Sarah Snow.  Center of Knowledge versus Center of Information: A Comparative Study of the UK Academic Library with the US Academic Public Library.  A Master's paper for the M.S. in I.S. degree.  April, 2004.  50 pages.  Advisor: Jane Greenberg.

This case study compares the mission, role, and services of two academic libraries in an increasing digital environment as typified by the Bodleian Library and the University of North Carolina at Chapel Hill Library.  The investigation shows how these factors define two different bases of knowledge: The Center of Knowledge where digital access supports the scholarly mission but is not mandatory and The Center of Information where digital access is a core part of the scholarly mission.  This study began with the May, 2003 seminar at the Bodleian Library of Oxford University, Oxford, England, sponsored by the School of Information and Library Science at the University of North Carolina at Chapel Hill.  A survey was also used to ascertain the similarities and differences between the Bodleian Library and the UNC Library.  Ten employees from each library participated in the survey and were employed in the areas of Senior Administration, Head of a Collection, Archivist or Preservation, Information Technology, Digital Access Development, Website Design, and Fund Development Director at the time of this study.

Headings:

Access Services

Bodleian Library

College and university libraries -- Case Study

Surveys – Access to libraries

University of North Carolina at Chapel Hill

CENTER OF KNOWLEDGE VERSUS CENTER OF INFORMATION: A
COMPARATIVE STUDY OF THE UK ACADEMIC LIBRARY WITH THE US
ACADEMIC PUBLIC LIBRARY

by
Sarah Snow

A Master's paper submitted to the faculty
of the School of Information and Library Science
of the University of North Carolina at Chapel Hill
in partial fulfillment of the requirements
for the degree of Master of Science in
Information Science.

Chapel Hill, North Carolina

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Approved by:

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Jane Greenberg

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**INTRODUCTION**

The comparative study presented in this paper began with the May, 2003 two-week seminar, *Libraries and Librarianship: Past, Present, and Future*, at the Bodleian Library of Oxford University, Oxford, England, sponsored by the School of Information and Library Science at the University of North Carolina at Chapel Hill. The seminar provided an opportunity for professionals and graduate students in the field of library and information science to discuss trends in academic librarianship with the staff of the Bodleian Library, one of the great library centers of the world. The Bodleian Library is the main research library of Oxford University. It is also a United Kingdom copyright depository library and scholars from around the world use its collections.

Seminar presentations and tours focused on academic libraries and librarianship in Great Britain, the role of the British Library, the public library sector in England, digitization, and information technology developments in the Bodleian. Areas such as preservation, conservation, and collection development policies were presented from both the Oxford University and British national points of view. Presentations from the staff of the Bodleian Library included the following topics of interest for this comparative study:

- *The Real Oxford Story: Oxford Libraries in Context*, by Margaret Robb, Social Studies Librarian.

- *Investing in Knowledge: The Library and Information Scene in the United Kingdom*, by Bob McKee, Chief Executive, Chartered Institute of Library and Information Professionals.

- *Research Support: The National Agenda*, by Ronald Milne, Deputy to the Director of University Library Services and to the Bodleian Librarian.

- *Managing Manuscripts in the 21ˢᵗ Century: Continuity and Change*, by Mary Clapinson, Keeper of Special Collections and Western Manuscripts.

- *Library Staffing in the Electronic Age*, by Margaret Coutts, Director, Information Services and Librarian, University of Kent.

- *Stirring Up Other Men's Benevolence*, by Mike Smithson, Director, Oxford University Development Office.

- *Bugs, Boxes, and Repair Tissue: Preservation and Conservation at the Bodleian*, by Sabina Pugh, Assistant Conservator.

- *A Review of Bodleian Technical Services*, by Peter Burnett, Director, Bodleian Library Technical Services.

- *Oxford University in Partnership with the European Union*, by Margaret Watson, Bodleian Law Librarian.

- *The Bodleian and Electronic Access*, by Michael Popham, Director, Oxford University Digital Library.

Each of these presenters spent between one and three hours discussing the Bodleian's approach to these and other issues of librarianship and information management supplemented by visits to the ten libraries that compose the Bodleian.

The University of North Carolina at Chapel Hill Academic Affairs Library (UNC Library) was chosen as a comparative library due to my twenty-year association and experience with the UNC Library as a scholar, patron, and financial contributor. This library is the main research library of the University of North Carolina at Chapel Hill. It

is also a United States Government document repository and scholars from around the world use its collections. In 2003, the Association of Research Libraries ranked the UNC Library number 15 of 114 leading academic research libraries in North America. The UNC Library is composed of nearly three dozen libraries whose subject scope includes most areas of the fine arts, biomedical and physical sciences, humanities, law, and social sciences. Both the Bodleian Library and the UNC Library appear to be scholarly peers with a global research mission and of similar size and composition.

The UNC Library has taken a much different approach to many of the same issues as the Bodleian. Striking differences included the scope of user inclusion, services offered, information versus reference approach to scholarship, and the pervasiveness of digital access. For example, both libraries maintain and develop collections and services in support of the associated university's teaching and research needs and of the national and international scholarly community. The Bodleian identifies itself as a reference library, not a lending library, and restricts usage to registered readers and members of Oxford University. The UNC Library identifies itself as an information resource with a goal to teach users to find information wherever it may reside, and to evaluate and interpret that information. As part of its service to the people of the university, state, and nation, the UNC Library is open to "all users". In terms of services offered, the Bodleian generally assumes that the user or reader is physically present at one of the associated libraries, knows in some detail what they need, and can wait hours or days for an item. In contrast, the UNC Library assumes that users may not be physically present and will want to borrow items in both electronic and physical formats. Much effort is spent in supporting the needs of diverse users who may not have well-defined search criteria.

Online, electronic access to library holdings is a priority service to users, be they actually sitting in a library building or on the other side of the world.  Other comparisons are notable in their contrast.  Many of the differences manifest themselves in each institution's approach to the availability, use, and access requirements for digital-based information.

The purpose of this paper is to compare and contrast the mission, role, and services of academic libraries in an increasing digital environment as typified by the Bodleian Library and the UNC Library and to draw conclusions regarding the differences in evolution and need for digital-based information and access.

**SCOPE**

The notes and handouts from the May, 2003 Oxford seminar presentations were used to frame the context of comparative issues addressed.  Also used was information from the Bodleian Library and UNC Library websites that identified each library's mission and objectives, resources, research tools, services, online capabilities, and assistance to scholars and users.  Library professionals at each institution were surveyed to gather data, which supplemented the published information of each library regarding the missions and services, the role in society, and digital access.  Similarities and differences in the two institutions were examined and conclusions were drawn from the established findings.

Literature specifically addressing the comparisons of United States (US) and United Kingdom (UK) academic libraries was limited and appeared not to focus on the development and approach of library services in academic research libraries in these two countries.  Research and discussion, published since 2000, was found that describe how

various US and UK academic research libraries deal with the development of digital libraries. This body of literature will be used to cite issues and develop conclusions regarding the differences between the Bodleian and UNC Library approaches to digital-based information and access. Particular attention will be given to the following findings and issues:

- International collaboration and knowledge creation.

- Limitations that inhibit scholars from using digital information.

- The impact of digitization on library human and collection resources.

- Changes in the relationship between library users and reference resources.

- The library mission statement as a foundation for the decision process.

- UK-based approach to economic and academic issues with the electronic library at the University of Derby.

- UK-based digitization programs that improve online access to cultural resources, including libraries.

In comparing the differences in the mission, role, services, and digital environments typified by the Bodleian and UNC libraries, these research questions will be considered:

1. How does the defined mission of the library reflect or influence the decisions the library makes regarding the services it provides?

2. How does the library's role or purpose affect its definition of authorized users?

3. What is the role of the library in society?

4. What is each library's approach to digital-based information and access, and how has that approach been shaped by its mission, role, services, and perception in society?

**LITERATURE REVIEW**

As stated before, published literature was severely limited that compares the development and approach of library services of academic research libraries in the United States (US) and the United Kingdom (UK). A number of recently published articles were found that describe how various US and UK academic research libraries deal with the development of digital libraries in support of their mission and scope of services. The issues discussed contribute to an understanding of how or why similarities and differences have evolved between the Bodleian and UNC Library examples.

Both the Bodleian and UNC Libraries support an international scholarly community where communications and the sharing of findings between researches are important. In "Digital Libraries and Organizations for International Collaboration and Knowledge Creation," (Allard 2002) the author discusses how digital libraries are a useful technological tool for scholars across the world to collaborate. She indicates that a framework is needed between technology and human organizations to best promote knowledge creation. Pertinent to this study is her contention that "knowledge sharing and integration are important components of knowledge creation; however, these activities present many challenges. This requires an information environment that is flexible, extensible, and promotes bi-directional information communication. Digital library networks provide the basis for fostering collaborative knowledge across national boundaries, between disciplinary areas and among nations of disparate economic standing." The digital library therefore becomes the primary incubator for enhanced scholarly exchange, cooperation, and discovery on a global basis.

The digital library as an incubator for enhanced international scholarship inherently assumes digital access to a combination of print and electronic formats integrated by an online information index and accessed by a combination of local and remote online gateways. Access is available globally, twenty-four hours per day. What are possible issues that could limit scholars in the use of the digital library? In "Digital Libraries: Barriers or Gateways to Scholarly Information?" (Byrne 2003), the author contends "access is not without limitations. It is limited by the availability of reliable and affordable information and communications technologies. It is limited to those scholars and students who are affiliated with organizations which have the money and skills to provide access." He further states that among the issues to be addressed in utilizing the potential of the digital library are those of faculty and student access to global information, development of skills to use that information effectively, and cooperation at all levels of government to ensure the successful implementation of digital libraries. Standards, which promote online information sharing are another key issue considered to be crucial to the to the effective use of information (Byrne 2003).

As digitization of academic libraries increases, their importance in scholarship begins a transition from that of a holding place for knowledge to that of an information service. In "Developing Digital Libraries", Howard Falk contends that a sweeping transition has emerged in academic libraries whereby "the increased reliance on digital collections is leading to a decline in the importance of collections of printed materials." This transition also included the conversion of scholarly journals to electronic format. Rare and special collections are being digitized most importantly as a means to encourage wider access to the materials. Further, the importance and scope of academic online

portals (web sites) has been growing. Portals give users a means to fulfill their research needs without lengthy search processes as well as being easier to access. In Europe, The Electronic Library (TEL) is a thirty-month cooperative portal project between several countries' national libraries, including the United Kingdom, that will allow users to search and access collections from all participating libraries.

So why are there notable differences in the movement toward digitization in major academic libraries? "According to a survey recently conducted in 2003, by the Institute of Museum and Library Services, lack of money and patron enthusiasm, as well as limited onsite expertise are cited by libraries as reasons for not engaging in digitization." The transition from print to digital reference gives researches the benefits of remote access, twenty-four hour availability, and a wide scope of information that can be speedily searched. However, librarians see drawbacks in relying solely on digitally available resources. These include limitations on the research content available online, technical complexity, higher costs of access, and the lack of input from reference librarians and bibliographers whose insights might better aid and target research.

In "Reference Collections, Reference Services, and the Change from Text to Technology," (2003), Steven Sowards discusses the changing attitudes by users towards reference resources as well as the impact of technological change on the reference library staff themselves. Users are increasingly satisfied with online content and often fail to recognize that the most useful content may be available only in paper format. Further, for the library, the price of digital access is a significant issue. "The cost to a library is almost certainly higher, not only for the content itself, but for the computers, networks, and printers needed to make full use of the digital version of the text, and for the systems

staff who maintain those devices. Issues of payment also raise the 'ownership versus access' problem" (Sowards 2003). These higher costs to provide online reference services cause libraries in many cases to seek funding support from grant-makers who can help defray the costs of digitization. Additional costs and complexity also are associated with the library reference staff, whose critical reference skills must change to reflect online and database technologies and activities not learned in graduate library schools. The evolution from print to digital reference appears to be pervasive and libraries and librarians must evolve or be minimized as a knowledge resource.

The mission of the university is the overriding goal, which embraces the library's goals and should serve as the keystone for the library's mission statement. In "Revisiting Library Mission Statements in the Era of Technology" (Svenningsen and Cherepon 1998), the authors state, "a broad library mission statement that embodies technology in all formats is imperative for the library's existence and progress". Moving ahead from a focus on collection to a combined focus on how also to serve the researcher requires the library's mission statement to embody a purpose, and for the technology and goals to establish a baseline for library development. The mission statement should serve as a foundation for the library's development decision process.

An example case study on digitization at the University of Derby in the UK was reviewed by Gordon Brewer in *Program: electronic library & information systems* (2002). Brewer states that the University of Derby began a project in 1997 to shift its emphasis from teaching towards autonomous resource-based learning and shifted its library focus to emphasize access to information resources. The University of Derby Electronic Library (UDEL) operated across five dispersed sites in Derby and also needed

to support off-campus student access, therefore a digital access solution seemed obvious. The objective if the information resource focus was "to store in electronic format and provide access via a worldwide web interface to a range of information resources previously distributed only in hard copy format" (Brewer 2002). Brewer goes on to state that while this approach has been popular with students and academic staff, especially for distributed course delivery and national and international distance learning, "the core content of UDEL thus comprises a relatively large, in UK terms, and successful example of an electronic reserve, but it still includes the principal readings for only a small proportion of modules in the University's academic portfolio. Despite this, the cost of maintaining the operation, comprising both copyright clearance fees and staff costs for negotiation, administration, and digitization, has increased substantially over the past three years and it is no longer appropriate to fund it as a development project. It has also been evident for some time that the UDEL model is no more financially scalable to provide a University-wide service than the print-based resource collection it initially replaced." Another unforeseen issue also has arisen in that many of the UDEL users assume that UDEL encompasses all of the University's electronic library resources, which is not the case (Brewer 2002).

Another article, "NOF-Digi: Putting UK Culture on Line," (Nicholson and Macgregor 2003) described a major digitization program funded by a 50 million GBP grant from the national lottery aimed at improving online access to UK museums, libraries, and galleries. The pertinence of the article for this study is in terms of the digitization of content and the balance between expenditure on content and that for metadata creation. "There is some concern that many projects underestimate the time,

effort, and expertise required to create the metadata needed to adequately describe digitized materials….There is still a failure to recognize the importance of professional quality metadata for finding and identifying appropriate resources amongst the ever-growing volume of material available over the Internet.  A valuable resource is only valuable if those who need it can find it" (Nicholson and Macgregor 2003).

These issues show a need to better understand the impact of digital access and digitization on the evolution of each library's mission, role, and services.  Further, there is a need to investigate and understand the underlying motivations for changes in financial support and patronage, user expectations and requirements, scholarly and societal perceptions of the role of the library, and how digital access and digitization are being used to fulfill each library's mission.

**RESEARCH QUESTIONS**

The research presented in this paper addresses this topic and examines the following questions:

1.  How does the defined mission of the library reflect or influence the decisions the library makes regarding the services it provides?

2.  How does the library's role or purpose affect its definition of authorized users?

3.  What is the role of the library in society?

4.  What is each library's approach to digital-based information and access, and how has that approach been shaped by its mission, role, services, and perception in society?

**RESEARCH METHODOLOGY**

A multi-method approach was used for this research study.  A case study allowed for an in-depth examination to compare how a United Kingdom academic library, represented by the Bodleian Library of Oxford University, and a comparable United States academic library, represented by the UNC Library of the University of North Carolina at Chapel Hill, supported a transition from a physical collection with readers to digitization and digital access in fulfilling their mission to their users.  A structured survey was used to provide additional data.  These findings were collected following the suggested best practices outlined in <u>Real World Research</u> by Colin Robson.

For the Bodleian Library, lectures were attended and notes taken during the two week seminar, *Libraries and Librarianship: Past, Present, and Future*, at the Bodleian Library of Oxford University, Oxford, England, sponsored by the School of Information and Library Science at the University of North Carolina at Chapel Hill.  The seminar provided an opportunity for professionals and graduate students in the field of library and information science to discuss trends in academic librarianship with the staff of the Bodleian Library.  Seminar presentations and tours focused on academic libraries and librarianship in Great Britain, the role of the British Library, the public library sector in England, digitization, and information technology developments in the Bodleian.  Areas such as preservation, conservation, and collection development policies were presented from both the Oxford University and British national points of view.  Findings were ascertained from approximately twenty presentations about the Bodleian's approach to its mission, services, user support, its role in society, and digital access.  Eight Bodleian professionals, including one senior administrator were subsequently interviewed to

confirm and clarify the findings.  Analysis was applied to the findings learned along with

published Bodleian Library positions on topics of interest.  Published materials reviewed

included the library's website and mission statement as well as the visitor and user guides

for the Bodleian Library, Christ Church Library, and the Codrington Library at Oxford

University.  Premises were developed regarding the Bodleian Library's approach to the

issues stated.

My twenty years of experience and association with the University of North

Carolina at Chapel Hill Library as a scholar, patron, and financial contributor provided

the immersion learning input on the same topics as developed for the Bodleian Library.

Research was applied to the findings learned along with the published UNC Library

positions on the topics applicable to this study.  Published materials reviewed included

the UNC Library's website and mission statement as well as the UNC Academic Library

Case Statement (2001) and the *Documenting the American South* brochure.  Premises

were developed regarding the UNC Library's approach to the issues stated.  The findings

from the Bodleian Library lectures, interviews, and research and the findings from the

UNC Library experiences and research were then compared with differences and

similarities noted.

A survey of library professionals in both libraries was implemented and

administered to confirm findings regarding the five topic areas (mission, services, user

support, role in society, digital access) being addressed.  The survey was administrated at

the Bodleian to ten participants who lectured during the two-week seminar.  Equivalent

UNC Library professionals to the Bodleian participants were identified by the Deputy

Librarian of the UNC Academic Affairs Library and the survey

administered to those ten UNC Library participants. Findings were gathered and results compared with differences noted as required.

The survey instrument developed for this study (see Appendix A) focused in issues that define each library's approach to mission, services, user support, role in society, and digital access. Using a semantic differential scale of 1 to 7, with 1 being of high importance and 7 being unimportant, each survey respondent was asked to answer a series of questions that sought to delineate the types of users served, the importance of various services, the focus of the library's mission, budget and funding sources, library's role in society and their definition of greatness, and the role of digital access.

The numeric results for each library's respondents were compiled, averaged, and then compared. Notable differences of at least two points out of seven were identified for analysis and commentary. A final interview with a senior administrator from each library was conducted to review findings for that institution, to investigate the causes of the variances between institutions from the survey results, and to gain their insights regarding the study's issues and conclusions.

**RESULTS AND DISCUSSION**

The purpose of this paper was to compare and contrast how the defined mission of the library reflects and influences the decisions the library makes regarding the services it provides, how the library's role or purpose affects its definition of authorized users, what is the role of the library in society, and what is each library's approach to digital-based information and access, and how that approach has been shaped by its mission, role, services, and perception in society.

**Mission**

The mission of the academic institution provides the underlying foundation of the academic library's mission statement. The library's mission statement should state why the library exists, whom it serves, and how the library is used in the learning process. It should also embody the technological imperatives for the library's existence and growth.

The mission statement of the Bodleian Library cites it as the principal library of Oxford University, by whose statues it is governed. Since 1610, it has sought to develop and maintain collections and services in support of the teaching and research needs of Oxford University and of the national and international scholarly community. The Bodleian Library is funded by Oxford University, its own endowment, and grants and donations for special purposes. Among its goals is the desire to "exploit in all areas the potential of technology in order to achieve these aims" (Bodleian Website, 2004).

The mission statement of the UNC Library cites it as the Library of the University of North Carolina at Chapel Hill, the nation's first public university library. For over two centuries, its collections and services have provided access to cumulated human knowledge in all formats for the University's students, faculty, staff, associated researchers, and the citizens of North Carolina in support of their study, research, teaching, scholarship, publishing, community service, and cultural enrichment. Much like the Bodleian, the UNC Library relies on funding from the University, its own endowment, and grants and donations for special purposes. Among its goals, the Library states it will "make available the Library's own holdings and relevant materials elsewhere, including information on the world wide web" as well as "teach users to find

information wherever it may reside…and assist users to develop information literacy skills" (UNC Library website, 2004).

In comparing the two mission statements, we find numerous similarities.  Both the Bodleian and the UNC Library are centuries old, were created to support the academic mission of a great university, and acclaim themselves as significant sources of knowledge for scholars in the fields served.  The university it serves largely funds each library.  Differences are apparent, however, when comparing scope of user inclusion, services offered, and the role of information and digital access.  While supporting very similar scholarly missions, these differences cause each library to develop collections and services that create very different roles and approaches in support of the learning process.

### Center of Knowledge or Center of Information

The Bodleian has taken a Center of Knowledge approach and UNC Library has taken a Center of Information approach.  In a somewhat simplistic definition, the Bodleian's approach is designed for a scholar, teacher, or researcher who has a refined sense of the information they desire or a very informed scope of research in well-delineated subjects.  The locus of knowledge is held within the collections of the Bodleian.  Digital access supports this institution's research mission, but is not mandatory.  The UNC Library has created a Center of Information that is designed for a broader cross-section of users whose research issues and subject scope vary in refinement.  While the UNC Library collections serve as a research base, worldwide information access and information literacy on the part of users is of critical importance.  Digital access is a core part of this institution's research mission and is mandatory.  While neither approach is right or wrong, the approach and role of the library in learning

reflects either a primary, inward focus on itself and its holdings or an outward focus on

information discovery.  The factors influencing these differences are summarized in

Table 1.  The Bodleian wants to highlight the knowledge it holds in its collections and

make it available to scholars.  The UNC Library wants its holdings combined with other

information from across the world to enhance the scholarship, research, community

development, and/or cultural enrichment of a broad cross-section of users.

**Table 1: Library Similarities and Differences Based on Primary Criteria**

| Characteristics | Bodleian Library (Center of Knowledge) Level of Support | UNC Library (Center of Information) Level of Support |
|---|---|---|
| Primary users include the faculty, students, and scholars from the University, affiliated universities, and others at-large throughout the world. | High | High |
| Circulation, Reference, and Digital Access are primary user services. | High | High |
| Distance learning, electronic instruction, and multi-media resources also are required by users. | Low | High |
| The Library exists for the purpose of learning, reference, and information access for scholars and other users. | High | High |
| The Library exists to protect information and provide freedom of access. | Moderate | High |
| Online access is a core part of the Library mission and is mandatory. | High | High |
| Digitizing holdings and making them available online is a priority. | High | High |
| The Library classifies its holding using standards that facilitate online access. | Moderate | High |
| Library funding comes from the University budget, grants, and private donations. | High | High |
| The Library has a mission to support the citizens of the city and state in addition to its primary users. | Low | High |

| Greatness of the Library is tied to the role of the University, the Library's collections and its service to scholars. | High | High |
|---|---|---|
| Greatness also includes enabling research and providing online access. | Moderate | High |
| Online and digital access is widely demanded. | High | High |
| Funding for online services is sufficient to meet user demands. | Low | Moderate |
| Online services are reliable and secure. | Low | High |

Building from a common, centuries old base, the evolution of the two libraries has now begun to diverge significantly in the growing world of global information access. Unless the Bodleian changes the focus of its mission and moves toward a more information-inclusive, digitally accessed approach to scholarship, it may be supplanted as a major research site for other than access to its collections. As was highlighted in the Literature Review section, increased reliance on digital collections and digitally accessed scholarship is leading to a decline in the importance of collections of printed materials. The importance of the library as a physical place where users go to find information and research holdings is diminishing. Rather, the digital library is becoming a service, as in the UNC Library example, where users can virtually go any hour of any day to renew and reserve books, search the catalogue, request information, and access on online reference to digital information worldwide. Librarians are available, physically and virtually (online) to guide and refine information reference, access, and inquiry on the part of users.

**Access**

Another example of the divergence of mission between the two libraries is in user inclusion. The Bodleian is very selective about who can use its resources. It identifies its

purpose as a knowledge library not a lending library. The Bodleian and associated college libraries are restricted to Oxford University members and visiting scholars from affiliated academic institutions. No one is allowed into any library without being registered as a reader. Some of the college libraries allow all Oxford University faculty and student access; others allow only the students of their college to use that college's library. Typical is Christ Church College Library, where "visitors are very welcome, but are requested not to go beyond the ropes or touch any books or objects in the library" (Christ Church Library Guide, 2003). An exception to the restrictive guidelines used by the majority of the various college libraries is the Codrington Library of All Souls College, which is unique from all the other Oxford University college libraries in that it is specialized (law and history) library and "it is open to duly recommended graduate and undergraduate members of the University and of course to outside scholars" (Note On the Codrington Library, 1982).

The concept of the "closed stack" used by the Bodleian also is designed to restrict usage of the library's holdings to only a select group of people. Only fifteen percent of the Bodleian's six million volumes are on open access. In most cases, it takes a day or two to have materials retrieved from the stacks although the official timing of the request service is a minimum of two hours. Location of books and material must be determined via the cataloguing system that has noteworthy omissions due to the lack of cooperation between certain colleges and the Bodleian regarding access for usage, including cataloguing. Library holdings catalogued since 1988, are available via the online computer catalogue (OLIS). The online catalogue can be accessed via the Bodleian's web page on the Internet and via computer workstations in the library. Holdings

catalogued before 1920, are available via a standalone CD-ROM system in the library. Holdings catalogued in the period 1920-1985, are not available in any electronic searchable version and will not be so for years (Robb, 2003). The Bodleian Library and the associated Oxford University college libraries are focused on serving those users who have been screened via institutional procedure and have paid, via college enrollment or scholarly usage fees, to use the resources of the library. The Bodleian defines its greatness as its collection of knowledge – books, manuscripts, and other sources of information (Bodleian website, 2004).

In contrast, the UNC Library is open to all users – loosely defined as the University's students, faculty, staff, associated scholars and researchers, and the citizens of the State if North Carolina – in support of research, teaching, and scholarship as well as publishing, community service, and cultural enrichment. All collections are freely and equitably available to users within legal limitations. The library seeks to interpret its collections and services to users and to assist users in utilizing those collections and services. In pursing its mission, the UNC Library also selects and acquires as much as is possible of the recorded human knowledge needed by users for their current and anticipated activities. Further, the library provides a system of bibliographic and intellectual access that makes available the library's own holdings and relevant materials elsewhere, including information on the World Wide Web. Its goal is to teach users to find information wherever it may reside, and to evaluate and interpret that information (UNC Library website, 2004). Examples of user support provided by UNC Library resources for information-based scholarship include:

- An undergraduate student researching a sociology paper via online databases and the library collections with guidance from an online reference librarian.

- A visiting scholar researching the Thomas Wolfe family letters and papers in the North Carolina Collection.

- A faculty member who needs a specialized journal article on cell biology, locates it at an affiliated neighboring library via the online computer catalogue and receives it the next day on interlibrary loan.

- A citizen who wishes to research a community issue and consults government documents and newspaper archives, receives librarian assistance, and even obtains a library borrower's card.

Further examples include UNC librarians working with educators to teach students research skills and as with the Bodleian, collaborating with professors to build superior library holdings that strengthen academic programs and attracting researchers worldwide. Distance learning, electronic instruction, and facilities to use digital media for research and creation are of high priority in the UNC Library's approach to user information and support. These priorities are not top ones within the Bodleian Library. The use of audio, CD, film, and DVD media as information sources and for creative information development does not appear to fit with the Bodleian view of knowledge. The UNC Library as a Center of Information has at its core the library as a place of interaction, discussion, discovery, creation and study with its holdings extended via online resources to meet the needs of its users wherever they may reside around the world. The UNC Library is focused on service to all users who visit the library in person and online. The

UNC Library defines greatness as providing resources and services for all levels of study, fostering collaboration, and creating a place of discovery, both physical and online.

The survey results of library professionals at the Bodleian and UNC Libraries confirmed the aforementioned facts and conclusions of the comparative study. The survey's responses produced a ranked average score on a 7-point scale, ranging from a score of 1 for high importance to a 4 for neutral importance to 7 for low importance. The Bodleian survey respondents rated scholars and academic users at an average of a 1.5 level but otherwise rated at an average of a 4.5 level for university staff and any others who were deemed not to have a scholarly relationship with Oxford University. The UNC Library survey respondents rated scholars and academic users at an average of a 1.0 level but also rated all other user types at an average of a 2.2 level, including staff and those not having a scholarly relationship with UNC. Both libraries rated their collections and service to the university as important elements of their greatness at an average 1.0 level. Both rated service to scholars as an element of greatness only slightly less important at an average 2.0 level. However, the UNC Library rated fostering research and online collaboration even more important than scholarly service with an average of a 1.3 level. These elements were not an important part of the Bodleian Library's approach to greatness, receiving an average rating of a 4.5 level.

The marked differences found between these two approaches to user inclusion may be due in part to the inherent role that each university and its associated library hold in each respective society. The British tradition of higher education assumes that the state takes care of the costs of colleges and universities; therefore, one's association with a university and subsequent benevolence is largely restricted to its students, faculty, and

graduates (Smithson, 2003).  Oxford University assets, such as the Bodleian and

associated college libraries tend to be focused on those who pay to use its holdings, either

as students, faculty, or visiting scholars.  Service to non-paying researchers, such as web-

based scholars and persons not a part of the university academic community is not a

priority.

The University of North Carolina tradition is one of being the first Public

University, funded by the people, and maintaining its prestige and stature as the leading

public-funded university in the United States.  Currently, with only about twenty-five

percent of its annual budget publicly funded by the State of North Carolina, UNC relies

on its scholarly research to produce federal grants and on its information-based approach

to service for society at-large to garner significant corporate and individual gifts.

Therefore, UNC Library is much more concerned about its impact and service to a larger

cross-section of the population that benefits from its services and bestows their

appreciation via tax-funded, corporate, or individual largess.

The types of services offered and required by the user community also diverge in

a focus on knowledge versus information.  The Bodleian Library's mission statement

directly speaks of providing services to support "the present and future teaching and

research needs of the University of Oxford, and of the national and international scholarly

community.  In providing services to the library's readers we aim to be as responsive to

your needs as our resources permit" (Bodleian Library website, 2004).  These services

listed on the Bodleian's website include:

- Reading Room Services – Posting hours, re-shelving books timely and accurately,

  searching for items within twenty-four hours of request, keeping equipment repaired,

having consumables available for computer equipment, binding returned within thirty days, dispatch and notify of receipt of interlibrary loans within two days.

- Stack Service – Posted, timely item retrieval expectations, some acceptance of stack order by telephone for some readers, advise the reader where they may access a retrieved item for a specified number of days.

- Lending Services – Posted service hours during which items may be borrowed as allowed, staff presence at a service point and how long you may have to wait if staff is not present, notification when recalled items become available.

- Photocopying Services – Availability of this service in each library building, monitoring of self-service machines to adjust facilities in line with demand, staff-mediated photocopying within one day.

- Photographic Services – Respond to requests within ten working days (subject to further exchanges of correspondence before an order can be confirmed), notification if the request takes more than ten days, an initial estimate of how long an order will take and a fresh estimate when payment for an order has been received.

Consistent with the concept of a knowledge center, the Bodleian Library's services assume the user or reader will be physically present at one of he library sites, knows in some detail what items they need and has an idea of where the items are physically located, is willing to wait hours or days for the item, and is generally discouraged through laborious processes as detailed in the photographic services guidelines from obtaining a copy of an item if the user is not physically present.

In contrast, the services of the UNC Library reflect much broader and more diverse needs of a variety of users. These services listed on the UNC Library's website include:

- Borrowing and Circulation – Checking out and re-shelving books, managing the stacks, maintaining information on availability and circulation, paging books from off-site areas, assigning study carrels for faculty and graduate students, photocopying, and circulating laptop computers and wireless communication cards.

- Distance Knowledge – Supports students and other users who meet off-campus via teleconferencing or have access exclusively through the World Wide Web, catalogue access, document delivery, and access to electronic resources via proxy servers such as indexes, databases, journals, and reserves.

- Instruction – Provides instructional services on how to use the electronic resources, software compatibility standards, online assistance, workshops, tours, tutorials and guides on how to utilize all services, and where all the branch sites are located, hours of operation and staff information.

- Interlibrary Loan – Provides rapid and accurate submission and delivery of interlibrary borrowing requests via the ILLiad electronic borrowing system, including photocopying and 24x7 status availability.

- Media Resources Center – Provides viewing and listening facilities for more than ten thousand film titles on 16mm, VHS, and DVD, hundreds of screenplays, popular music on LP and CD, several thousand audio books, and a digital media lab for use by students and faculty.

- Off Campus Access – Provides configuration, authentication, and security support for web-enables access to online resources, problem reporting, and help desk support.

- Knowledge Services – Includes borrowing support, knowledge computing services, instruction classes on the library's resources, reference assistance both physically and online and access to other knowledge sources.

Consistent with the concept of an information center, the UNC Library assumes that users will want to borrow items in both electronic and physical forms. Library services are designed to be generally available online with a quick response time of seconds or minutes, and to be detailed and accurate. Much effort is spend in supporting the needs of a diverse body of users who may or may not have well-defined research criteria. Attention is also paid on a pervasive basis to the quality of response to user needs and improvement to make library services as supportive as possible. The users served are those physically present at the library buildings and to a much greater extent those authorized users who prefer to access items via online, electronic means. Ease of electronic access to the holdings available in the UNC Library is a valuable differentiator and is not limited to faculty and students but is available to UNC alumni and holders of UNC Library cards.

### Societal Influences

A potential factor for the differences in service offerings between the two libraries is directly tied to the methods of knowledge creation, the resources required by the educational approach of the supporting university, and the attitudes of the governing boards of each university. Oxford University today relies on educating students, as it has for centuries, via lecture and discussion with a subject matter authority. This traditional, Socratic style of education emphasizes a one to many hierarchy of expert-based instruction for knowledge sharing, dissemination, and creation. The tools needed for

scholarship are a keen mind, a pen and pad for lecture notes, and supporting texts for research and reference. The University of North Carolina at Chapel Hill in recent years has taken a more collaborative approach to knowledge creation based in the discovery method and usually asks students to work in teams to share their learning in a broad-based approach to education. Such discovery requires significant information sharing, with each student using tools such as a laptop computer, campus networks for file exchange, and online information access from as a wide a variety of resources as possible. Results from the survey of library professionals at UNC Library also indicated the primary importance that distance learning, electronic instruction, and media resources (CD, film, DVD) have at the UNC Library as a part of the discovery process. In contrast the Bodleian Library professionals found these knowledge resources to be relatively unimportant.

Another factor affecting the differences in service offerings appears to be the Bodleian's lack of money and institutional enthusiasm as well as limited library expertise for online digital support. A knowledge-based organization like the Bodleian manages and coordinates information and intellect to provide services to students and other researchers in order to create new knowledge. Therefore, a preponderance of time and energy is spent on deploying intellectual resources and holdings for knowledge creation and not on the management of physical and financial assets. In an information-based approach to scholarship, the service offerings by their own nature begin to dissolve the rigid organizational boundaries of institutions, such as found with the Oxford University colleges and libraries, and create a virtual environment where information sharing is hampered by organizational constraints. The creation of knowledge in an information-

based approach becomes dynamic and heterogeneous. Emerging digital libraries, such as the UNC Library, build physical and logical networks to foster information exchange within and beyond its own boundaries that is easy to use, extensible, and encourages bi-directional information exchange. The transition from print to digital reference and potentially from knowledge-based to information-based services provides the researcher benefits via remote access, around the clock availability, and faster and more extensive search capabilities. However, it creates in libraries emerging issues of technical complexity, higher costs for digital access, new roles in defining the content of collections, and the need foe new critical reference and support skills not usually taught in graduate library schools. These factors are reflected in the Bodleian Library where classifying holdings with standards that facilitate online information access is a low priority due to its knowledge-based approach to scholarship. Not surprisingly, the results of the survey of library professionals confirmed this assertion when UNC Library respondents rated the classification of holdings using standards that facilitate online access at an average 1.4 level and Bodleian Library respondents rated the need for such standards at an average 4.0 level. In addition, digital access and online information management were rated at an average of a 6.0 level in the Bodleian Library's budget and therefore are inadequately funded. As a result, the Bodleian Library's online services are at best of average capability when compared to UNC Library's online services, which were consistently rated at an average 2.0 level or higher.

The differences in the knowledge versus information approaches continue to reflect the differences in both scholarship as well as society between the United Kingdom and the United States. The Bodleian Library's knowledge approach focuses on access

control, collection management, service to scholars (almost exclusively), and a tightly defined role regarding knowledge creation within an academic institution. The UNC Library's information approach focuses on pervasive access, information collection and dissemination, service to scholars and to the public, and a role in society that has become much more pervasive as a trusted information source. In terms of institutional change, the Bodleian Library's knowledge approach will gain a more informational bent only when required by the demands of Oxford University's academic leadership. In terms of professional change, the Oxford University academic faculty already is being forced by circumstances to change attitudes with respect to the professional librarian. Librarians are increasingly required to understand and manage the development of information provision, the acquisition of information, collecting and managing information resources, staffing requirements and instruction, and issues on information usage (Coutts, 2003).

### Digitization

The most significant differences in service offerings between the Bodleian and UNC Libraries are manifest in digitization, digital access, and online services. Digitization is a primary tool of information access and rarely a tool of preservation. Therefore, digitization does not readily commend itself to the Bodleian Library's mission as knowledge center. However, while the Bodleian has taken a knowledge-centric approach that minimizes the role of digitization, it still serves as an information repository. For centuries the Bodleian Library has been a repository of all publications printed in the United Kingdom and congruous with that mission has also been a European Documentation Centre (EDS) since 1963 (Watson, 2003). As a European Documentation Centre, the Bodleian Library has information and storage access requirements in support

of the EDC role and in the creation of an e-print repository. An e-print repository consists of e-print archives, which are the electronic versions of research papers and conference papers, open archives that are freely accessible with interoperability standards, self-archiving postings by individual authors without the intervention of a publisher, and institutional repositories that are specific to a particular institution. The development of e-print repositories has been pushed by the rising subscription costs of electronic journals. Issues in the creation of an e-print repository include document type, format, submission procedures, copyright terms, costs, and preservation standards (Pinfield, 2003).

It is noteworthy that the Bodleian Library has not extended the information and storage capabilities of its emerging e-print repository to its collections. One reason for that conscious omission is that "the classification of materials in the various Oxford University libraries is an area where standards have not been introduced or mandated. Only recently has the Bodleian Library changed the way materials are acquired and ordered (classified). In the past, the books were ordered (classified) by language. Now they are ordered (classified) by subject" (Robb, 2003). Better classification standards as evidenced by the e-print repository are required for online information access but not required by the knowledge-centric approach to scholarship.

The cost versus benefit of digitization also influences the Bodleian Library's knowledge-centric approach. While the majority of new publications since about 1990, have been created in both digital and printed form, the cost of digitization is significant for printed works. Digitizing manuscripts and making them available via the World Wide Web results in the original manuscript becoming more in demand. Not only is the

cost of digitization expensive but the cost of manuscript conversation also rises (Pugh, 2003). Limited funding requires the Bodleian Library to render benefit judgements whether to spend monies on digitization at all, and if so, to determine what holdings create the greatest benefit. In addition, it is evident that many digitization projects underestimate the time, effort, and expertise to create the metadata needed to appropriately describe the digitized works. Without appropriate, professional-quality metadata, the value of the digitized content cannot be shared with scholars because it becomes hard to discover and identify the usefulness of the resources in the immense volume of information available via the Internet.

In terms of digital access and online services, "the Bodleian limits electronic access to much of its collection, is hesitant about spending monies for online services due to the rapid changes in the underlying technologies, and, in truth, wants to restrict information usage to only a select group of people. Foundation services required for reliable online support at the Bodleian, such as security, are constantly hacked and corrupted by outside electronic intruders. It seems a 'chicken and egg' scenario has developed where monies are needed to improve the technology and service skills in support of online service, but such funding is being withheld because the online services are not viewed as reliable by university and library directors" (Popham, 2003). The results of the survey of library professionals also confirmed this assertion when the Bodleian Library respondents rated their online access at an average of a 4.0 level for reliability and an average of a 6.0 level for security. Funding was rated at an average of a 6.0 level and deemed wholly insufficient to meet user needs. UNC Library respondents

rated their digital access as highly reliable and secure at an average of a 1.4 level and funding somewhat sufficient to meet user demands at an average of a 4.0 level.

The UNC Library by comparison has developed significant online access to its resources and began digitizing selected portions of its collections as early as 1994. Its website allows a user to perform an online keyword search of its holdings, both print and media, as well as that of three other affiliated university libraries located within a thirty mile radius. Users can search extensive databases of published articles on a real-time basis as well as perform a keyword catalogue search on print journals. Library holdings can be borrowed, circulated, and reserved online without the need to be physically present in a library building. Online university course materials and interactive development sites for course assignments are also available. There are online research guides, reference guides, tutorials, off-campus access, computing guides and specific collection access, all available for all levels of user sophistication. A user can access librarian assistance via email, online interactive service, or by telephone for help in reference, technical support, or general questions.

Among the foremost digitization efforts is the UNC Library's online database, "Documenting the American South (DAS)". DAS allows online access to UNC Library's significant digitized holdings that document the American South "from the colonial period through the first decades of the 20th century" (DAS website). Beginning with less than $50,000 of seed money from the University Librarian to digitize and place online selected slave letters, the "Documenting the American South" website has won national and international acclaim. It is visited daily via the World Wide Web by groups as diverse as Russian school children studying American history to Asian scholars

writing books on the American experience to African-American women in rural North Carolina who are gaining knowledge of their own history.  The informational and scholarly value of the site has garnered praise and funding from the Legislature of the State of North Carolina and numerous monetary grants and gifts from the federal government and private foundations to expand its digitized works (Preface, DAS brochure, 2002).  In its information-based approach to scholarship the UNC Library has digitized significant parts of a core knowledge collection and leveraged its scholarly reputation internationally as well as secured new finance gifts and expanded its user base.

In terms of the past, the role of the library as an information repository is its foremost mission, the very purpose for which libraries were originally created.  In terms of the present and how that information is developed, managed, and accessed, the center of knowledge versus the center of information denotes more about the role of the library in society and its role in the academic community than whether it is a trusted scholarly source.  In terms of the future, the current global information age highlights the need for information access from trusted, authoritative sources.  The UNC Library has attempted to define itself and its mission as a trusted information source for an extensive range of users.  The Bodleian Library has yet to redefine itself and its mission beyond its own academic institution and scholars who are expert researchers.  The Bodleian Library's role as a European Documentation Centre and the creation of an e-print repository demonstrates the expanding nature of the library as a prime information source for a broad range of users, not just scholars.  The growing information requirements from scholars and users at-large are a rising tide that requires new focus, skills, standards, and technologies if any library is to remain relevant in its original mission as an information

source.  Costs are rising, but traditional sources of library funding are falling or changing to reflect other priorities in society.  Libraries that once received their resources such as books, manuscripts, and papers through benefaction must now develop new, additional sources of support and financial gifts in order to maintain their standards of excellence. A more inclusive view of information and its users and online access to digital resources are key to evolutionary change for leading academic libraries.  Evolutionary change is more about what can be done and less about what changes.  It is about anticipating and embracing the changes that are continually wrought in academic scholarship and in society at-large and encouraging the library to evolve to meet those changing information needs.

**CONCLUSION**

In comparing the differences in the mission, role, services, and digital environments typified by the Bodleian Library and the UNC Library, several questions were considered:

1.  How does the defined mission of the library reflect or influence the decisions the library makes regarding the services it provides?

2.  How does the library's role or purpose affect its definition of authorized users?

3.  What is the role of the library in society?

4.  What is each library's approach to digital-based information and access, and how that approach has been shaped by its mission, role, services, and perception in society?

While supporting very similar scholarly missions, each library has developed its collections and services in a way that create very different bases of knowledge.  I have attempted to describe these differences by coining the terms "Center of Knowledge" for

the Bodleian Library example and "Center of Information" for the UNC Library example. Many of the differences manifest themselves in each institution's approach to the availability, use, and access requirements for digital-based information.

The *Center of Knowledge* is designed for the user who has a refined sense or a very informed scope of research in well-delineated subjects. It is generally assumed that the user or reader is physically present at one of the associated libraries, knows in some detail what they need, and can wait hours or days for an item. The core of the library mission is reference, not lending, and users are restricted to those persons affiliated in some way with the university. Digital access supports the scholarly mission but is not a mandate.

The *Center of Information* is designed for a broader cross-section of users whose research issues and subject scope vary in refinement. It is assumed that users may not be physically present and will want to borrow items in both electronic and physical formats. Much effort is spent in supporting the needs of diverse users who may not have well-defined search criteria. Online, electronic access to library holdings is a priority service to users whether they are actually sitting in a library building or on the other side of the world. The core of the library mission is to act as an information resource with a goal to teach users to find information wherever it may reside and to evaluate and interpret that information. Digital access is a core part of the scholarly mission and is mandatory.

The mission of the academic institution, in this case a great university, provides the underlying foundation of the academic library's mission statement. The library's mission statement should state why the library exists, whom it serves, and how the library is used in the learning process. It should also embody the technological imperatives for

the library's existence and growth.  The university's focus on its mission, role, services, and perception in society is enabled by the mission of the library as a core element in the scholastic process.  The mission of the library reflects the strategy of scholastic enablement and becomes a signpost or litmus test for the investment and operational decisions required to grow and expand its role.  What is important to the university is echoed in the decisions of the library as reflected and influenced by its mission statement.

An authorized user of the library is reflective of the role of the university in society.  The Bodleian Library limits its users to scholars because Oxford University has a much narrower perceived value to citizens in the United Kingdom than the perceived value of the University of North Carolina at Chapel Hill to its citizen constituents.  The University of North Carolina prides itself on being a university of the people and therefore its role in service to society and as a cultural institution is equally emphasized with its scholastic mission.  The UNC Library reflects the expanded mission of its university in being open to all users.  Appropriate to the primary mission of its university, the Bodleian Library is open to scholars.

Again, the role of the library in society is reflective of the role of the university in society.  The Bodleian Library's knowledge approach focuses on access control, collection management, service to scholars almost exclusively, and a tightly defined role regarding knowledge creation within an academic institution.  The UNC Library's information approach focuses on pervasive access, information collection and dissemination, service to scholars and to the public, and a role in society that has become much more pervasive as a trusted information source.  Citizens in the United Kingdom view the Bodleian Library as a great library in a great university but probably cannot

easily articulate its value because it serves few if any of the needs of society beyond the academic institution. Citizens of North Carolina and other users from around the world value the UNC Library as a great library in a great university but then add to that value its role as a trusted source of information, a cultural repository, a literary enabler, and a titular enabler of the state's education policy.

In terms of digital access and online services the Bodleian Library limits electronic access to much of its collection and is hesitant about spending monies for online services due to the rapid changes in the underlying technologies. The UNC Library by comparison has developed significant online access to its resources and began digitizing selected portions of its collections as early as 1994. Its website allows a user to perform an online keyword search of print and media holdings, as well as search three affiliated university libraries located within a thirty mile radius. Users can search extensive databases of published articles on a real-time basis as well as perform a keyword catalogue search on print journals. Library holdings can be borrowed, circulated, and reserved online. A substantial number of additional library services are also provided online. The differences in approach to digital access and online services are a direct reflection of the economic priorities of each university's budget. Oxford University exists as a scholarly microcosm in UK society where scholars come to research and learn. Therefore the need to provide digital access to the Bodleian Library's holdings for scholars resident within the environs of the University may be viewed as somewhat of a luxury and certainly not core to Oxford University's mission. The University of North Carolina at Chapel Hill has a much broader role in society and therefore the UNC Library requires digital access as a core capability in fulfilling its

various missions in service to scholars and to its citizen constituents. Digitization and digital access are absolute necessities to deliver the mandates of the University of North Carolina at Chapel Hill and its library in today's information-centric society.

The role of the Bodleian and UNC libraries as an academic enabler remains the same as it has for centuries. The great scholarly value of each library's collections will be maintained irrespective of digital access. Each library will continue to be valued as an underpinning to a great university. The role and mission of their respective university in society and the power of the Internet have shaped their divergence of mission over the last years. The UNC Library has a new, non-traditional role beyond its academic roots. It must be a trusted source in a burgeoning online, information-centric society. To that end its influence becomes pervasive in society beyond scholarly borders. The Bodleian Library will need to follow a similar path when, or if demanded by the UK citizens who begin to view the role of their great universities in society as more than closed towers of scholarship. Existing and new research studies will likely continue to show how various US and UK academic libraries deal with the development of digital libraries in support of their mission and scope of services. Additional research is needed to better determine whether the lack of robust digital access over time will marginalize the use of Centers of Knowledge like the Bodleian Library. More and more scholars are limiting their research to digital databases that are quickly and easily searched online rather than spending large amounts of time physically doing general research in library collections unless the holdings are a significant knowledge base for the subject studied. More research also should be conducted on the changing role of the academic library in a digital society and what new user expectations emerge from a ubiquitous use of communications technology

as a primary research tool.  Another area of further research is the comparison of the

university educational process in the US and the UK and how the academic library, its

mission and evolution are influenced by educational policy.  Research in these and other

potential topics is needed to understand and document the evolution of academic libraries

in the next ten to twenty years.

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**APPENDIX A**

# Changing Nature of Academic Library Survey

## Researcher: Sarah Snow (snows@email.unc.edu)

## IDENTITY OF RESPONDENT

Institutional affiliation:
Oxford or Bodleian Library   (   )                    UNC or UNC Library   (   )

**I am best classified as follows:**

( )      Senior Administrator          ( )      Head of a Collection

( )      Research Librarian            ( )      Reference Librarian

( )      Archivist or Preservationist  ( )      Information Technology Manager

( )      Media Resources Librarian     ( )      Online Resources Manager

( )      Digitization or Digital Access Professional

( )      Other;  Please describe _____

Additional comments, if needed:  _____

---

**PLEASE ANSWER THE FOLLOWING QUESTIONS USING THIS RATING SCALE:**

**1 = High Importance / Critical / Strongly Agree**
**2 = Very Important / Essential / Agree**
**3 = Somewhat Important / Needed / Somewhat Agree**
**4 = Neutral / Nice to have / Neutral**
**5 = Somewhat Unimportant / Occasionally needed  / Somewhat Disagree**
**6 = Not Important / Rarely needed / Disagree**
**7 = Not Applicable / Not needed / Strongly Disagree**
+
0 = Do not know

## MISSION & SERVICES
**Please rate the importance of providing Library services to the following types of users: (1 = High Importance  -------6 = Not Important------ 7 = Not Applicable)**
**     (0 = Don't Know)**

|  | Rating |
|---|---|
| University Faculty and Scholars | ( ) |
| University Students | ( ) |
| University non-academic Staff | ( ) |
| Faculty and Scholars from associated or affiliated universities | ( ) |
| Students from associated or affiliated universities | ( ) |
| Non-academic staff from associated or affiliated universities | ( ) |
| Faculty and Scholars not affiliated with the University | ( ) |
| Students not affiliated with the University | ( ) |
| Citizens of the State or Province | ( ) |
| Citizens of the Country | ( ) |
| Anyone in the world with web-access | ( ) |

Comments for clarification of any rating _____

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**Please rate the importance of the following services as a part of the Library's mission: (1 = High Importance------------------7 = Not Applicable)   (0 = Don't Know)**

Borrowing and Circulation                                                              Rating ( )

Checking out and reshelving books; managing the stacks; maintaining information on availability and circulation; and other services in support of collection resources.

Reference - Physical                                                                    Rating ( )

Instruction regarding the Library's resources, and availability of librarians to help a scholar, student, or patron find what they are researching.

Reference – Online                                              Rating (    )

Reference computing services that allow online search and analysis of the Library's
holdings by scholars, students, or patrons, including online reference assistance.

Distance Learning                                               Rating (    )

Off-site scholars, students, or patrons meet via teleconferencing or web-based capabilities
and have online access to the electronic resources of the Library.

Electronic Instruction                                          Rating (    )

Electronic laboratories, workshops, and instruction in their use are provided to scholars,
students, and patrons in order to improve research and discovery.

Media Resources                                                 Rating (    )

Facilities for viewing/listening to audio, CD, film, and DVD collections are provided to
scholars, students, and patrons as well as digital media laboratories for research and
creative development.

Digital Access                                                  Rating (    )

Web-enabled access to Library resources is provided to scholars, students, and patrons,
including problem reporting, electronic security, and telephone or online user help desk.

Comments for clarification of any rating _____

---

**Please correlate the intent of these statements to the mission of the Library:**
**(1 = Critical--------------7 = Not Needed)  (0 = Don't Know)**

|                                                                          | Rating |
|--------------------------------------------------------------------------|--------|
| The Library exists for the purpose of learning.                          | (    ) |
| The Library also exists to protect information and provide freedom of access to any and all types of information. | (    ) |
| The Library is a reference site.                                         | (    ) |
| The Library is also an information and storage access center.            | (    ) |
| The Library's role is in service to scholars and students.               | (    ) |

The Library also has a role in service to the public for information access, increasingly via online services, including web access. ( )

The Library attempts to classify its holdings using standards that facilitate online information access. ( )

Online access is a core part of the Library mission and is a mandatory service. ( )

The Library uses digitization as a tool for preservation. ( )

The Library uses digitization as a tool for information access. ( )

The Library places a high regard on digitizing its holdings and making them available online, including web-access. ( )

Comments for clarification of any rating _____

## SOCIETY

**The budget of the Library is dependent on the following sources of funds:**
**(1 = Strongly Agree------------------7 = Strongly Disagree)  (0 = Don't Know)**

Rating

University budget ( )

Scholarly research to produce grants ( )

Government allocations ( )

Corporate gifts ( )

Individual / private gifts ( )

Paid subscriptions or services rendered ( )

Other (Please describe) _____ ( )

Comments for clarification of any rating _____

**The following types of people consider themselves "affiliated" with the University and therefore are directly or indirectly concerned about the success and stature of the University and the Library as a core component.**
**(1 = Strongly Agree-----------------------7 = Strongly Disagree)  (0 = Don't Know)**

Rating

University Faculty, Students, and Staff ( )

Graduates of the University ( )

Citizens of the Town or Borough ( )

Citizens of the State or Province ( )

Legislators of the State or Province ( )

Scholars throughout the Country ( )

Scholars throughout the World ( )

Others (Please describe) _____ ( )

Comments for clarification of any rating _____


**The Library's "greatness" or stature in society is determined by:**
**(1 = Critical---------------------7 = Not Needed)  (0 = Don't Know)**

Rating

The role of the University with the Library as a core component ( )

The Library's collections and holdings ( )

Service to University faculty, students, and scholars ( )

Service to scholars outside the University ( )

Service to the taxpayers of the State or Province ( )

Provisioning of resources for undergraduate and graduate study ( )

Fostering of research and collaboration ( )

Availability of online access to holdings ( )

Other (Please describe) _____ ( )

Comments for clarification of any rating _____

## DIGITAL ACCESS

**Please correlate the intent of these statements to the role of digital access in the Library: (1 = Strongly Agree---------------7 = Strongly Disagree)  (0 = Don't Know)**

Rating

The Library budget has significant funding for digital access and online information management.                                                                              (     )

The growing importance of digital access and online information management is reflected in annual funding increases.                                                          (     )

Current Library funding is sufficient to meet user demands for digital access and online information management.                                                              (     )

Requests for Library information or holdings in digital format have grown substantially.
                                                                              (     )

In general, it is increasingly important that Library information or holdings be accessible online in digital format.                                                          (     )

Digital access has substantially improved the scholarly status and usage of the Library by making little-known parts of the collections accessible.                            (     )

Digital access has increased the number of requests to access actual rare holdings in the Library collections.                                                                (     )

Online digital access is widely available to all users of the Library.             (     )

Digital access is generally reliable.                                              (     )

Digital access is secure and not prone to hacking.                                 (     )

Comments for clarification of any rating _____

## THANK YOU.

**Optional Information (Not Required)**

Respondents Name:

Title:

Email address: