-active[7] faculty (19%) described their access to online journals as "inadequate" for their research.[8] For full-time research faculty who have been at GW fewer than five years, 25% rate access to online journals as "inadequate." As might be expected, the level of perceived inadequacy varies by discipline. For Columbian College of Arts and Sciences (CCAS) faculty in math and sciences, 52% see access as "inadequate." From the School of Engineering and Applied Sciences (SEAS), 22% rated online journals as inadequate. In contrast, only 12% of arts and humanities faculty in CCAS found online journal access to be inadequate.

- Graduate students were less likely to report online journal access to be inadequate (9%), but this isn't the case across the board. For example, 31% of graduate students in CCAS math and sciences saw access to online journals

---

[7] We refer to faculty as 'research-active' if they responded 'yes' to the question: "For the purposes of this survey, "research" has a specific definition: a project (e.g., inquiry, creative work, analysis) that is intended to make contributions (e.g., findings, materials, services) of value to your field and perhaps to others. A novel engineering design intended for use outside GW, or inquiry that shapes service learning in the community, can each be considered 'research' for this survey.

"Using that definition, have you done research (with or without support from the GW Libraries) in the last two years?"

[8] This view isn't uniform: a little over half of all faculty describe access in their fields as a "strength of GW," another quarter see access as "adequate," and only 4% see it as irrelevant. The committee believes that judgments of inadequacy are perhaps under-estimated; some users may not realize what they are missing. So, if at least one faculty member out of every five is unhappy with access, that's certainly a significant problem.

as inadequate. Of SEAS graduate students, 17% judged their access to online journals as inadequate.

- About a quarter of all research-active faculty members saw e-book access as inadequate (35% in CCAS math and science; 31% in CCAS social sciences; 18% in arts and humanities). The figures are quite similar for graduate students: about a fourth of all graduate students, and about one third of those students in CCAS social and CCAS natural sciences, saw their access to online books as inadequate.

Significant numbers of faculty and graduate students also described their access to print materials in the library building as inadequate. For example, 24% of research-active faculty (but only 9% of grad students) judged access to printed books to be "inadequate" for their research. But print demand is no longer a given: 41% of graduate students saw print journals as 'irrelevant' to their research.

A frequently mentioned corollary is the demoralizing impact of cutting journals each year. Because the price of journals is increasing, a stable budget means cutting journals available to faculty and students. Here's a summary of cuts made (and savings achieved) in recent years:

Academic Year	Journals cancelled	Savings
2007	426 titles cancelled;	$391,827
2008	5 titles cancelled;	$5,014
2009	69 titles cancelled;	$67 801
2010	305 titles cancelled;	$115,750
2011	422 titles cancelled;	$350,108
2012	181 titles cancelled;	$233,859

3. GW's borrowing of resources from other libraries is rising; their borrowing from us is falling.

The Washington Research Library Consortium is the agency through which GW does much of its interlibrary borrowing and lending with other area universities.[9] In fact, GW is *the largest borrower* through the Consortium Loan Service (CLS), and one of the smallest lenders. We even borrow more items from smaller institutions such as Gallaudet or Marymount than they borrow from us.[10]

Lending of GWL books has been declining over the decade, from about 194,000 volumes

---

[9] In the last decade, GWL led the market basket in all years but one in borrowing. See Attachment 2, Figure 4 (Interlibrary Loans – Borrowing) and Figure 5 (Interlibrary Loans – Lending).

[10] GWL FY12 total requests *from* WRLC libraries: 62,525 books, 10,882 articles; total requested *by* WRLC libraries: 33,502 books, 1,837 articles. Borrowed from Gallaudet: 1,355 books, 10 articles; lent to Gallaudet: 419 books, 36 articles. Borrowed from Marymount: 2,747 books, 2,259 articles; lent to Marymount: 848 books, 101 articles.

annually in FY01 (most from our own shelves) down to 140,000 in FY12 (over one third from other libraries). At the same time, article borrowing (hard copy, from other libraries that have subscriptions we lack) has more than doubled over the same period, from 38,000 to 71,000.

This picture is reinforced by ARL data from our market basket institutions. We are often the largest borrower of materials among our market basket ARL libraries, and a relatively small lender. Put another way: GW holdings are weak and thus not sought by others.

4. A widespread illusion remains that being near the Library of Congress can substitute for the GW Libraries.

When arguing that other priorities exceed the needs of students and faculty for a great library, many people note how close GW is to the Library of Congress. They may not realize that materials cannot be borrowed from the LOC. But the frustrations go beyond that fact. As a member of our committee wrote,

> "One evening last week, I spent about four hours at the Library of Congress (six hours with travel time) to access commonly held databases we do not subscribe to. It turned out to be an exercise in utter frustration.

> "It was immediately clear how poorly resourced the institution is at this point. I am not convinced that it makes sense to send students and faculty there to use databases that GW, as a research facility, should subscribe to when the LOC is barely above water itself.

> "To save money, it has begun furloughing staff (this began even before the sequester). It has disabled the copy machines hooked up to computer terminals. This is an obvious hindrance to saving and collecting research.

> "Another option for collecting and saving research is to transfer material to external, portable devices. This is difficult at the LOC for two reasons: 1) the computers do not always allow users to save to the desktop or anywhere else first (often that step is necessary); and 2) many of the CPUs are woefully outdated because of budgetary constraints (zip drives!) and they can not recognize the newer external portable devices.

> "Another option, e-mailing search results, is inconsistently successful. For instance, Hathitrust prohibits users from non-member schools from e-mailing search results from the LOC to your personal e-mail account (you have to log in through your university's Hathi membership first and GW is not currently a member).

> "Other useful article and primary document databases that the LOC and research-minded universities subscribe to (such as Archives Unbound)

prohibit the transfer of large documents through e-mail. So, if you find useful material in a database that GW does not have, there may be *no way* to re-access it save returning to the LOC, or traveling to an area consortium library to review the material and/or print it out.

"After four hours, I was not able to save anything to an external drive, e-mail anything to myself, or print a single document (one which was vital to my research). While the staff was turning out the lights, I was rushing to take pictures of screens with my iPad so that I might capture images of items I wanted.

"Six hours in total, most spent trying to scale walls that should not exist. We should have these kinds of databases. Other universities do---why not us?"

5. Faculty and students feel forced to rely heavily on their own personal library privileges at other institutions.

Out of all faculty respondents, almost half (42%) reported they'd been using personal privileges with another institution's library (excluding special collections or archives) within the last two years (114 of 269 respondents to the question). Over half of those 114 faculty reported the benefit of those other libraries in their research had been "substantial."

Of faculty who are tenured or tenure-track, even more, 47%, reported using personal privileges with other universities' libraries.   Again, about half reported that this had benefited their research "substantially." When we sliced our data in a different way, isolating faculty who said they were research-active, full-time, and had been at GW five years or fewer, the result was the same -- 47% reported using other universities' libraries in the last two years.

About 30% of GW graduate students also rely heavily on their library privileges at other universities. About half of those reported that their research had been aided substantially by their personal access to libraries at other universities.

6. The physical facilities of Gelman Library are being improved but more improvements are urgently needed.

Our 2013 survey drew many critical comments from graduate students about study space in Gelman. For example:
- "I also did not enjoy being in the library- I felt it was very stuffy and there wasn't much natural light and usually not enough tables or chairs, and it tends to be uncomfortably overheated during the winter."

- "...we need a larger computer lab, more cubicles in quiet study areas, and a lot more outlets for charging personal electronics in study areas. Also, more recycling bins (like, at least as many as there are trash cans) with appropriate lids, so that people use them properly."

- "...there are not enough breakout rooms. Students want dry erase boards, not chalk boards, and students want access to supplies to mark these boards up. The layout of the library inhibits collaboration. You need large rooms, small rooms. Tables with different sizes. Duques is usually the default study area."

- "Physical space is limited which causes a problem, especially during midterm and final weeks."

Time for Change

This is a time of incredible opportunity in the worlds of scholarship and information. GW has opportunities to use its library to help research and teaching leap forward. To do so, we need to be creative, evidence-based, and proactive. Judging from our conversations and survey comments and ratings, there is a core of skilled professionals in the GW Libraries to help us realize our ambitions.

The University has already taken several steps providing the foundation for such a leap:
1. GW has an increasingly research-active faculty and is attracting talented students;
2. GW has just completed a strategic plan that GWL can help advance in several ways;
3. The new Vice Provost for Budget and Finance should be able to help the University take a fresh look at how resources are allocated to academic priorities;
4. The new University Librarian and Vice Provost for Libraries will soon begin her work with us, and will provide creative, proactive leadership in the digital transformation; and
5. GW already has an outstanding library staff.

Six Recommendations

The Committee on the Strategic Review of GW Libraries recommends six steps for our libraries to accelerate the development of GW's leadership in education, research, and service.

1. Substantially increase spending for access to scholarly resources.

1. We must act. Budgets for scholarly resources should be substantially increased now and in coming years, and allocated efficiently. To build a budget on a par with institutions we consider our peers, about $1,500,000 would need to be added to the base budget for scholarly resources in each of the next three fiscal years, increasing that base budget by around $4.5 million by FY2017. Even so, this would bring the total collections budget in FY2017 up to the FY2011 market basket average – still significantly far behind our peers who can be expected to make ongoing investments in their library collections.
    1.1. Begin **annual budget increases, coupled with generous one-time injections of funds, in order to put GW in a better position to compete**.
    1.2. Rely upon **strategic academic priorities**, more than upon budget history, to decide how to allocate and invest the new funds. Making distinctions between important needs and very important needs is never easy. But for an institution advancing in the world of academic research, it is essential. GW budgeting processes are heavily influenced by the priorities of the separate Schools, but GW's strategic plan emphasizes scholarship that requires collaboration across Schools. GWL should work with the Schools to help assure that adequate priority is given the needs of these emerging interdisciplinary groups while also reducing unnecessary duplication (e.g. two Schools licensing or buying the same online resources).
    1.3. Any one Special Collection is, by its nature, of importance to only a small number of faculty and students. GW ought to seek and accept **Special Collections** when certain conditions can be met: (a) GW has strategic reasons for strengthening its program in the area of the collection, (b) no undue strain is placed on our very limited space on campus, (c) funds can be found to process, house, and maintain the Collection.

2. Address space needs, including starting to plan for a new library building

2. The sheer sum of currently unmet needs for space – space for recent issues of journals, space for print books especially in fields where e-books are inadequate, space for an enhanced media collection, space for at least parts of our Special Collections, study space for thousands of individuals, temporary and longer-term space for teams, space for 'back room' operations (including digital projects) – means that we require a major building initiative. Seating standards vary across different state and library association bodies, but to provide seating for 40% of the non-Law, non-Medical Foggy Bottom student population, we would need seating to accommodate 6365. Currently the Gelman library

provides approximately 1100 seats with a plan to add 400 additional seats on the new Entrance Floor. The shortage of seating is very evident during peak periods (midterms and finals) when students are frequently found sitting on the floor and fighting over seats when someone leaves materials behind during a bathroom or Starbucks break. **We recommend that the new University Librarian focus attention early to the needs for space and options for meeting those needs**.

2.1. Our committee **believes a new University Library building will be needed within a 15-year planning horizon; planning for it needs to begin now.** For an institution of GW's size and ambition, even a renovated Gelman will not be able to provide sufficient space for all these functions, materials, and services.

2.2. While planning for a new building begins, GW must nonetheless continue to **renovate and upgrade Gelman, floor by floor**, in order to provide modern, engaging spaces for research and study.

2.3. To create more space for study, Gelman will undoubtedly need to continue **moving the least-used print materials off-campus, while keeping them available for quick and easy user access**.

3. Better support the life cycle of scholarly work

3. Strengthen the Libraries' support for the full life cycle of scholarly activity, from fostering the casual encounters that spark research (person encountering new ideas, person encountering person) to managing the research materials of completed projects. Easier said than done: this will require close collaboration between the Libraries' staff and GW faculty to create ways to coordinate their work, resources, and plans.

3.1. **Strengthen the GWL's function as a place that brings potential collaborators together**. To advance GW's strategic plan, it is especially important for the librarians to help faculty and students from different departments and schools realize that they are working on similar problems or using similar resources. As part of its longer term space planning, GWL should also work with the University to provide work space(s) for emerging collaborations, people from different departments or Schools that may need to work together for several weeks or months.

3.2. **Support technological scholarly tools** (e.g., Geographic Information Systems) in collaboration with Academic Technologies.

3.3. **Help interested faculty and students engage in new forms of publication** (e.g., journal articles that include video, direct access to raw data, or interactive features). The world of scholarly communication is in only the early stages of revolutionary change. Faculty and students increasingly will discover how more widely disseminated, compelling, and useful their publications can be if they use media properly.

3.4. **Expand additional services for supporting faculty and student research** such as the ability to provide long-term storage and management of

intellectual property (e.g., raw data; working papers) emerging from a research project. Such services are increasingly required by funders.

    3.5. In supporting the life cycle of scholarship, including student research**, assure that all resources and services are as available as possible to GW people anywhere around the world, 24/7.** Basic online services ought to be easy to use. Complaints received in our surveys demonstrate that users can give up quickly if they can't soon master a service and, once they leave, they may not return for years.

4. Encourage our librarians' broad involvement in teaching and learning

4. In order to improve the research skills of students, faculty should often collaborate with librarians on the design and teaching of courses.

    4.1. **Faculty working with librarians can create assignments that develop students' abilities to find, analyze, and critically assess scholarly literature.** Many faculty have worked with librarians to design assignments or class sessions. Faculty and librarians ought to work together more frequently in considering how whole courses, or sequences of courses, can progressively and cumulatively develop student research skills.

    4.2. **Faculty and librarians should educate students in the nature and norms of scholarly communication**, e.g., copyright and open source; trust and plagiarism; collaboration versus cheating. Students need to understand the reasons for customs and laws, especially in an era when both are changing so quickly. They need to understand the conflicts that led to those norms and laws.

    4.3. **Faculty and librarians can teach students to master new forms of scholarly and public communication**. New multimedia production facilities in Gelman Library can help GW take a step forward in this field.

5. Collaborate within and beyond GW in order to better support research

5. To respond to the daunting challenges we have described, GW Libraries must become a champion collaborator. Our consultants have suggested many examples of potential partnerships for the Library.

    5.1. Librarians and faculty should work closely on purchasing access to information and data, in order to (a) increase the degree to which licensing and acquisitions can be shared across departments and Schools; and (b) increase our bargaining power in negotiating prices. In some cases, it will also be appropriate for the Library to manage the sharing and conservation of a resource that previously might have been both purchased and managed by a faculty member with a grant.

    5.2. GW Libraries already work closely with the Himmelfarb Health Sciences Library and the Burns Law Library. To better support research, teaching, and service across GW, **the University Librarian (UL) should foster teamwork across other library-like functions at GW** (e.g., information

collections and services in departments and research centers; units and individual staff who support the use of scholarly tools by faculty and students). For such collaboration to have a real impact, it must be strongly supported by the Provost's Office, Deans, Center directors, and department chairs.

5.3. **Continue to engage in energetic multi-institutional cooperation in order to acquire, manage, and share resources, staff skills, and organizational services**. Institutions such as Cornell and Columbia are already coordinating in this way; GW should become a leader, too.

5.4. In collaboration with faculty and with organizations outside GW, participate in efforts **to strengthen open access publications that feature rigorous peer review.** The spiraling prices of academic publications dominate and distort all efforts to modernize libraries as tools for scholarship. GW cannot solve this problem by itself, nor should we sit on the sidelines waiting for others to solve the problem for us.

5.5. An early step in planning for GW's Libraries is for a team of academic leaders and librarians to **visit institutions doing innovative library thinking, planning, and implementation**, and apply insights from such visits to help **craft a new strategic plan for the GW Libraries**.

6. Provide funding for an adequate number of professional librarians to implement these recommendations.

6. As the outside consultants pointed out, and as our own librarians have asserted, GWL is understaffed. To provide instruction in new research tools, foster research through interaction with faculty and students, deal with researchers' datasets, and carry through with every objective in this report, including arranging for and managing new acquisitions, more professional librarians are urgently needed.

6.1. During her first year, the new University Librarian and Vice Provost for Libraries should lead the effort to create a strategic plan for GWL, including a 5-year plan for staffing.

Attachments

1. Expenditures of Access to Scholarly Resources – GW Libraries compared with Market Basket Institutions
2. Interlibrary Loan Activities
3. Committee members

Attachment 1. Expenditures of Access to Scholarly Resources – GW Libraries compared with Market Basket Institutions

Figure 2: Total Materials Expenditures for Individual Market Basket Institutions (Minus Law and Medicine)
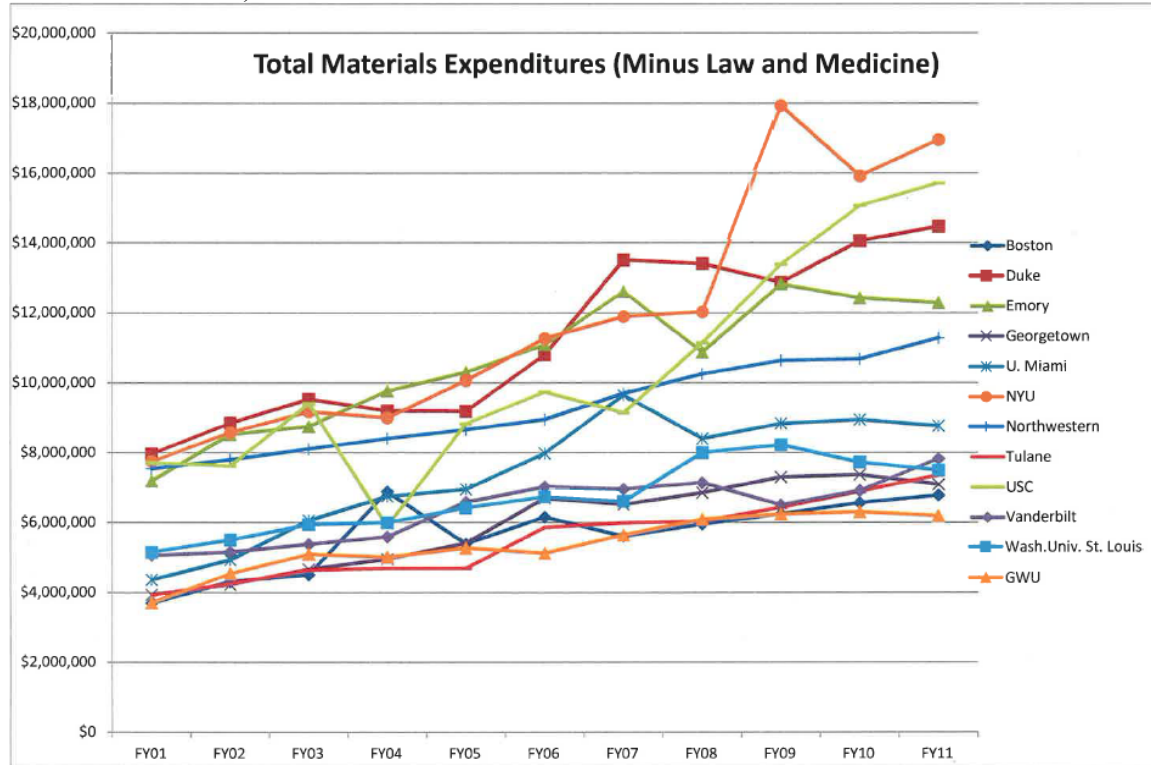
Analysis of data drawn from Association of Research Libraries (ARL) statistical reports from FY 2001-2002 and FY 2010-2011 indicates that investments in resources for professional education in law and medicine at GW have been quite robust. The data makes it equally clear, however, that expenditures for library acquisitions for the GW Libraries, which support the work of the entire University, have not kept pace with the growth of the University.

Expenditures for Library Materials, FY 2001-2002

	Monographs	Current Serials	Other/Misc Materials	Total Expenditure for Materials
GWU*	$1,533,362	$3,578,545	$1,075,331	$6,187,238
GW Libraries only**	$1,041,136	$2,669,601	$821,289	$4,532,026

*From published ARL statistical report which includes law, medical, and branch libraries.
**Figures taken from worksheet for ARL statistical report

Proportional Expenditures for Library Materials, FY 2001-2002

	Expenditure/ PhD Awarded	Expenditure/ PhD Field	Expenditure/ Full-time Faculty	Expenditure/ Student FTE	Expenditure/ Graduate FTE
GWU	$65,822	$193,351	$6,711	$469	$1,147
GW Libraries only	$48,213	$141,626	$4,915	$344	$840

Expenditures for Library Materials, FY 2010-2011

	Monographs	Current Serials	Other/Misc Materials	Total Expenditures for Materials
GWU*	$2,566,425	$7,117,989	$1,834,800	$11,519,214
GW Libraries only**	$1,290,013	$3,517,730	$1,373,355	$6,181,099

*From published ARL statistical report which includes law, medical, and branch libraries.
**Figures taken from worksheet for ARL statistical report

Proportional Expenditures for Library Materials, FY 2010-2011

	Expenditure/ PhDs Awarded	Expenditure/ PhD Field	Expenditure/ Full-time Faculty	Expenditure/ Student FTE	Expenditure/ Graduate FTE
GWU	$73,841	$221,523	$9,320	$633	$1,341
GWL only	$39,622	$118,867	$5,001	$340	$719

Percentage Change in Proportional Expenditures for Library Materials, FY 2002-FY 2011

	Expenditure/ PhDs Awarded	Expenditure/ PhD Field	Expenditure/ Full-time Faculty	Expenditure/ Student FTE	Expenditure/ Graduate FTE
GWU	12.18%	14.57%	38.88%	34.95%	16.89%
GWL only	-17.82%	-16.07%	1.74%	-1.09%	-14.37%

In 2003, the GW Libraries received the budgetary infusion primarily responsible for increased materials expenditure between FY 2002 and FY 2011. However, if we restrict our attention to "C budget" allocations for collections in the years since 2003, we see clear evidence of stasis in the GW Libraries' primary budget for acquisitions, which translates to significant decline in support of the growth of the University.

Changes in Proportional Expenditures for Library Materials, FY 2005-FY 2013

	FY 2004-2005	FY 2012-2013	% Change
C Allocation for Collections	$4,616,073	$4,659,688	0.94%
Total Student FTE	19,556	21,421	9.54%
Graduate FTE	8,972	11,272	25.64%
Expenditures/Total FTE	$236	$218	-7.84%
Expenditures/Graduate FTE	$514	$413	-19.65%

Comparing GWU/GWL's data to that of our "market basket" competitors--Boston University, Duke University, New York University, Northwestern University, University of Pennsylvania, Tulane University and Vanderbilt University--shows that nearly all of these schools have seen strong growth in doctoral education, faculty, and student populations and significant growth in library expenditures. It seems clear that under-investment in materials for the GW Libraries (as distinct from investments in law and medicine) has an impact on our standing within the group.

Percentage Changes, FY 2002-FY 2011 -- Proportional Expenditures for Library Materials*

	Expenditure/ PhDs Awarded	Expenditure/ PhD Field	Expenditure/ Full-time Faculty	Expenditure/ Student FTE	Expenditure/ Graduate FTE
Boston U	36.49%	13.46%	57.58%	56.51%	42.61%
Duke	30.50%	41.48%	25.04%	31.72%	13.30%
GWU	12.18%	14.57%	38.88%	34.95%	16.89%
GWL only	-17.82%	-16.07%	1.74%	-1.09%	-14.37%
NYU	35.01%	125.89%	-0.89%	0.71%	-29.15%
Northwestern	38.72%	115.72%	68.46%	65.98%	48.46%
Penn	-16.50%	36.76%	133.17%	33.81%	-1.76%
Tulane	51.52%	219.85%	1.87%	5.78%	-22.33%
Vanderbilt	-9.04%	28.64%	-8.42%	36.12%	23.47%

*From published ARL statistical reports: data for all of our market basket schools include general, branch, law and medical libraries.

Percentage Changes, FY 2002-FY 2011 -- Demographics

	PhDs Awarded	PhD Fields	Faculty, full-time	Total FTE	Graduate FTE
Boston U	31.25%	57.89%	13.69	14.40%	25.62%
Duke	25.10%	15.38%	30.56%	23.95%	44.09%
GWU	65.96%	62.5%	34.06%	37.89%	59.27%
NYU	9.51%	-34.55%	49.19%	46.66%	108.69%
Northwestern	44.19%	-7.27%	18.74%	20.53%	34.74%
Penn	118.98%	34.00%	-21.58%	36.73%	86.14%
Tulane	-4.50%	-54.76%	42.04%	36.80%	86.29%
Vanderbilt	76.79%	25.00%	75.58%	18.18%	30.23%

Attachment 2. Interlibrary Loan Activity

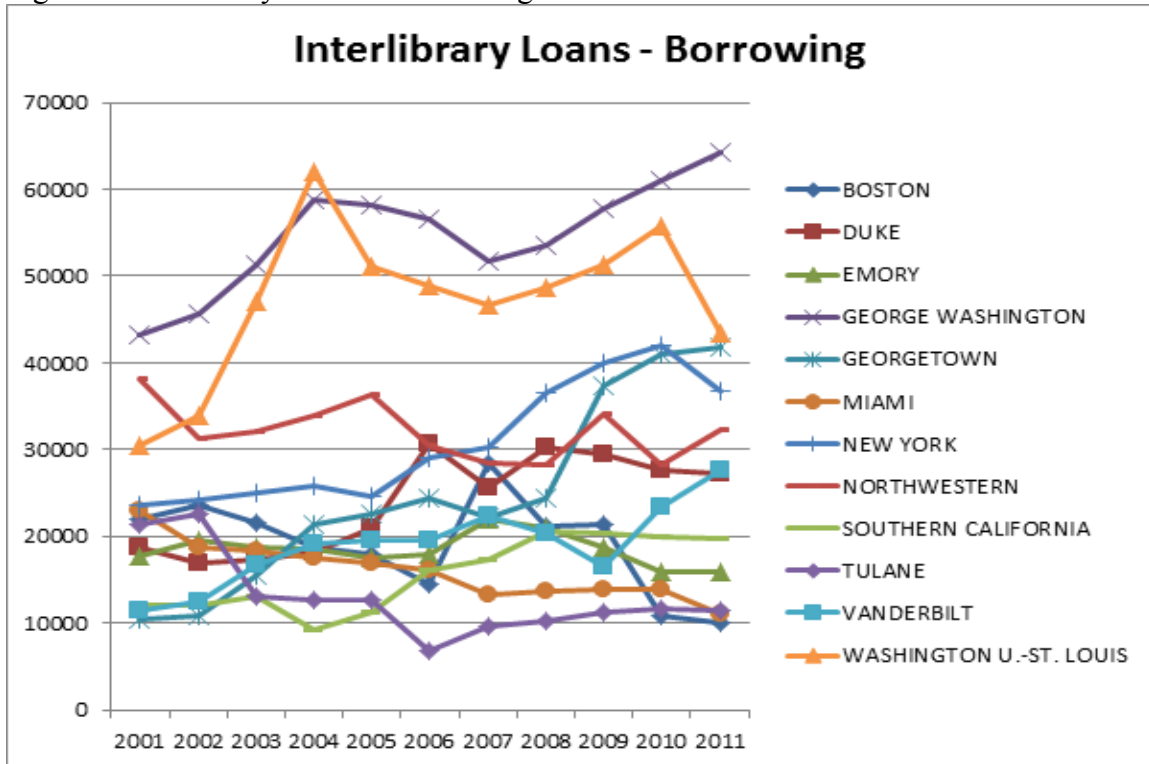Figure 1: Interlibrary Loans – Borrowing

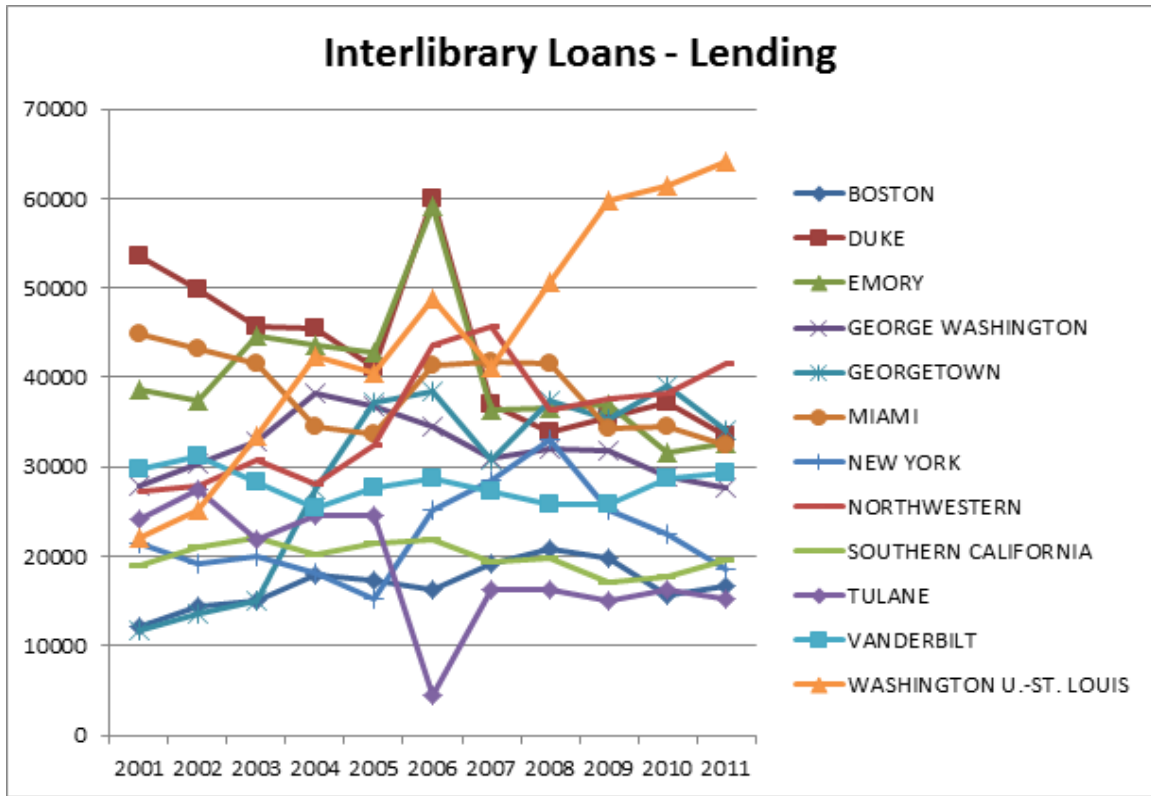Figure 2: Interlibrary Loans – Lending

Figure 3: Summary of GW Libraries Borrowing Activity FY 2001-FY 2012

Fiscal Year	Total Books Circulated To GW Community *	CLS Book Borrows	ILL Book Borrows **	Total Non-GW Book Borrows	Non-GW Book Borrows as % of Total Circulation	Articles Received through CLS	Articles Received through ILL ***	Total articles received from outside of GW libraries	Total Borrowed
FY 01	196,416	23,062	3,660	26,722	14%	7,167	4,097	11,264	37,986
FY 02	161,993	27,614	4,195	31,809	20%	7,043	4,132	11,175	42,984
FY 03	167,542	30,078	4,910	34,988	21%	6,723	4,120	10,843	45,831
FY 04	184,769	37,546	4,259	41,805	23%	8,070	3,481	11,551	53,356
FY 05	182,991	40,287	4,125	44,412	24%	6,541	2,550	9,091	53,503
FY 06	166,208	40,769	4,271	45,040	27%	6,164	3,519	9,683	54,723
FY 07	159,488	39,428	4,815	44,243	28%	4,670	5,811	10,481	54,724
FY 08	157,137	41,509	5,691	47,200	30%	3,784	6,133	9,917	57,117
FY 09	154,391	42,678	6,687	49,365	32%	4,721	7,365	12,086	61,451
FY 10	153,816	46,422	6,416	52,838	34%	5,435	6,879	12,314	65,152
FY 11	147,549	49,406	5,949	55,355	38%	6,230	8,039	14,269	69,624
FY 12	139,898	46,535	5,345	51,880	37%	7,316	12,182	19,498	71,378

* Represents initial checkouts only –does not include renewals.
Includes circulation activity from: Gelman, GRC, Eckles and VSTCL (Virginia Campus)
Does not include: Media, Periodicals, Reserves, Special Collections
** ILL book borrows for VSTCL are not included for FY 01 through FY 05
The average number of ILL book borrows for VSTCL for FY 06 through FY 11 is 435, which, if added to FY 01-FY 05 counts, would not impact percentages of increase.
*** ILL articles received for VSTCL are not included for FY 01 through FY 05

Attachment 3. Committee for the Strategic Review of the GW Libraries

Stephen Ehrmann, Vice Provost for Teaching and Learning/Associate Professor of Educational Leadership, Graduate school of Education and Human Development *(co-chair)*

Daniel Ullman, Associate Dean for Undergraduate Studies/Professor of Mathematics, Columbian College of Arts and Sciences *(co-chair)*

Deborah Bezanson, Associate University Librarian for Research and User Services, Gelman Library

Brian Biles, Professor of Health Policy, Health Services Management and Leadership, School of Public Health and Health Services

Yvonne Captain-Hidalgo, Associate Professor of Spanish and International Affairs; Director of Master in International Policy & Practice Program, Elliott School of International Affairs

Denis Cioffi, Director of the GW Teaching & Learning Collaborative and Associate Provost/Associate Professor of Decision Sciences, School of Business

Arnold Grossblatt, Associate Professor in the College of Professional Studies

Carol Hoare, Professor of Human Development, Graduate School of Education and Human Development

Jennifer James, Director of the Africana Studies Program/Associate Professor of English, Columbian College of Arts and Sciences

Ann Linton, Director of Library Services, Himmelfarb [Medical] Library

Derek Malone-France, Executive Director of University Writing/Associate Professor of Religion, Columbian College of Arts and Sciences

Rob Maxim, graduate student selected by the Student Association

David McAleavey, Professor of English, Columbian College of Arts and Sciences

Scott Pagel, Associate Dean for Information Services, Law School/Professor of Law, Law School

Scheherazade Rehman, Professor of International Business and International Affairs, School of Business

Julie J. C. H. Ryan, Associate Professor of Engineering Management and Systems Engineering, School of Engineering and Applied Sciences

Rhys Seiffe, undergraduate student selected by the Student Association

Greg Squires, Professor of Sociology and of Public Policy and Public Administration, Columbian College of Arts and Sciences

Christopher Sterling, Associate Dean for Special Projects/Professor emeritus in School of Media and Public Affairs, Columbian College of Arts and Sciences

Andrea Stewart, Deputy [and in 2012-13, Interim] University Librarian, GW Libraries