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Challenges Facing California's Academic Libraries
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To generations of faculty, students, and alumni, the university library represents a enduring touchstone of campus life. Even as buildings and programs rise and fall, fashions come and go, the sports teams' fortunes wax and wane, the library appears to remain unchanged, unaffected by the winds of change that sweep across other areas of the campus.

That may be a comforting thought, but it's a complete fiction. The truth is that academic libraries today are coping with change at a dizzying pace, starting at the most profound level with a surprisingly difficult question: in today's world, what exactly is a library? What does it do?

Academic research libraries aren't just buildings anymore; they're vast collections of online resources that users can access from campuses, offices, or coffee shops halfway around the world. They're not independent, stand-alone collections; their holdings are interdependent with those of partner libraries in order to bring the broadest possible range of materials to shared, often overlapping pools of users. They're not static repositories of published information, whether print or virtual; they're active initiators of new collecting areas, new publishing paradigms, and new preservation formats.

Academic librarians don't sit behind desks and wait for users to approach them; they engage students in class chat rooms, answer questions through real-time reference exchanges, and develop interactive online tutorials on research and related topics. Library staff members don't just check out books; they organize real and virtual exhibits, deliver interlibrary loans to requestors' computer desktops, and offer testimony at Congressional hearings.

Academic library buildings don't house just rows and rows of stacks. They contain computer labs, 24/7 reading rooms, coffee bars, and multimedia group study areas. They provide spaces for quiet, independent study; group projects; consultations between instructors and students; and relaxation. They present exhibitions, concerts, lectures, screenings, and symposia. They're both fully wired and wireless so users can access the Internet throughout the building.

Academic libraries are major factors in attracting and retaining distinguished faculty members; many a professor has credited the excellence of library collections and staff as the reason he or she chose to come to or stay at a university. Graduate students base their decisions on where to pursue their studies based on the excellence of both academic programs and the library collections that support them. Donors who want to leave a lasting mark on an entire university rather than one department find giving opportunities

at all levels in libraries. And at a public university, the library provides an important public service by functioning as a community resource for area residents.

Far from remaining unchanged, the academic library today must expect and embrace change, and its accompanying challenges and opportunities, if it intends to keep pace with the university it serves. It must transform itself from a static, reactive institution into a proactive, dynamic learning organization.

California Academic Libraries

California is blessed with perhaps the finest system of public higher education in the country, which has been essential to the state's development into a leading center for innovative industries and economic activity. The state's 109 community colleges enroll some 2.5 million students, the twenty-three campuses of the California State University system have more than four hundred thousand students, and the ten University of California (UC) campuses have an enrollment of some 208,000 students. Along with libraries at the state's twenty-six private universities, the libraries and learning centers at each of these campuses support teaching, learning, scholarship, and research by millions of students and faculty across the state as well as thousands from across the country and around the world who are drawn to their unique holdings.

Six of the ten campuses of the University of California (UC) system are members of the prestigious Association of American Universities, and eight have been classified as research universities with a very high level of research activity by the Carnegie Foundation for the Advancement of Teaching, which is perhaps the most distinguished classification in the foundation's scheme. Together, the UC libraries have the largest collection in the nation and one of the largest in the world. At more than thirty-four million, their holdings of print volumes total more than Harvard University's[1] and even more than the holdings of the Library of Congress.[2] The economic value of the libraries' collections, which in addition to books encompass nearly two hundred thousand linear feet – equivalent to more than thirty-six miles – of archival and manuscript materials, 670,000 sound recordings, 1.3 million government documents, thirteen million slides and pictorial items, and twenty-nine million microfilm and microfiche items, totals some $833 million, which is 5.4% of UC's net capital assets. Although these numbers are remarkable in themselves, they are even more remarkable in light of the relatively recent history of the UC system. The university opened its doors in Oakland in 1869 as one of the land-grant colleges established by the U. S. Congress through the 1862 Morrill Act. By comparison Harvard was established in 1636, and the Library of Congress was established in 1800, with its collections famously built upon some six thousand books from Thomas Jefferson's extraordinary library.

The UC libraries' extensive resources are not only intended for the university's students, faculty, and staff; they are held in trust for the people of California and made available to

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[1] According to the Association of Research Library Statistics, the Harvard University Libraries have 15,391,906 volumes as of 2004, the most recent year for which this data is available.

[2] "…more than 29 million books and other printed materials," according to the Library of Congress Web site, http://www.loc.gov/about (accessed November 2, 2006)

them both physically and virtually. Some forty percent of the searches of the Melvyl Catalog, which contains records for library holdings at all UC campuses as well as a number of other California institutions,[3] are done from non-UC locations. Images, documents, and works of art from California archives, libraries, and museums can be viewed by users anywhere through the Online Archive of California, and thousands of primary source images and documents are available online without restriction through Calisphere, which also offers lesson plans for teachers that build upon these unique primary sources.[4] Information, facts, and data about California from a variety of government agencies are freely available through Counting California; nearly ninety-seven percent of the usage of this database comes from non-UC locations.[5]

The accomplishments listed above are noteworthy. But the challenges the UC libraries face in order to continue to serve the public trust are considerable. Our experiences here at the UCLA Library capture the broader struggle at academic libraries throughout the state and across the country to adapt and change in response to changing economic, technological, and pedagogical forces.

A Learning Organization
The concept of individuals cooperating in dynamic systems that are in a state of continuous adaptation and improvement, which Peter Senge, founding chair of the Society for Organizational Learning and a senior lecturer at the Massachusetts Institute of Technology, developed in his 1990[6] book *The Fifth Discipline: The Art and Practice of the Learning Organization*, is particularly appropriate in this regard. Three of Senge's core ideas, which he highlights in his introduction to the new edition, are worth noting:

- There are ways of working together that are vastly more satisfying and more productive than the prevailing system of management. …
- Organizations work the way they do because of how we work, how we think and interact; the changes required ahead are not only in our organizations but in ourselves as well. …
- In building learning organizations, there is no ultimate destination or end state, only a lifelong journey.[7]

We have tried to launch this journey at the UCLA Library on both organizational and individual levels.[8] At the organizational level, it has begun with the creation of a

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[3] The libraries of the California Academy of Sciences, California Historical Society, California State Library, Center for Research Libraries, Graduate Theological Union, Hastings College of Law, and Lawrence Berkeley Laboratory. The Melvyl Catalog is accessible at <http://melvyl.cdlib.org>.

[4] The Online Archive of California is accessible at <http://www.oac.cdlib.org>, and Calisphere is accessible at <http://www.calisphere.universityofcalifornia.edu>.

[5] Counting California is accessible at <http://countingcalifornia.cdlib.org>. The usage figures in the paragraph come from *Facts about the University of California: Facts about the UC Libraries*, May 2006, available online at http://www.universityofcalifornia.edu/news/factsheets/libraries.pdf.

[6] A new edition with a substantial amount of new material was published in March 2006.

[7] Peter M. Senge, *The Fifth Discipline: The Art and Practice of the Learning Organization* (New York: Currency, 2006), http://www.solonline.org/FifthDiscipline/introduction (accessed September 26, 2006).

[8] Background for readers who are unfamiliar with the UCLA Library: ranked among the top five research libraries in the U.S. by the Association of Research Libraries, the UCLA Library system is a campus-wide network of libraries whose collections encompass more than eight million volumes as well as archives,

dynamic, comprehensive strategic planning process. I describe this as the beginning of a process because, although it has thus far resulted in the creation of a strategic plan for 2006-09, strategic planning is not meant to be a once-every-three-years exercise, and the plan itself is not meant to be a fixed document.[9] The 2005 process that led to the plan's creation engaged Library staff at every level and featured what I intend to be an ongoing cycle of information gathering, evaluation, and revision that will also facilitate the creation of departmental and individual workplans that both support and inform the institution's strategic plan.

The strategic planning process began with an environmental scan of all relevant related areas, starting with the Library's own recent accomplishments and priorities identified in budget memos to the university administration. At the broader campus level we reviewed Chancellor Albert Carnesale's three-part "strategy for greatness": strengthening the foundation, which includes the Library; crossing academic boundaries, which has implications for our collection development, staffing, and facilities; and concentrating on excellence, a goal we both support and exemplify. We considered the major interdisciplinary initiatives Chancellor Carnesale launched, including Genetics and Society and the California NanoSystems Institute, which have implications for our collections and services. Particularly noteworthy in this regard is UCLA in LA, which focuses on community partnerships that improve the quality of life of people throughout Los Angeles; the Library supports this effort by providing free on-site access to our facilities and resources and by developing free online databases of resources that are relevant to community users, including teachers, students, and local historians. In addition, we looked at the vital area of fundraising at the institutional level, including the recently completed Campaign UCLA and the recently launched Ensuring Academic Excellence initiative, and examined where the Library fit into them. [10]

At the level of the University of California (UC) system and of the state, we scrutinized the terms of the agreement Governor Arnold Schwarzenegger reached in May 2004 with the leadership of the state university systems. This agreement provides gradual increases in funding for salaries and core needs, which include the university libraries, and funds for increasing numbers of students and the amount of financial aid available to them; it also contains caps on fee increases for undergraduate and graduate students.

With a summary of the environmental scan as background, a team of Library staff members led the ensuing process to develop a vision of where the Library wants to see itself in three years. To frame this vision as well as outline the challenges we face and draft the strategies designed to get us from here to there, the team held a series of open discussions with all Library employees and created an online discussion board to

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audiovisual materials, corporate reports, government publications, manuscripts, maps, microforms, oral histories, photographs, technical reports, and other scholarly resources.
[9] Available online at
http://www2.library.ucla.edu/pdf/UCLA%20Library%20Strategic%20Plan%20200609.pdf
[10] Campaign UCLA, which ended on December 31, 2005, was the most successful fundraising campaign in the history of higher education, raising more than $3 billion. The Library's portion of this total was $40 million. The Ensuring Academic Excellence initiative aims to raise $250 million to help UCLA attract and retain high-quality faculty and graduate students; it is scheduled to continue through 2009.

facilitate widespread participation. These exchanges – lively, critical, thoughtful, occasionally contentious – were essential to the creation of the strategic plan; they were also vital to introducing the concept of a learning organization to staff and communicating what it meant for them at an individual level.

The product of this process, and of many staff members' hard work and thoughtful analysis, is a strategic plan that has earned compliments from UCLA administrators as well as from my academic library colleagues across the country. It begins with what everyone acknowledges as the heart of the UCLA Library, its collections.[11]

Collections

For many in the academic community, the phrase "transforming library collections" conjures visions of electronic access from anywhere to everything – books, journals, reference works, manuscripts, audio files, films. Electronic resources, still the relatively new kid on the block – at least in the context of print publishing history – get all the attention. But when viewed against usage patterns, the balance shifts. During the 2005-06 fiscal year UCLA campus libraries circulated more than 1.9 million items, and this already impressive number doesn't include usage levels for non-circulating materials such as manuscripts and rare books held by the Library's four special collections units. Given a base user population of more than 38,000 undergraduate and graduate students and faculty, that indicates continuing importance of print items.

But print items come with a set of challenges, one of which is the sheer number published each year. The amount of space in which to house items in campus libraries is finite; when you fill all the shelves, where do you put the overflow? UCLA is fortunate to be the site of UC's Southern Regional Library Facility (SRLF), but we share it with the four other southern UC campuses, it is rapidly filling, and its expansion plans are subject to the availability of capital funding from the state. Electronic resources may solve the space problem, but they pose major new challenges. When the Library purchases a print issue of a journal, it owns that issue in perpetuity, which makes it possible for users five days, five years, or five decades from now to consult its contents. In the case of an electronic journal, however, the Library licenses access to its contents – which may or may not include backfiles – for the term of the license, at the end of which, unless the license is renewed, access is terminated. Faculty and students are creating a tremendous variety of scholarly output in digital form, such as datasets, visualization files, working papers, models, and performances, and the Library must collaborate with these content creators to collect, preserve, and provide access to this at-risk digital content.

Then there is the challenge of the collections budget. Most of the funding for libraries in the UC system comes from the state, and with the economic problems California has faced on and off for the past twenty years, it has been a struggle to hold the line on the amount of money available for acquisitions, let alone to increase it. But with more and more items to purchase each year, publishers' price increases, the rate of inflation, and the exchange rate between the dollar and foreign currency, the net result has been a

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[11] As of June 30, 2006, the Library held 8.157 million volumes, subscribed to 77,509 current serials, and owned, licensed, or provided access to some 143,000 electronic resources.

decrease in the UCLA Library's acquisitions budget. Furthermore, in the case of monographs, the nature of the scholarly publishing industry is such that they must be purchased when they are published because they may be out of print, and thus practically unobtainable, in as little as a year. This means a reduced acquisitions budget for one year can permanently affect the collections' comprehensiveness.

The budget issues also took a severe toll on staff in ways that affected collections. Decisions about what to acquire are made by skilled subject specialists with many years of experience and deep familiarity with the research areas of faculty and graduate students. Additional staff members play an essential role in collections-related processing: they place orders and track payments, catalog the items, and replace them when necessary. As positions in these areas opened up due to resignations or retirements, many were not filled; this has meant items were not ordered or backlogs developed, which delayed the process of getting items in users' hands.

These challenges have compelled the UCLA Library to reexamine and revise its collections philosophy. The days are long gone when we can afford to see our collections as independent and comprehensive, yet the days are also long gone when we need to. Technology allows us to concentrate on building library collections that are interdependent and complementary with the other UC campuses, which strengthens the depth and breadth of the collections available to all of our users. Users can quickly and easily search for items UCLA does not own and place online requests for interlibrary loans, which may arrive as swiftly as a few days; scanned versions of articles in journals to which we don't subscribe may be delivered to the requestor's computer inbox even sooner. Collaborative purchases of electronic journals and online databases by the UC libraries reduce the costs for each campus and bring thousands of titles to users' desktops or laptops. The budgetary constraints that led to staff reductions have also compelled us to eliminate redundancies in job functions across campus libraries, resulting in greater efficiencies and increased productivity. Working creatively and collaboratively with our UC colleagues on joint collection-building and processing efforts, cooperative purchases, and unique digital content enables us to maximize our financial resources while broadening and deepening our collections. Large-scale digitization projects like the Google Print Initiative and the Open Content Alliance, both of which UC is a participant in, also offer the possibility of expanded access and increased numbers of titles.

Collaboration is also central to the Library's efforts in the area of scholarly publishing. The free flow of scholarly information is something that we in the academic community have taken for granted, yet it is increasingly under threat. One threat is economic: the commercialization of publishing by both for-profit companies and nonprofit societies has led to rapidly escalating prices, particularly for scientific journals, that far outstrip modest increases in collections budgets; the resulting dysfunctional marketplace has forced libraries to limit book purchases, cancel journal subscriptions, and reduce expenditures on specialized research materials. Another is copyright: many journals require authors to assign copyright for published works to the publisher, which limits the authors' ability to share their work in other forms and through other outlets, including on personal Web sites or as class reserves reading. Yet another is related to tenure: academic promotion

and tenure committees continue to reward publication in historically prestigious journals, regardless of their price or copyright policy, and undervalue alternative, often more cost-effective, peer-reviewed models of scholarly publishing.

Efforts are underway on a number of fronts to address these problems, ranging from federal legislation to campus workshops. On the federal front the bipartisan Federal Research Public Access Act of 2006 has been introduced; it would require U.S. government agencies with annual extramural research expenditures of more than one hundred million dollars to make manuscripts of peer-reviewed journal articles stemming from agency-funded research freely accessible via the Internet. Leading academic officers of more than fifty universities have voiced support for the act. At the UC system level, the Academic Council has issued white papers drafted by its Special Committee on Scholarly Communication for systemwide Academic Senate review; one of the key recommendations is that faculty members grant a license to the UC Regents that allows their work to be placed in non-commercial open-access repositories. UC also created and actively promotes the systemwide eScholarship Repository for pre- and postprint journal articles, symposium papers, and research results. And the UCLA Library has an active ongoing program focused on educating faculty about managing their copyrights; librarians provide advice on and assistance with modifying publishers' agreements, identifying open-access publications in specific disciplines, and using copyrighted materials in courses.

Consonant with our efforts to keep scholarly output accessible are our efforts to make the unique and rare holdings in our special collections more broadly available. The phrase "special collections" conveys the timeworn image of a scholar in a wood-paneled room carefully paging through a rare book while wearing white gloves, but as with the image of the unchanging academic library, the reality is somewhat different. Today, UCLA Library special collections contain everything from ancient manuscripts to contemporary posters, yet the very variety of materials poses challenges to making them accessible.

The most basic challenge is simply making it possible to locate and use items. In the case of a rare book, this can be as straightforward as creating a catalog record and shelving the item, but in the case of archival collections, it becomes considerably more complicated. Each archival collection must be processed, which involves a person with expertise in the collection's subject area going through the contents, identifying each item and its location, placing the items in archival-quality folders and containers, and creating an inventory so that scholars interested in the collection will be able to find items easily. A given collection may fill hundreds of boxes; multiply that by the hundreds of collections the Library acquires each year, then divide by the number of staff with the appropriate subject expertise or the funds available to hire a project archivist, and you'll have an idea of the scale of the problem. Once a collection has been processed, access can be dramatically improved by making the inventory accessible online; this enables scholars to do much of their research in advance, then focus their time in the library on specific items. Scanning items to create digital surrogates improves access even further and simultaneously supports the preservation of these rare, in many cases irreplaceable, items. Yet these steps place further demands on staff time and expertise.

Another challenge to the accessibility of special collections items is posed by the U.S. Copyright Act. Many special collections items are so-called "orphan works," copyrighted works whose owner cannot be identified or located. Historical and archival materials present particular problems in this regard; in order to determine copyright ownership, the creator, author, or publisher must be identifiable, but that is often impossible to determine for items such as manuscripts, personal papers, architectural drawings, photographs, and non-book material. For example, historic photographs are frequently undated, unsigned, and unattributed; ephemera and materials such as notes, while often of unique research and teaching value, are also typically unsigned and therefore untraceable. In addition, prior to 1978 unpublished work was entitled to perpetual copyright, but absence of registration records for these works makes the identification and location of owners and heirs more difficult; after 1978 works did not have to be registered with the Copyright Office, which makes identifying their owners equally difficult. It is even a problem with recently created born-digital material, which is often drawn from both existing and new sources and has been composed or compiled by many people, thus making the identification of the copyright owner difficult.

Current U.S. copyright law prevents libraries from facilitating full use of orphan works for teaching, research, and scholarship. To address this problem I submitted a statement[12] in March 2005 to the Copyright Office of the Library of Congress, which recommended the creation of an exemption for educational and research use of orphan works; this would allow libraries and archives to fulfill our fundamental mission of preserving and providing access to and use of library collections. I also recommended that a due-diligence clearinghouse be established where which libraries or individuals could register items whose copyright owners cannot be identified or located; if the owner did not respond within a reasonable period, the educational use of the copyrighted material could go ahead.

In March and April 2006 I also offered testimony on Section 108 of the Copyright Act, which contains exceptions and limitations applicable to libraries and archives.[13] My comments supported revisions to U.S. copyright law that would acknowledge the growing importance of offsite digital access to special collections materials; Section 108 currently contains a restriction that allows access to digital content only within the premises of a library or archive. Copyright law has long struggled to balance the marketplace interests of copyright holders, which in many cases are commercial entities, with the role of libraries and archives as collectors, preservers, and providers of recorded knowledge in all its many disparate forms. In the digital age, with its dramatically increased promise of ever-broader access, we have sought to remind legislators that the availability of digital surrogates to offsite users – under the longstanding existing operational model in which academic libraries restrict access to their well-defined user communities – is an essential component of the research process.

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[12] Available online at http://www2.library.ucla.edu/pdf/GES_orphan_works_comments.pdf
[13] Available online at http://www2.library.ucla.edu/pdf/GES108comments5.pdf

In fact, the growth of digital information has simply outpaced the ability of our existing legal infrastructure to adequately address and preserve the historical and cultural record for future generations. The average lifespan of a Web site may be as little as one hundred days, which means that unique, dynamic digital content is disappearing before our very eyes.[14] In this context, my testimony also supported an exemption or expansion of Section 108 to allow libraries to preserve and archive Web sites. At a minimum, I believe, libraries should be allowed, and in fact, encouraged, to preserve free and publicly available Web sites that are not commercially available or exploited. As an example of the volatile and short-lived duration of valuable historic Web content, immediately following the November 2005 California special election, we received a call from Governor Arnold Schwarzenegger's campaign staff asking if we had captured the entirety of the blog section of their campaign Web site; apparently they had accidentally deleted all the information on their servers. Because we had saved some of the contents as part of our ongoing project to create a Campaign Literature Archive, we were able to provide them with a copy of a portion of this unique and valuable historical record. However, we had not been able to capture the entirety of the blogs due to the technical limitations of our capture software, so some of this information may well be permanently lost.

Services

Whether physical or virtual, library collections and services are not independent and unconnected; it is the services the library offers that make its collections accessible and available to users. Thus, the excellence of our services directly impacts the ability of faculty, students, and other scholars to use collections for teaching and research. User input and assessments reveal that the demand for more sophisticated discovery services continues to grow, particularly those that are Web based, and users have embraced discovery initiatives developed outside of academia such as Google Scholar. This information challenges us to develop new, more seamless ways of making our holdings easily discoverable and accessible; at the same time it highlights the unparalleled value of the organizational and integrative role the Library performs in collecting, preserving, and making available multiple formats of material in all languages and subjects and across all time periods.

Perhaps the most basic method of accessing the Library's collections – both information about physical items and electronic items directly – is through the UCLA Library Catalog.[15] However, that database is not comprehensive. Many of the electronic resources it contains are those for which the Library purchases licenses; we point to many freely available electronic sources only through a separate database, accessible through the E-resources page of the Library Web site.[16] Some digital collections created by our own Digital Library Program are accessible only from the program's Digital Collections Web page.[17] Records for items from the southern UC campuses that are stored in the

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[14] Weiss, Rick. 2003. "On the Web, Research Work Proves Ephemeral: Electronic Archivists Are Playing Catch-Up in Trying to Keep Documents From Landing in History's Dustbin." *Washington Post*. November 24: A08.

[15] Available online at http://catalog.library.ucla.edu

[16] Available at http://www2.library.ucla.edu/search/eresources.cfm

[17] Available at http://www2.library.ucla.edu/libraries/2257.cfm

SRLF can be found in the UCLA Library Catalog, but records for all other UC libraries' items (i.e., the ones housed in the collections on each campus) can only be found in the systemwide Melvyl catalog.[18] Records for many archival collections in UCLA Library special collections contains links to detailed electronic inventories, some of which contain images of digitized items. For others, electronic inventories are not available; in these cases the user must visit the library to review a print inventory, which may not be as detailed as he or she might hope. The Catalog contains records for journal titles but not for articles in each issue; often users must guess which abstracting and indexing database would be most useful in finding articles on a given topic. If the UCLA Library doesn't own the item an individual is searching for, he or she must go to a separate online catalog to look for the item, then submit an interlibrary loan request; in the case of items at other UC libraries, the request process is integrated into the record screen itself, but for items at non-UC university libraries, the user must locate and submit a Web-based form on the UCLA Library Web site.

Thus, it's a sizeable challenge is to achieve our goal of virtual "one-stop shopping" when looking for items, physical or virtual, in UCLA Library collections. A first step on the very long road to reaching this goal has been taken with the completion of a report on rethinking how we provide bibliographic services, which engaged librarians, staff, and users from throughout the UC system.[19] The report's recommendations begin with enhancing search and retrieval, which involves actions ranging from providing users with direct access to an item to supporting customization and personalization options that would enable a user to define the set of sources or databases that he or she wants to search simultaneously. Supporting the goal of enhanced search and retrieval are recommendations to create a single online catalog for the entire UC system and a cataloging workflow that eliminates duplication of efforts across campuses and results in information-rich records that best facilitate user discovery.

However, before a student actually accesses library collections, either through a catalog or another method, he or she has to know, at least in general terms, what he or she is looking for and how and where to find it. Many students – in fact, many staff and faculty as well – think that they can find everything on Google, but while Google can be a valuable tool in some cases, it's rarely the best place to start. The academic library term for the skill set that encompasses the ability to identify an information need, locate information efficiently, evaluate it, and use it effectively and ethically is information literacy, and it's a skill set that students will find invaluable not only during their college years but throughout their lives. In 1999 the UCLA Library conducted a study that uncovered critical gaps in students' information literacy skills, documented deficiencies in their understanding of resources and methods, and assessed their general level of information literacy as low.[20] As a result, the Library created the Information Literacy Program to assess and improve information literacy skills at UCLA and to increase

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[18] Available at http://melvyl.cdlib.org
[19] Available online at http://libraries.universityofcalifornia.edu/sopag/BSTF/Final.pdf
[20] The report, *Information Competence at UCLA: Report of a Survey Project*, is available online at http://www.library.ucla.edu/infocompetence

awareness of information literacy concepts among members of the UCLA community, within the context of changing information needs and environments.

The program's efforts utilize a variety of approaches and target different audiences. Faculty, instructors, and teaching assistants comprise one audience; for them, the program offers services customized to a specific course's goals and curriculum. These include working with faculty to create or adapt assignments and exercises to build students' research and information skills, conducting in-class research sessions tailored to the subject of a course or assignment, and offering hands-on training sessions at the library on research skills in general or course-specific sources.

The multifaceted approach to helping students can be summarized by the title of a course an undergraduate librarian offers: "How I Learned to Stop Just Googling…Find the Really Good Stuff!" To assist students directly, librarians develop course-specific information sources such as Web pages, offer individual and small-group consultations on assignments, review proposals for research projects and suggest strategies and resources, and teach one-unit adjunct courses that enhance students' research skills in parallel with assignments in students' other courses. There are also resources students can use independently to build research skills, including online exercises and interactive online tutorials. A significant aspect of information literacy is understanding what plagiarism is and how to avoid it; to this end, the Library offers an online tutorial that includes a certificate of completion, which students can email to their instructors, and we also work with the Dean of Students office to help students who have been referred to the dean's office for breaches.

When many people think of library services, the first one that comes to mind is reference assistance, with the librarian on one side of a desk and the user on the other. Although most UCLA libraries still have reference desks and chairs, with shelves of reference books close at hand, our service model and collections have expanded considerably. First of all, we've gotten up from behind the desk, and we've reconceived reference sources to focus increasingly on electronic resources that users can access remotely. Librarians walk users over to computer terminals and show them how to access resources and services and walk them to shelves to help them find exactly the volume or citation they're searching for. Librarians answer questions by email and by telephone, and they also compile and post lists of frequently asked questions so users can find answers before even asking a question.

The reference method that offers perhaps the most possibilities but that also requires a serious paradigm shift is online reference. Through real-time, Web-based chat software, a librarian can visually walk a user through a search in an online database while simultaneously using a text window to explain what he or she is doing. Online reference allows us to offer assistance to our users wherever they are, whether it's in a dorm room on campus or at an Internet café in another country, and it also enables us to move toward our goal of providing assistance twenty-four hours a day seven days a week. But it requires a major change in our collective mindset about reference services: to be fully realized, it needs to be much more than in-person reference transferred to the online

environment. In part, this means creating partnerships with our colleagues at other libraries across the country and around the world in order to provide the service every hour of every day.

The larger challenge is finding our way to our users in the electronic environment at their point of need. In the physical library you can see when someone looks lost; you can walk up to them and offer to help, or they can come to an easily identifiable service desk. But what's the online equivalent – how can we tell when our users are lost online? As a simple example, consider a search in the UCLA Library Catalog that produces no results: did it produce no results because the user mistyped a word? Did he or she mean to type it the way it appeared? Should the system offer to redo the search using another spelling, or offer other search options for finding the information the system thinks the user is looking for? Should a "no results" message alert a librarian staffing the online reference service, sending him or her to offer assistance to the user? And what about the thousands of other databases we provide access to – how do we find our users when they're lost in those, or enable them to find their way to us? There are no easy answers to these questions, but the first step to finding solutions is to at least begin to get them on the table.[21]

One additional, and very new, area of Library public services that we're just beginning to explore is instructional support for the common collaborative and learning environment UCLA is currently developing. We are a partner in the joint faculty/administration efforts to provide consistent, powerful course/collaboration tools for use by all disciplines across campus; the Library plans to create integration tools to embed our collections and services in the environment. Although the launch is some time in the future, this effort offers an exciting new area for exploration and a unique way to reach faculty and students as part of the teaching and learning process.

Facilities
No matter how alluring the promise of the digital space is, however, the libraries' physical spaces still matter, as the more than 3.5 million visitors who streamed through our doors last year can attest. Nationwide, one of the largest building booms in academic library history since the 1960s and 1970s has been taking place to create multifunctional learning and research environments that in the broadest terms support users' academic fulfillment, collaboration, scholarly communication, cultural understanding, and social engagement.

The needs that library spaces must meet are many and varied. Changes in pedagogy and the increased emphasis on collaborative and group learning have created an increased demand for flexible learning spaces that provide access to the most up-to-date information technology and are "zoned" for sound and activity. UCLA's status as a campus with many commuters necessitates library spaces that offer extended hours of service with welcoming, inviting, and comfortable places to work, study, and relax. The

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[21] On a related topic, see the talk I gave to the Virtual Reference Desk Conference 2005, "If We Change It – Will They Come?," available online at
http://www2.library.ucla.edu/pdf/Virtual_Reference_Desk_Conference_Nov_2005.PRINT.pdf

libraries must balance space for users with space for physical collections, which continue to grow and to be heavily used.

Library buildings should also meet a less tangible need: given that the pursuit of scholarship is often a solitary one, we feel it's important to try to create the conditions that make our users feel a sense of community. Although it may sound difficult, community-building actually involves concrete, practical steps aimed at creating settings and circumstances in which students, faculty, and staff come together. One aspect is comfort, so we try to provide comfortable chairs, good lighting, pleasant surroundings. Another is shared activities, so we present exhibitions, events, activities, and other opportunities for cultural exchange.

Two UCLA library projects from the 1990s show how important library spaces are. The renovation and restoration of the landmark Powell Library Building, which houses the undergraduate library, created a showplace at the heart of the campus; it is virtually packed with students from the first day of each quarter through the last hour of finals, and we hear countless stories from alumni about their memories of the library. Students from disciplines across campus, including the health sciences on South Campus, choose to study in the soaring, light-filled spaces of the Eugene and Maxine Rosenfeld Management Library. Yet other libraries – including the Charles E. Young Research Library, which houses the extensive collections that support graduate students and faculty in the humanities and social sciences; the Arts and Music libraries; and the three branches of the Science and Engineering Library – have been left virtually untouched for some thirty years.

It goes without saying that improving library facilities will cost money. The renovation and restoration of the Powell Library Building began as a project to protect it from seismic damage and improve access for users with disabilities, but it came to include substantial funding from the Federal Emergency Management Agency when the 1994 Northridge earthquake caused unexpected damage. The new Management Library was built as part of a multi-building complex housing the Anderson School of Management. But including libraries in larger building projects has its perils: a new Biomedical Library was part of the sweeping plans for recreating the health sciences portion of UCLA's campus; when those plans had to be scaled back for budgetary reasons, the new library, along with many other elements, did not make the cut.

Because of California's economic problems, state funds for capital projects have been extremely limited. Given this reality, we have stepped up our capital fundraising efforts, and we have also looked for other solutions. There's a game of musical chairs going on on campus: as the arts faculty and students move back into the newly redesigned Eli and Edythe Broad Art Center, we are moving library departments whose staff members do not provide direct public services to the facility the art departments had formerly occupied; this will free up space in the Research Library that can be used to address user needs. The special collections of the Arts and Music libraries are being combined into a performing arts special collections unit with a single service point, which will be housed in a space that provides much more user amenities than either unit's current space does.

Even small changes can make a difference: we're working with the campus facilities department, which provides our cleaning and housekeeping services, to create a new service model that improves the upkeep of our public spaces.

"The Heart of a Whirlwind"
The enduring image of the academic library as an unchanging institution at the heart of campus is a tribute to its power, importance, and centrality to the university's mission. Our efforts to anticipate and accommodate change are aimed at ensuring that the most positive aspects of that image never change, even while the realities that support it undergo constant alterations.

Our library collections are changing, both in format and philosophy. New service paradigms present themselves and dare us to keep pace. Building needs may be the same in outline but are radically different in detail. Some of these changes are driven by economics and budgets, others by technology or teaching styles. The amount of published knowledge keeps increasing exponentially, new fields of endeavor are created, new students enroll, and new faculty are hired. The technology that supports our operations changes so quickly that today's iPod will inevitably become tomorrow's turntable. Yet our core mission remains unchanged: to support UCLA's multifaceted academic program and sustain the university's high-quality research, teaching, and learning.

The days are long past when the UCLA Library can afford to think of itself as a stand-alone entity. And although much about the UCLA Library is unique, the challenges we face are ones we share with our colleagues throughout the UC system as well as with academic libraries and institutions of higher education across the country. Fulfilling the library's traditional role to support teaching and research by building collections, developing services, and creating learning environments is challenged by budgetary constraints, staff reductions, increased enrollment, and technological innovations. The bad news is that we all face the same challenges; the good news is that we can share our knowledge to develop the best solutions. And the inescapable news is that we must address these challenges if California is to retain its reputation as a center for business innovation and if the state's economic recovery is to continue.

To return to the question I originally posed: in today's world, what exactly is a library? The best answer I've been able to find in my forty-plus years as a librarian, and one which captures both the terrifying and energizing aspects of the changes we must face and embrace, comes from Lawrence Clark Powell, UCLA's visionary university librarian from 1944 to 1961: "To enter a library, no matter its kind or size, is to enter the heart of a whirlwind."