

Status Report: Task Force on the Future of Academic Libraries in Florida

January 1, 2011

Since the appointment of this Task Force in July 2010, its members have articulated a vision for Florida's academic libraries, mapped out an outline of a strategic plan to achieve the vision, organized work groups for information gathering, and made recommendations to the Chancellors regarding specific time-sensitive issues. The Task Force has been charged to:

Determine a vision and develop a strategic plan for the future of academic library access, resources and services in Florida that encompasses emerging trends and changing realities in the areas of instruction, research, technology and public services within the context of the academic mission. The plan needs to assess ramifications of the identified trends and realities on currently utilized tools and organizations and the impact on our students, faculty and academic community.

The Task Force has been working diligently and offers the following summary of activities chronicling its progress toward accomplishing its charge.

Phase I: Planning to Plan

Chancellors Brogan and Holcombe described their vision for a joint strategic planning endeavor related to the future of academic libraries in Florida during a June 14 conference call with library directors and chief academic officers from the SUS and FCS. Within two weeks, a task force was appointed and website established (www.flbog.org/about/librarytaskforce).

The Task Force on the Future of Academic Libraries in Florida is composed of individuals with diverse backgrounds and perspectives (see Appendix 1 for a list of members). Three advisory groups to the Task Force have been established to address the special concerns of research libraries, joint use libraries, and medical and law libraries.

Phase 2: Information Gathering

As an initial, information gathering step, SUS and FCS stakeholders were surveyed from July 6 until July 13, 2010. The survey collected input from Task Force members, library directors, distance learning professionals, chief academic officers and provosts, and from chief information officers. Survey results have been posted on the Task Force web site.

The initial meeting of the Task Force was held July 19, 2010 at the University of Florida. During the morning session the charge was delivered by Chancellor Brogan and members participated in a facilitated panel discussion on the future of academic libraries featuring Dr. Daniel Greenstein, Vice Provost for Academic Planning, Programs and Coordination, University of California System, and Dr. David Shulenburg, Vice President for Academic Affairs, Association of Public and Land-Grant Universities.

During a working lunch, participants were briefed on the Florida Center for Library Automation and College Center for Library Automation, as well as on recent legislative action pertaining to academic libraries. During the afternoon session members of the Task Force and its Advisory

Groups engaged in facilitated discussion regarding environmental trends, assumptions about the future, desired results of the planning effort, and the opportunities and challenges presented by the Task Force charge. The co-chairs agreed to use the kick-off meeting discussions and reading materials to draft a vision statement and an outline of the subject matter to be addressed in the strategic plan.

Phase III: Organizing the Work

The work of the Task Force has progressed by conference call and email correspondence. Drafts are shared with Task Force and Advisory group members for comment and revision; subsequent drafts incorporate members' input.

The vision and mission statements, along with an outline of the contents for a strategic plan, were completed during August and September and included in the Task Force Status Report submitted to the Chancellors on October 1, 2010. The Status Report is available on the Task Force web site.

Phase IV: Creating the Plan

Initial writing assignments were made based on the outline in early October 2010. A list of work groups is included in Appendix 2. Recently enacted legislation suggested a first priority: the Technology Subcommittee began with an analysis of FCLA and CCLA documents completed in preparation for the consolidation of their computing services and resources at NWRDC. On November 19, 2010, the full Task Force voted unanimously to approve the Technology Subcommittee's Report and Recommendations and to forward them to the Chancellors. The Report is available on the Task Force web site (www.flbog.org/about/librarytaskforce).

Drafts from the other working groups were incorporated into the Draft planning document that follows. Appendix 3 describes the anticipated schedule and process for completing this project.

DRAFT January 1, 2011

The Future of Academic Libraries in Florida: Background

Academic Libraries in Florida

State University System

The State University System of Florida is composed of 11 diverse institutions serving more than 300,000 students, faculty, and researchers.

[Working group submission will be added to this section.]

Medical/Health Libraries

As part of the broader academic community, medical and health libraries share many of the same challenges and face many of the same environmental forces as other academic libraries. However, their unique healthcare environment results in some significant differences in priorities and impact from those of the general academic community. Florida has more new medical schools than any other state in the United States. Academic medical/health libraries are tasked with fulfilling the information needs of our universities' biomedical and health complexes. These needs include research, education, patient care, and consumer health information.

Changing Collections

The shift from print to electronic collections is acutely felt in the academic medical/health science environment. The medical, health and research students, educators, clinicians, and researchers require the ability to access resources wherever and whenever they are needed. As a result, almost 100% of the resources need to be electronic, mobile, and available everywhere. The primary use of clinical health sciences resources is to inform healthcare decisions and knowledge databases are used more than bibliographic databases.

Researchers use fact-based databases and high-powered online analysis tools. In both cases there is urgency to the information needs of our clients, a scientific mindset, and an emphasis on current information that permeates all facets of a medical environment. The resources our users need are typically more expensive than resources in other disciplines and the online environment itself adds to the overall cost. In addition, unlike the print environment that is governed by copyright, the electronic world is ruled by licensing contracts.

Research is extremely important in the academic medical/health science environment. The libraries that serve these communities have an important role as the bridge between researchers, clinical practitioners, and students and the health care consumer. Information specialists teach these clients how to find and evaluate information effectively in order to make critical health-

related decisions and provide training to facilitate lifelong learning for users of healthcare information. One of the outputs of researchers and clinical practitioners is data. As data sharing becomes more important in biomedical and clinical research, the ability to identify, store, describe (curate), retrieve and re-use data, particularly data not available in public government repositories, becomes paramount for furthering the research enterprise. Academic libraries are uniquely poised to assist in carrying out these activities.

Collaboration

The future landscape promises an increase in collaboration among different types of organizations. Of particular note is the trend of private, for-profit institutions partnering and collaborating on research with academic nonprofit institutions. These new partnerships will require realignment of current licensing practices and reconsideration of current business models.

Florida's academic libraries have been proactive in finding ways to work cooperatively to decrease cost and increase efficiencies. The medical/health libraries have jointly purchased a number of specialized resources required by their constituencies. In April of 2010 the libraries applied for and received a grant from the NN/LM (National Network of Libraries of Medicine) to continue such collaboration among the state medical/health libraries. The libraries met in September of 2010 and established a consortium with corresponding mission and vision statements and goals (Appendix 4).

College System

The **Florida College System** is composed of 28 colleges with 62 campuses and 183 sites serving more than 850,000 students. According to the Florida Department of Education "66 percent of the state's high school graduates pursuing postsecondary education [begin] at a Florida college, and 81 percent of freshman and sophomore minority students in public higher education [attend] one of Florida's 28 colleges." (<http://www.fldoe.org/cc> accessed 11/3/10.)

Through permanent, recurring funding from the Florida Legislature, registered users of Florida's 28 community colleges enjoy online access to a shared collection of high quality electronic resources ("eResources") from the statewide community college library information portal, LINCCWEB (www.linccweb.org). User authentication and access to LINCCWEB resources is managed by the College Center for Library Automation (CCLA). LINCCWEB operates on Primo, MetaLib and SFX software from vendor Ex Libris.

According to CCLA's website, "At the heart of the LINCC network is a powerful, flexible, state-of-the-art library management system (LMS) offering college librarians an array of automated tools that make it easier for them to manage their library's books and other materials. Such automation helps streamline delivery of library services to students and increases library staff productivity. LINCC's library management system is used by libraries at all 28 colleges throughout Florida." (<http://www.cclaflorida.org/lms.asp> accessed on 11/9/10.)

Independent Colleges & Universities of Florida (ICUF)

As stated on the ICUF website,

The Independent Colleges & Universities of Florida (ICUF) is a diverse association of 28 private, educational institutions. These colleges and universities award 26 percent of Florida's bachelor degrees and one-third all degrees. ICUF institutions are non-profits, Florida-based and (like Florida's public universities and community colleges) accredited by the Southern Association of Colleges & Schools (SACS). They serve more than 120,000 students at 180 sites around Florida. They offer bachelor degree opportunities on 18 community college campuses. Their enrollments vary from less than 100 to nearly 25,000 students. Their average class has 19 students. (<http://www.icuf.org/about-us> accessed 9/6/10).

The ICUF Libraries Group is an informally organized interest group within ICUF and provides the libraries of ICUF schools with networking opportunities and group purchasing and licensing deals on electronic resources (using the 'buying club' model).

The ICUF Libraries Group is open to the libraries at all ICUF member schools. The group is purely voluntary with no paid staff support. It meets once per year and communication is facilitated by an e-mail listserv.

Collaborations and Partnerships

In recent years the ICUF Libraries group has joined with CSUL, FCLA and CCLA to discuss further cooperation and this has resulted in some practical examples of cooperation, including joining with FCLA in a license of Springer e-journals and ICUF representation on the CSUL Statewide Library Storage Facility Working Group. Two ICUF libraries are also members of the Florida Group participating in the OLE Quali Project (<http://kuali.org/ole>).

ICUF Library Group member libraries are active in the relevant multitype library cooperatives of Florida. Many are members of Lyrasis, the successor organization to the former OCLC Regional Solinet, and active participants in DLLI, the Florida Statewide Delivery system. As a diverse group of libraries they are also active a wide range of other organizations including the Association of Southeastern Research Libraries (ASERL), the Christian Library Consortium, and the Oberlin Group of liberal arts college libraries. At least one member, Nova Southeastern University maintains a joint use facility with the Broward County Public Library.

Library Management Systems

As diverse libraries serving independent schools, it is no surprise that there is great diversity in the types of integrated library systems (ILS) used by ICUF libraries. In a recent survey, with 19 out of 28 schools responding, there are at least schools running six Voyager/Ex Libris systems, three Koha systems, three Sirsi systems, three III Millennium systems, two Mandarin Oasis systems, and one each running TLC and Atrium form Book Systems.

Resource Sharing Systems

The same diversity is also reflected in resource sharing systems. In the same survey eleven schools indicated that they do not use a resource sharing system like ILLiad, INN-Reach, or Clio. These schools either use the OCLC ILL sub-system to manage interlibrary loan or do not participate in resource sharing to any great extent. Three schools are ILLiad users, one of those also participates in RapidILL, and there are at least two Clio users in ICUF.

Trends

[Working group submission will be added to this section.]

- Copyright
- Economy
- Mobile
- E-everything
- Student expectations
- Education
- Growth of mobile devices / applications (everything iPhone)
- e-books and e-book readers
- Cloud computing (Amazon, ???)
- Web-scale discovery (Google, Bing,)
- Social networking (Facebook, MySpace)
- Open Source (Apache, Unix, Drupal)

The 2010 Horizon Report issued by EDUCAUSE and the New Media Consortium identifies four major drivers of technology adaptations in higher education; each will also impact the design and delivery of academic library services.¹

1. The abundance of resources and relationships made easily accessible via the Internet is increasingly challenging us to revisit our roles as educators in sense-making, coaching, and credentialing.
2. People expect to be able to work, learn, and study whenever and wherever they want to.
3. The technologies we use are increasingly cloud-based, and our notions of IT support are decentralized.
4. The work of students is increasingly seen as collaborative by nature, and there is more cross-campus collaboration between departments.

Higher Education

[Working group submission will be added to this section.]

¹ Johnson, L., Levine, A., Smith, R., & Stone, S. (2010). *The 2010 Horizon Report*. Austin, Texas: The New Media Consortium. (<http://wp.nmc.org/horizon2010>)

Instruction

- Students working in groups
- Integration of library resources and instruction into course management systems
- Distance learning
- Authentication and security for copyright compliance (course reserves, use of academic media such as streaming video, etc.)
- Integration of multimedia into course management systems
- e-textbooks

Research

- Open Access and Public Access publishing: in the traditional scholarly communication model, universities create knowledge, which is published by the commercial sector, and then leased back to universities
- Institutional repositories -- Is self publishing and archiving faculty research more cost effective than the traditional model?
- Faculty rewards/promotions are still tied to the traditional scholarly publication model; will that/can that evolve?
- Does Florida want to expand its open access publishing activity? (Orange Grove) Is it cost effective?
- Creation of virtual research environments (e.g. VIVO project and Internet 2)
- How are medical schools [and law schools] going to have access to research materials, and how will it be paid for?
- How can all faculty expect to access research materials, and will new digital tools be available to facilitate the navigation of vast databases?
- How will libraries interface with various digital repositories of research materials, such as Arkiv?

Trends in Academic Libraries

[Working group submission will be added to this section.]

Collections/Content

- Shift from print to electronic
- Shift from copyright to licensing and ownership to access, which places ownership in the commercial sector
- Web scale discovery tools
- Preservation and digitization of unique collections and historically significant collections
- Shift from print resource management to electronic resource management
- work developing value added collections to meet emerging needs (global warming, mathematical modeling, peak oil, sustainable energy)
- The importance of quality metadata as collections shift in format
- Archiving beyond just digital collections

Public Services

- Increased customer expectations for easy, broad access to digital content. (Amazon)

- customized patron-driven acquisitions programs
- reference services via text messaging and
- mobile interfaces to digital collections
- online tutorials and user-friendly interfaces
- adding academic support services (writing, tutoring, and media centers) to the library facility
- The librarian as instructor for students and collaborator with faculty
- Information literacy

Reference the ACRL 10 trends - <http://crln.acrl.org/content/71/6/286.short>

Technology

- Web-scale discovery (Serials Solutions, EBSCO Discovery, PrimoCentral)
- Cloud computing (Ex Libris URM, OCLC Webscale ILS, Duracloud, FCLA and CCLA)
- Open Source Library Management Systems (Evergreen, Koha, OLE)
- What is the next generation library management system? The Open Library Environment (OLE) Project is developing a design document to inform open source library system development efforts, to guide future library system implementations, and to influence current Integrated Library System vendor products. <http://oleproject.org>
- Open Source Digital Collections Systems (Fedora, Dspace)

Cross-institutional library activities and issues

[Working group submission will be added to this section.]

Joint Use facilities

List of joint use facilities that involve at least one publicly funded college or university

Library management systems

Florida Center for Library Automation (FCLA)

FCLA provides centralized automated library services to 77 libraries on 46 sites for Florida's 11 public universities. This responsibility includes the development, configuration, testing, installation, acquisition, and maintenance of software for successful operations. Through planning with the university libraries, FCLA supports the libraries' ability to carry out their own missions in support of teaching, research, and service.

FCLA offers many centralized services to Florida's 11 university libraries, including the following.

- Online library catalogs for each university and a single, unduplicated statewide catalog.
- Centralized automated library management system (acquisitions, circulation, and other staff support).
- Web access to find local or statewide materials.
- Access to special collections digitized and belonging to state university libraries.
- Preservation of digitized content belonging to state university libraries.

- Access to commercial electronic resources, such as scholarly journals, periodicals, and reference materials, through statewide subscription contracts with publishers.
- Consultation for and training of university library staff.

FCLA's centralized technology-based library services are critical to the university libraries and their ability to support the teaching, research, and service missions of the state universities. Every day, each university depends on FCLA to provide its online library catalog, to provide access to electronic library materials, and to operate the systems that support its libraries' purchasing, cataloging, and circulation functions. FCLA also provides digital archiving functions necessary to preserve library materials and university research data for use by future generations.

College Center for Library Automation (CCLA)

CCLA) provides centralized, automated library services for Florida's 28 colleges. This responsibility includes developing and supporting Florida's Library Information Network for Community Colleges (LINCC) and the Web-based library information portal, LINCCWeb. Today, CCLA provides library automation support to 81 physical library sites in 65 cities throughout Florida that are part of the 28 institutions that comprise the Florida College System (FCS).

Specifically, CCLA provides service and leadership in statewide automated library and information resources to enhance the educational experience at Florida's public colleges. This formal mission is accomplished by providing access to shared information resources; ensuring effective use of technology through training, support, and consultation; researching and implementing suitable new technologies; and providing library advocacy for issues of concern to college libraries.

CCLA provides a comprehensive suite of library information products and full-service programs that support Florida's college libraries, including the following:

- LINCCWeb – LINCCWeb is a library information portal that offers access to information-rich, full-text databases, eBooks, and the library holdings of Florida's public colleges and universities and collections of public libraries representing Florida's major metropolitan areas. LINCCWeb users can also request library materials online, and manage their personal library accounts.
- Library Management System (LMS) – LINCC is the library management system that provides library staff with automated tools to streamline delivery of library services to students and increase library staff productivity.
- Education and Training: LINCCLearn – CCLA's comprehensive user education program, LINCCLearn combines instructor-led training with self-paced, online instruction to ensure library staff have the knowledge and skills needed to provide first-rate information services to their students and faculties.
- Consultation Services – CCLA provides professional onsite consultative services to libraries at each of the state's 28 colleges. Consultations are tailored to the unique atmosphere of each library.
- User Support – CCLA's full-time customer service support staff is available during all hours of library operation to assist librarians with using CCLA and LINCC products and services.

- Development of New Services – CCLA continues to develop and deliver value-added library management tools to assist libraries in providing services to their students and to help them keep pace with changing technologies.

E-resource licensing

The State Library

Using federal funds, the State Library licenses e-resources for everyone in Florida and sets the foundation for Florida's libraries of all types. The Florida Library Network Council (FLNC) acts as a steering committee for the planning and implementation of state-wide library resource sharing programs. The council consists of fourteen representatives drawn from the state's various library entities. The role of the FLNC is to provide recommendations to the Division of Library and Information Services (DLIS), which administers the Library Services and Technology Act (LSTA) and Long Range Plan for Library Development (LRPLD). Currently, the DLIS licenses e-resources from Gale-Cengage and OCLC FirstSearch which are made available to all Florida citizens through the Florida Electronic Library (FEL).

FCLA

Through FCLA and with its appropriation, the SUS libraries collaborate on licensing e-resources. FCLA licenses e-resources on behalf of the 11 institutions in the State University System (SUS). The SUS currently has a collective FTE of 196,357,² with institutions ranging in size from 663 FTE (New College of Florida) to 36,546 FTE (The University of Florida). In FY 2008-2009, FCLA had centralized funding in the amount of \$3,208,066 to license e-resources on behalf of the SUS. FCLA receives fiscal year funding but licenses most e-resources on the calendar year. The list of FCLA funded databases may be found at:

<http://pubarrow.fcla.edu/reports/?p=106:30:1782810509088007>.

Prior to 2007, FCLA handled only the licensing of e-resources that were funded centrally, and did not negotiate for content paid for independently by members of the SUS. FCLA has since added a professional position of E-resource Licensing Specialist to manage the State University Libraries' (SUL) funded e-Journal packages. FCLA negotiates new e-Journal contracts, facilitates the annual renewal and invoicing process for existing e-Journal packages, and helps track changes to contracted content. With the advent of this new position, FCLA is better positioned to participate in expanded cooperative licensing endeavors.

In addition to the negotiation, licensing and support for e-resources the FCLA E-resource Licensing Specialist serves as an official FCLA liaison to the SUS Libraries Collection Planning Committee (CPC) and its Electronic Resources Subcommittee (ERS). The FCLA Liaison meets monthly via conference call with CPC and ERS, and planning for FCLA funded e-resource evaluation and

² SUS Florida Facts and Figures, online at <http://www.flbog.org/resources/factbooks/factbooks.php>. Accessed on May 7, 2009.

acquisition occurs throughout the year. Final recommendations on the e-resource collection are made in the joint CPC/ERS annual meeting and referred to the Council of University Libraries (CSUL) for approval.

CCLA

Through CCLA and with its appropriation, the College libraries collaborate on licensing e-resources.

The College Center for Library Automation (CCLA) licenses e-resources on behalf of the 28 colleges in the Florida College System (FCS). The system has an FTE of over 300,000 at institutions ranging from fewer than 800 FTE (Florida Keys Community College) to over 50,000 FTE (Miami Dade College). Although these are primarily Associate Degree granting colleges, a growing number of four-year degrees are being offered in areas such as education and nursing. CCLA receives \$3.9 million (currently reduced to around \$3.6 due to budget reductions) in central funding to license products on behalf of the FCS. CCLA's Advisory Board, comprised of representatives from the 28 colleges, selects products based on majority vote. Like FCLA, CCLA's funding is based on the fiscal year calendar but e-resources are licensed on the calendar year.

In addition to the negotiation, licensing and support for centrally funded e-resources, CCLA facilitates a group licensing effort each year. During this phase CCLA negotiates e-resource discounts on behalf of the FCS, collects funds from participating colleges, and remits payment to vendors.

Cooperative eResource Licensing

Cooperative eResource Licensing in Florida: Joint Report of the Florida Center for Library Automation (FCLA), the College Center for Library Automation (CCLA) and the Independent Colleges and Universities of Florida (ICUF), April 2010.

Report available online at:

http://fclaweb.fcla.edu/uploads/eresource_licensing_in_Florida_Final_Report.pdf

University and College collaboration with school districts and public libraries

In August 2010 in response to 1006.72(3), F.S., representatives from the Cooperative Licensing Committee (CLC), which reports to a joint FCLA/CCLA Cooperative Ventures Steering Committee (CVSC), met with representatives from the DOE and State Library and Archives. This group tasked itself with collecting data from their constituents with regard to e-license purchases and their associated costs. The group will meet again in November 2010. By sharing the collected information it is hoped that consortia will be built which will grant the participants greater purchasing power, and also that duplications in e-resource purchasing will be avoided.

Access to FCLA and CCLA licensed eresources for accelerated high school students

Pursuant to 1007.27(1), F.S. all parties involved have collaborated to assure a roll out of this service in January 2011. The SBE rule is currently posted for review and the BOG regulation will be presented in December 2010. The DOE is currently collecting the required data to set up

Authorized Administrators within each secondary school, and the Student Eligibility Form is almost complete. Staff at FCLA are developing the database that Authorized Administrators at each high school will use to input student data, and which will be used to authenticate the students to e-resources. FCLA is building the Florida Library Access-Pass for Accelerated Secondary Students (FLA-PASS) webpage where students will gain access to the state funded FCLA e-resources. CCLA plans to authenticate their users and provide access via a separate methodology and user interface. Vendors have been asked to provide free access to resources for an initial trial period of one year. Most have agreed for this subscription year; however, depending on the level of use, vendors may require payment for ongoing access in the future. Of continued concern is the lack of provision in this statute for access by school librarians and teachers to these e-resources. School site technology issues will also need to be addressed.

Statewide e-collections

Orange Grove Digital Repository

The Orange Grove Digital Repository (<http://www.theorangegrove.org>) is an online library of free instructional resources for Florida's educators supported by the Florida Distance Learning Consortium (FDLC). The FDLC is a legislatively funded entity that supports all public post secondary institutions in Florida in their delivery of technology mediated learning. The repository allows for sharing, dissemination, and collaboration in the development of educational resources. Educators may add original resources or favorite websites to the repository. The repository includes audio and video files, images, animations, simulations, lesson plans, "open" textbooks, and administrative documents. Whenever possible, the content is modular to enable faculty to design lessons or courses in a manner that best fits the needs of their students and their instruction.

The Florida Electronic Library (FEL)

The FEL (<http://www.flelibrary.org>) is a gateway to select Internet resources currently provided by Gale-Cengage. With geo-IP authentication, these e-resources are available to all citizens of Florida without the use of a library card. Available resources include electronic magazines, newspapers, almanacs, encyclopedias, and books, providing information on such as current events, education, business, technology, and health issues. The Florida Electronic Library offers information for all age groups, including homework help for students and resources for teachers. The current contract with Gale-Cengage runs until 2012. The current price agreement with OCLC runs through December 2015. Funding for the FEL is from LSTA grant monies; therefore continued Maintenance of Effort by the state is necessary to allow funding to continue.

Florida on Florida

Florida on Florida (<http://fof.fcla.edu>) is a catalog of digital materials related to Florida. It includes maps, photographs, postcards, books and manuscripts from digital collections held by libraries, archives, museums and historical societies throughout the state.

Florida Voices

Florida Voices (<http://www.fcla.edu/FloridaVoices/>) is a website supporting libraries and other cultural heritage organizations conducting oral history programs. It includes a guide to doing oral history written by a professional historian, a directory of oral history collections in the state, and a sample collection.

Archives Florida

Archives Florida (<http://palmm.fcla.edu/afl>) is an online collection of inventories or finding aids to archives and special collections at any type of library or cultural heritage organization in Florida. These collections house rare or unique materials; Archives Florida allows researchers to tell if a collection holds materials of interest before traveling to visit the collection.

SUS Library digital collections

SUS Library digital collections (i.e. PALMM, UFDC) are aggregations of digital materials (books, photographs, sound recordings, moving images, etc.) held at one or more libraries in the state university system. PALMM (Publication of Archival, Library and Museum Materials) has collections that are collaboratively built within the SUS. Individual library digital collections like UFDC hold collections from a single institution.

Other Projects

The majority of e-collections created and maintained by Florida's colleges, universities and museums are included in Florida on Florida. Several institutions of higher learning are however in the process of digitizing collections that relate to their specific institutions or local areas.

- Saint Leo University has digitized copies of the student newspaper back to 1967: <http://www.saintleo.edu/Academics/Library/Archives>
- Eckerd College maintains a collection of catalogs and yearbooks: <http://www.archive.org/details/eckerdcollege>
- Stetson University now has more than 50,000 images in their digital archives most related to the history of the area, though many of the pre-1930s materials are also in Central Florida Memory, this constitutes only a small portion of the entire digital archive: <http://archives.stetson.edu>.
- Florida Institute of Technology is currently digitizing the Edmund Skelling Collection. Edmund Skelling has been the Poet Laureate of Florida since 1980. The collection contains both recordings of lectures and poetry readings as well as photographs and text: <http://research.fit.edu/edmundskellings/>
- Flagler College is in the initial phases of the production of two digital collections; these collections are not yet publicly available, but an initial release will occur in the early part of 2011. The St. Augustine Civil Rights digital collection, which is primarily a collection of video oral histories on the civil rights movement in St. Augustine during the critical 1963-1964 period. Photographs and documents will also be included. The Carrere and Hastings Hotel Ponce de Leon

National Historic Landmark digital archive, which is a digitized collection of historic photographs, documents, and memorabilia relating to the Hotel Ponce de Leon complex.

Statewide digital preservation archives

Florida Digital Archive (at FCLA)

A long-term preservation repository for digital text, image, audio and video. Currently it is available only to the SUS libraries and their partner institutions, but it could in theory be made available to any academic or cultural heritage institution in Florida.

Section II (for development January 1, 2011 through December 31, 2011)

The Future of Academic Libraries in Florida: Strategic Plan

Strategic Plan

Vision

Florida's academic libraries collaborate to develop new models for scholarly communication and create innovative approaches for connecting our users to the world's knowledge.

Mission

Students and faculty throughout Florida's post-secondary education system will have access to state-of-the-art libraries that support their learning, teaching, and research needs and empower Florida residents to compete and succeed in a 21st century knowledge-based economy.

To accomplish this mission, the libraries will:

- provide access to content including print collections, archival materials, data sets, licensed e-resources and open access publications,
- attract and retain qualified and innovative library faculty and staff who will facilitate access through the design and delivery of services including discovery tools, instruction, and research assistance,
- maintain the technological infrastructure needed to deliver high-quality and innovative library services, and
- model efficiency and effectiveness in the acquisition of resources and deployment of services, leveraging those assets through formal and informal cooperative agreements and collaborative action.

Goals

This section will be composed of goal statements that describe the outcomes that must be achieved to realize the vision. We anticipate that there will be no fewer than 5 and no more than 10 goal statements.

Each Goal Statement will be developed by:

- Identifying specific actions required to achieve the goals,
- Describing the relevant costs and opportunities for efficiencies, and
- Defining quality indicators or measures.

For Further Research

Unresolved questions due, for example, to lack of data or lack of consensus among Task Force members

Appendix 1 Task Force Members

Winifred Bradley	District Department Head, Edward M. Chadbourne Library, Pensacola Junior College
Dr. Henri Sue Bynum	Council for Instructional Affairs, Chair for 2010-11, Vice President of Academic Affairs , Indian River State College
Jim Corey, Ex Officio	Director, The Florida Center for Library Automation
Pat Dedicos	President, Florida Association for Media in Education (FAME)
Katrina Figgett	Library Media Program Specialist, Department of Education
Dr. Joe Glover	Council for Academic Vice Presidents (CAVP), Provost and Senior Vice President for Academic Affairs, University of Florida
Doug Guiler	Chair of the CIO Group for 2009-2010 (Colleges) Chief Information Officer, Lake Sumter Community College
Dr. Shirley Hallblade, Co-Chair	Dean of the Library, University of North Florida
Dick Hamann	Vice President, Information Technology and Resources, Chief Information Officer, Computing and Telecommunication Services , Seminole State College
Sol Hirsch	Library Director, Alachua County Library District
Dr. Richard Madaus, Ex Officio	Chief Executive Officer, College Center for Library Automation
Jonathan Miller	Olin Library Director , Rollins College
Dr. Kathleen Miller	Dean of Library Services , Florida Gulf Coast University
Jim Morris, Co-Chair	Executive Director Library & Community Services, Florida Gateway College
Michael Pearce	System Vice President, Information Technology University of South Florida
Judi Ring	State Librarian
Deborah Robinson	Director of Libraries , St. Petersburg College
Dr. Min Yao	Vice President & Chief Information Officer, Florida International University
Julia Zimmerman	Dean of University Libraries , Florida State University

Appendix 2 Work Groups

Academic Libraries in Florida (descriptions)
SUS Shirley Hallblade, Lauren Sapp FCS: Debbie Robinson, Winifred Bradley ICUF: Jonathan Miller
Technology Work Group
Doug Guiler, Co-chair Min Yao, Co-chair Dick Hamann Sol Hirsch Mike Pearce <i>Resources to Tech Work Group:</i> Jim Corey Elias Eldayrie , UF CIO Richard Madaus Ramon Padilla, BOG Asst. Chancellor for IRM
Higher Education Trends Work Group
Joe Glover, Chair Henri Sue Bynum, Vice Chair Lauren Sapp Jonathan Miller Julia Zimmerman (AG on Research Libraries) Cecilia Botero (AG on Medical & Law School Libraries)
Joint Use Facilities Work Group
Pat Profeta, Chair Barry Baker Denise English Janice Henderson Dr. Bill Miller Bob Dugan
General Societal trends
Kathy Miller, Chair <i>Content requested from all other groups</i>

Public Service Trends Work Group
Shirley Hallblade, Chair Sol Hirsch Judi Ring Julia Zimmerman (AG on Research Libraries)
Academic Libraries Trends Work Group
Julia Zimmerman, Chair (AG on Research Libraries) Bill Garrison Judy Russell Laura Probst Barry Baker Bill Walker
Statewide e-collections and E-resource Licensing
Katrina Figgett, lead Jonathan Miller Cecilia Solomon Judi Ring Claire Dygert, FCLA Scott Schmucker, CCLA

Appendix 3 Task Force process, rev. 12/15/10

Phase I	Planning to Plan
June 14, 2010	Chancellors' conference call with Library Directors and Chief Academic Officers & Provosts from the SUS and FCS
July 1	Web site established http://www.flbog.org/about/librarytaskforce
July 2	Task Force appointment letters
July 1	Advisory Groups created for Research libraries, Joint use libraries, Medical & law libraries
Phase II	Information gathering
July 6 - 13	Stakeholder Survey
July 19	Expert panel presentations on the Future of Academic Libraries Facilitated Task Force discussion
July - ongoing	Background readings posted to the web site
Phase III	Organizing the work
July 19 – Aug. 6	Based on the information gathered in Phase II, Co-chairs write 1) draft vision statements and 2) draft outline of topics/questions to be addressed by the Task Force
Aug. 6	Draft #1 sent to Task Force members and Advisory Group members for feedback and revision. Task Force members asked to identify areas in which they wish to focus their individual efforts
Aug. 20	Feedback due on Draft #1
Sept. 8	Draft # 2 written by co-chairs and sent to Task Force members and Advisory Group members requesting feedback by September 15
Sept. 15	Feedback due on Draft #2.
Sept. 20	Co-chairs complete report to the Chancellors (including a Table of Contents, work group/writing assignments, and timeline) and send it out to Task Force for final review.
Sept. 25	Final feedback due by Sept. 25
Sept. 30	October 1 report due to Chancellors.
Phase IV	Creating the Plan
Nov. 7	1st drafts due for Section 1 Environmental Scan: Background

Nov. 9	Technology Subcommittee report to Task Force and its Advisory Groups for review and approval by Nov. 17
Nov. 19	Submit report on FCLA and CCLA transition plans for the consolidation of computing services and resources at NWRDC to Chancellors
Dec. 20	January 1 report due to Chancellors including work plan, timeline, and recommendation regarding FCLA and CCLA data consolidation
Jan. – Dec. '11	Section 1 will be completed and Section: 2 Strategic Plan will be developed
Jan. 1, 2012	Final report and strategic plan due

Appendix 4 FCALM Mission, Vision, and Goals

Florida Consortium of Academic Libraries of Medicine, (FCALM) September 2010

Mission

Provide a collaborative approach for supporting education, research and patient care services across the spectrum of Florida's academic biomedical and health programs.

Vision

Harness the strength of eight academic medical/health sciences libraries in the State of Florida to cooperatively facilitate the access of information to health care providers and the citizens of Florida to improve health and wellness.

Goals

Work to conserve funds and eliminate duplication by identifying areas of active collaboration:

- Collaborative collection development
- Collaborative development of instructional resources
- Collaborative consumer health information
- Collaborative continuity of service planning (mutual aid agreement)

Participating Medical/Health Libraries

Florida Atlantic University, Florida International University, Florida State University, Nova Southeastern University, University of Central Florida, University of Florida, University of Miami, University of South Florida