



UNIVERSITY OF ALBERTA



LEARNING SERVICES

Four-Year Strategic Business Plan

2002/2003 to 2005/2006

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I. EXECUTIVE SUMMARY








Learning Services (LS), as a unity is committed to enabling the University (represented by constituent faculties, departments and administrative units) and its stakeholders (faculty, students and staff) to be successful in attaining their visions and missions, as well as institutional and personal goals. The measure of our success juxtaposed against contribution, is often elusive; the means are often difficult to justify and hard to measure in practice.

Nonetheless, the record of our past contribution, as briefly represented in the **'Recognized Areas of Excellence'** component of the Plan, combined with elements of strategic direction as outlined in this Plan have had, and will have immense impact on the success of the institution.

An assertive campus community understands the role of Learning Services, as defined in terms of information resources (IR), information access and underlying information technologies. They know that the academic services are vital to enabling their success in terms of teaching, learning and research. Certainly our consultations leading to the preparation of this Plan have confirmed this reality, as has our environmental scan, as have external commentaries in such publications as the *Chronicle of Higher Education*, as has EDUCAUSE an organization devoted to evaluating the context and usage of information services in campus settings. Our Plan addresses these acknowledged directions.

LS have chosen to symbolize our intentions in response to these forces by the use of the caption **"Learning Services: Key to knowledge creation, acquisition and dissemination"**. Certainly, we hear much today about e-learning, e-service, and other virtual or digital environments. However, Learning Services is all about content. Learning Services is all about seamlessly bringing together the content, the rich resources and tools, and most importantly the student, teaching faculty or researcher in a environment, be it physical or virtual, where information is readily accessible at the time and in the format desired and where assistance is available to enable the transformation of information to knowledge. This represents very much the focus of our initiatives, objectives and strategies. However, LS has gone further to frame our support of the University's core activities by understanding that we are:

-  Key to engaging students in the learning process;
-  Key to enhancing teaching capability;
-  Key to empowering researchers;
-  Key to extending the knowledge base;
-  Key to enabling effective and efficient practices

We frame our 'Core Activities' as 'Key Effectiveness Areas', demonstrating our resolve and intentions in three (3) areas:

1. Knowledge/Skills Transfer and Service Delivery
2. Asset Stewardship and Infrastructure Service and Development
3. Resource Management, Planning, Communication and Assessment.

But, there are several key inhibitors among the challenges inherent in our pursuit to achieve our three (3)'Strategic Initiatives'. Indeed, four (4) of the six (6) ". . . critical operating resource needs . . ." recognized in the University's *2001-2005 Strategic Business Plan (p.11)* map directly to LS. These are:

- Recruitment and retention of excellent faculty members;
- Up-to-date technology for teaching and learning;
- Effective support services for evolving technologies and teaching and research innovation;
- Library acquisitions and services.

Currency of the "infostructure" is fundamental to the success of LS and ultimately the University. The portfolio is 'capital intensive' in so far as the acquisition of new technology is considered a capital investment and underpins both current and future operating activities. The expectation for adequate enterprise level technology infrastructure, (ie networks, bandwidth, licenses) coupled with the timely replacement of our own technology is essential to ensure ongoing and quality access to services deemed a necessity by the campus. The need to enhance and refresh LS infrastructure--an infrastructure which in significant measure has moved beyond sub-optimal as renewal has been deferred--is again referenced in *2001-2005 Strategic Business Plan* as it correctly notes that ". . . to remain current

and responsive to ongoing innovations . . . demands large initial investments and continuing maintenance and renewal.” (p.9) To address these needs we have strategies that speak to “evergreening” processes with incremental resources. See also Appendix 9.4.

Quality venues for service delivery are being demanded throughout the campus as “. . . program quality depends upon renewal of facilities. . .” (2001-2005 Strategic Business Plan, p. 9). They are also increasingly a criterion upon which students identify institutions of choice. Quality facilities are vitally important for information resource based services, print and artifact collections, as well as the functional requirements of blending traditional and digital collections with electronic access services, thus creating virtual environments. Our strategies address these needs.

High levels of client satisfaction have always been a hallmark of LS. Accolades from campus clients regularly are proffered for services rendered. Again, we have consequential challenges. Professional and support staff complements have not recovered from the massive downsizing of the mid-‘90s. The demographics of an aging work force, combined with the need for new skills, skills that go beyond simply retraining, have added more strain to an already stressed workforce. Recruitment and retention issues for faculty are mirrored for professional and technical staff. These factors are impacted by growth over the past few years within the institution, and will be exacerbated beyond reason by the growth projections suggested by the recommendations of the ‘Academic Planning Task Force’, the projections in the 2001-2005 Strategic Business Plan, and the physical growth associated with the major building program as outlined in the ‘Capital Plan’. In addition, the real needs of the academic service providers as relating to new program offerings, ‘Access’ initiatives, and ‘Campus Alberta’ have not been adequately addressed. Our campus has infinite capacity to request and absorb service, and infinite capacity for innovation and growth. This is as it should be. It needs, however, to be more attentive to the consequences of the academic service demands associated with those requests and that growth. With this said, LS has not been idle within this dynamic environment. Traditional capabilities have been evaluated and eliminated if redundant and strengthened if required. New capabilities and services have been developed—services and capabilities requested by campus, and focused in large measure on the requirements of a technology-rich or our emerging digital environments. This trend will continue to the best of our ability, but new and even existing capabilities required by campus may be forgone in future if incremental resources are not provided. Our resource plan will quantify these requirements.

Modeling a coordinated approach to administrative services has, and will continue to allow LS to achieve efficiencies and reallocate resources. Aggregation of activity, sharing of administrative services and exploiting our mutual interdependencies in service delivery will accelerate in the years ahead. This capability will permit us better than in past to engage the campus in ongoing planning, to increase our capacity for meaningful communication, and to insure portfolio-wide financial performance and accountability. We will also be attentive to our strategic and business alliances, contributing to and deriving value from each interaction.

Supporting the ambitious direction and vision of the University of Alberta demands investment and reinvestment in its information infrastructure and technology based services. A vision of “excellence” implies the ability to access sufficient and appropriate resources. Learning Services, like the University, faces some significant resource challenges. In recognition of the financial pressures experienced by the institution, we have revisited all of our operations to ensure that all of the services and products are those that are most responsive to client needs. This plan outlines our initiatives to streamline our internal administrative services and to reallocate and redistribute funds internally to areas of priority need.

However, we have no internal ability to address the burgeoning deferred technology maintenance issues that are at a critical juncture, nor the forces of inflation that disproportionately impact our units. Without funding, the University’s vision of excellence will be unattainable and failure of major systems and services is imminent. While \$8 million is required to adequately address the problem, a risk assessment has been completed and a more reasonable renewal plan has been compiled. Accordingly, we believe that an immediate injection of \$1.5 million would mitigate serious risk of failure. Because of the relatively short life cycle of technology, practices and plans have also been developed to ensure that future investments in technology are appropriately funded and renewal is contemplated at the time of acquisition.

The growth of the University that has occurred in the last several years and the anticipated future growth require incremental support services as well as new and expanded services and products to support the aspirations of the research, teaching and learning communities. In addition to the renewal funding noted above, incremental operating resources of \$3.4 million are required in year one to fund new services and new technology throughout the portfolio. The total request for incremental operating resources in the four years is \$10.6 million. Included in these

requests are allocations for several significant new strategic directions which are either, conditional subject to the financial contribution of external parties, or some of which require further discussion, study, or simultaneous policy implementation. Only those strategic directions that have a reasonable likelihood of proceeding have been included. A good example of the latter would be our recommendation to create capacity for copyright administration, a badly needed service requested by General Faculties Council.

LS responds collectively, as a portfolio, to the provision of products and services in fulfillment of all three strategic initiatives. Interactions with clients involve the efforts of multiple units in the portfolio. This planning process has highlighted our interdependencies and has been a catalyst for change in accountabilities and delegation of authority. The high level initiatives are supported by numerous objectives and strategic directions, most of which imply that multiple units must cooperate and share resources to respond to the initiative. LS is moving to activity based budgeting in order to assign the appropriate resources to priority directions and to those units responding to our directions. The underlying performance measurement system that includes performance measures, benchmarks and targets, is supported in LS by a range of activity measures that will be used to ensure accountability. The movement to outcome focused resource allocation from the traditional input focused model should enable LS to satisfy the needs of the campus community in support of the University's commitment to excellence.

II. ASSUMPTIONS

We have completed a thorough review of the documentation and information gathered in the 'Environmental Scan' (Appendix 9.3) undertaken as part of this planning process. Based on this information, our current operating environment, our perceptions and other apparent imperatives, it is prudent to make the following assumptions that are fundamental to the Learning Services' (LS) Plan as presented:

1. University Budget Deficiency – Lack of Incremental Funds Available

Rationale: *The University has a forecast deficit for 2002/03 – 2004/05 ('Preliminary Operating Budget Scenario - Sept 2001'), government funding is insufficient to underwrite the University's vision, and is unlikely to increase significantly in the immediate future, and tuition increases are minimized. In spite of the directions and intention inherent in this planning exercise, it is unlikely that incremental funds sufficient to support the strategic directions will be available, or diverted from faculties for this central academic support. Thus,*

- It is prudent and appropriate that LS manage its budget allocation to minimize the “budget ask” – the request for incremental funding.
- The degree to which LS can attain its 'vision' and implement the 'strategic directions' and the timing thereof will be impacted by the amount of incremental funding received.
- LS will be allowed to revise performance measures and targets, if required, depending on the final resource allocations to initiatives.

2. Operational Efficiency – LS Functions as a Portfolio

Rationale: *The most significant value of this planning exercise will be derived from the ability of LS as a portfolio to evaluate, identify and collectively resource those strategic directions which are of the highest priority to the campus community, and which have the greatest positive impact on our clients. Thus,*

- LS will function as a portfolio, such that any new resource allocations will be made to LS for the implementation of priority strategic directions which will be measured and evaluated, and for which the necessary resources will be allocated by LS to individual units to meet their share of the collective obligation.
- LS will function as an efficient portfolio and will have the ability to redistribute internal resources, share services and collectively work to obtain desired outcomes without duplication of effort.

3. Ability to “Say No” and Prioritize Strategic Directions

Rationale: *Given the assumptions noted previously, it is unlikely resources will be sufficient to deliver all of the strategic directions and meet the needs of all client groups. It will be necessary to set limitations and parameters on services to the campus community. LS will have the responsibility of ensuring that due process and adequate communication is undertaken in determining service exclusions. However, there is an expectation that so long as due process and communication is conducted then these decisions will be supported by University administration. Thus,*

- LS will be allowed to set limitations and parameters on services to the campus community.
- LS, through the iterative planning process, will be allowed to prioritize the strategic directions and assign resources to those of the highest priority and communicate this direction to the campus community.

4. Collective Agreements

Rationale: *Efficiency and effectiveness can be impacted by the University's collective agreements. Thus,*

- The nature and extent of the collective agreements will continue to impact the flexibility, the cost and overall ability of LS to offer sufficient remuneration to attract and retain the “best and the brightest” and to maintain current skill sets.

5. Technology Infrastructure

Rationale: *LS is dependent upon a reliable and robust technology infrastructure to support the client –responsive information resource and service environment. Without this infrastructure LS cannot be expected to fulfill its mandate. Thus,*

- Enterprise technology infrastructure will continue to satisfactorily address issues such as adequacy of bandwidth, single point authentication, the need for an external mirrored environment, enterprise software licensing opportunities etc.

6. FOIPP and Copyright Legislation

Rationale: *The University is bound by Federal and Provincial legislation and regulations. Thus,*

- Legislation, impending legislation and the requirements to comply therein in FOIPP, and related information security directives, as well as in Copyright areas will prevail and become more substantial and onerous, creating an ongoing necessity for University compliance and for units that ensure compliance and support.

7. University Client Groups – Priority

Rationale: *The strategic direction of the University suggests that the various client groups, (students, researchers, faculty, etc.) have equal priority. Each of these groups often requires LS services that are distinct and unique in nature or extent. LS must allocate resources to a broad range of services that meet the needs of the various constituents of campus community. Thus.*

- As the University has not established a priority between the groups it serves – students, faculty, researchers, staff etc. some level of service must be delivered to all groups.

8. Growth Estimates

Rationale: *Growth in student enrolment, research funding, faculty positions and physical space impact required information resources and underlying technologies. This growth directly impacts LS and is further complicated because of prior budget cuts and growth yet unfunded. LS must plan for future growth. Thus.*

- As there is growth in enrolment, research, faculty and ensuing physical space, Learning Services will be expected to support growth only to some negotiated extent consistent with available resources.

9. Library Rankings

Rationale: *The Library System has contributed to the indisputable recognition of the U of A through the attainment of exemplary rankings in Maclean's (#2 in Canada : Toronto #1, UBC #3) and ARL (#26 in North America: Toronto #4, UBC #34). This ranking and the overall quality of the Library is important to students, faculty and researchers. The decision to maintain these rankings impacts resources and the reputation of the institution. Thus,*

- The University of Alberta will endeavour to maintain the Library's rankings.

10. Technology Enhanced Learning and Information Environments

Rationale: *The University has enjoyed recognition for its commitment to technology enhanced information and learning environments, in particular for the breadth and number of online course components (i.e. WebCT) developed, and for the creative partnerships for site licensing information resources (e.g. CNSLP). The decision to maintain this level of excellence impacts resource allocations and the reputation of the University. Thus.*

- The University of Alberta will continue to lead the country in excellence of technology enhanced learning and information environments.

11. Participation in New Museum Initiative

Rationale: *The University has been invited by the Government of Alberta to participate in a unique opportunity to create a 'world class' museum as a centenary project for the people of Alberta. Thus,*

- The University will continue to pursue the joint museum initiative with the Government of Alberta.

12. Virtual Resource and Service Demand

Rationale: *The propensity of society to demand 24x7 service, especially for electronic information resources and services is increasing as consumers are offered more choice and become more educated in making value decisions. The demand for virtual, broad-based learning services and support continues to grow exponentially. Faculty, staff and students will continue to rate and value our services and our ability to provide these services in determining their institution of choice and in evaluating that institution thereafter. Thus,*

- The demand for virtual service, support and access will increase and continue to be an imperative of students, faculty, and staff.

13. Federal Research Overheads

Rationale: *The Federal government is expected to allow Universities to claim overheads to defray the indirect costs of research on federal research grants. Thus,*

- Learning Services expects that a mechanism and formula will be established by the U of A to ensure that LS receives an appropriate share of these overheads.

III. INTRODUCTION

Learning Services (LS) strives to embody excellence. Like the University we serve, our programs, services and delivery thereof range from traditional to cutting edge. We provide seamless delivery of an array of services and capabilities in the areas of information access, information creation, information resources, information dissemination and subsequently, information protection. LS has grown and continues to evolve to meet the changing needs of the campus community. We harmonize information, access to that information, and the requisite technologies to create a robust service environment for the campus community; one where students are engaged, teaching is enhanced, researchers are empowered, the knowledge base is extended and efficiency and effectiveness are enabled. Our vision, mission, values and core services denote LS as a dynamic, effective and unified entity.

3.1 Vision

“Learning Services enriches the academic experience for students, and will be “indisputably recognized” in strengthening the ability of faculty and staff in the discovery, dissemination and application of knowledge through teaching and research.”

3.2 Mission

Learning Services will achieve its ‘Vision’ by:

“Serving the University as a principal resource for leadership, advocacy, innovation, day-to-day practical guidance, and support for traditional and virtual information resources, products, and related services.”

3.3 Values

Learning Services’ beliefs and values motivate our behavior and set standards for our individual and collective performance. The core values of Learning Services are the foundation of our vision and guide our activities as we strive to fulfill our mission. We embrace the following values that are further defined in “Appendix 9.1”:

1. *We are committed to client service.*
 - Our decisions and actions are responsive to our client’s needs, and we reconcile those needs with available resources and the consideration of implications campus-wide.
2. *We value creativity and innovation.*
 - Our staff is empowered to pursue creative solutions.
3. *We believe people should be treated with fairness, respect and dignity.*
 - Our staff is recognized for their distinctiveness as individuals, their personal expertise and the contribution they make.
4. *We work as a team and advocate teamwork and collaboration.*
 - Our primary inclination will be inclusive and comprise a wide-range of expertise in all undertakings.
5. *We pursue the highest standards of ethical behavior.*
 - Our commitment is to professionalism and integrity.
6. *We recognize that accountability is essential.*
 - Our desired outcomes are transparent and communicated effectively to our clients.

3.4 Core Activities

Achieving our ‘Vision’, executing our ‘Mission’ and supporting the University’s core activities through the application of information resources, services and products is ‘**Key**’ to:

- engaging students in the learning process;
- enhancing teaching capability;
- empowering researchers;
- extending the knowledge base;
- enabling effective and efficient practices

→ **Key to engaging students**

Students require innovative but predictable capability and support. This applies in such areas as: knowledge and information resources; artifact and media collections; information management systems; curricular web materials; information and technology literacy tools/training; and, facilities. The LS “Knowledge Common” of today and the LS vision for the enhanced and virtual “Knowledge Common” of tomorrow promises to deliver on the anticipated learner-centred vision of learning, where individual wants and needs are met by flexible systems and services. Students will be self-sufficient and self-motivated learners. Together we strive to maximize the students’ University experience, and contribute to their preparation as citizens of tomorrow in a knowledge, information and innovation society.

→ **Key to enhancing teaching**

Faculties and individual instructors require support such as: access to information resources and tools; enterprise platforms for development and maintenance of instructional resources as well as timely and responsive learning support services. Together we enrich the interaction between faculty members and students, and strive to provide resources to maximize their individual productivity whether in the office or off-campus.

→ **Key to empowering researchers**

Researchers require the propagation and maintenance of assets and the delivery of services specific to the research enterprise. This applies in such areas such as: monograph, journal and electronic information and knowledge resource collections; museum collections, services and database development; and publishing and scholarly communication capability and personal knowledge acquisition. Together we will strengthen the ability of faculty/researchers to conduct and disseminate research, and contribute to the University’s reputation as an internationally recognized research-intensive institution.

→ **Key to extending the knowledge base**

We are sought after and valued partners in strategic alliances, partnerships and commercial contracts that are reciprocally beneficial, such as: collaborations or other multi-institutional alliances; the Netera Alliance; The Alberta Library; Council of Prairie and Pacific University Libraries; Canadian Heritage Information Network; Canadian Initiative on Digital Libraries; Canadian Association of Research Libraries; the Virtual Museum of Canada; Canadian National Site Licensing Project; WebCT; Quality Color Inc; and TELUS Alliance. Together we provide and enjoy advantages of collaborative processes and managed external relationships.

→ **Key to enabling effective and efficient practices**

Campus constituents require an environment of mutual understanding. We are characterized as: exemplar in communication; effective stewards of the resources entrusted with us; efficient administrators; deserving of stable and appropriate resource allocations and investment in innovation; attentive to human resource issues and workforce development; creative in developing business relationships and practices; respectful of academic cultures and protective of information and personal privacy; timely and responsive in all interactions; and, continuously improving by way of rigorous assessment. We are accountable for overall performance and continuous monitoring of our strategic initiatives, objectives and directions to ensure success in meeting expectations.

Learning Services is unique in that we have no one primary client. Students, faculty, researchers, staff and in essence the entire campus community are our clients, each with different but equally important needs and priorities. Thus, our services are necessarily varied both in type and scope. With reference specifically to the areas of information access, technology, resources, dissemination, and protection, LS has identified three (3) core activities:

- **Knowledge/Skills Transfer and Service Delivery**
Rationale: Service delivery to faculty, students, staff as well as to communities outside the University is the most recognized and fundamental of our activities. Each service interaction is an opportunity and a momentary experience that contributes to the success of our clients and the University’s reputation, thus, must be treated as such.
- **Asset Stewardship and Infrastructure Service and Development**
Rationale: Appropriate facilities are an essential and integral part of Learning Services operations. They provide venues for the delivery of service as well as for accommodation and protection of assets.
- **Resource Management, Planning, Communication and Assessment**
Rationale: Administrative strategy may be summarized as good corporate citizenship, which is striving to ensure that operations are effective, efficient, and economical in accordance with University requirements,

sound business practices and human resource strategies, and ethical management standards. Balance will be sought between extent and quality of administrative activities against cost to optimize efficiency.

3.5 Scope

Learning Services can be defined within the context of a “knowledge common” with aspects both physical and virtual. This information rich environment has the content, the access, the tools and the services along with the underlying technology demanded by students, teaching faculty and researchers.

The extension of the existing “Knowledge Common” as a portal that melds together exciting resources such as the virtual museum “Where Wonder Meets Wisdom”, the digital library initiatives, including a variety of electronic products and the newest initiative “Peel’s Prairie Provinces”, the virtual “Bookstore of the Future”, digital publishing, WebCT courses, with the service and technology that bring these resources to life. This enriched learning support environment is enhanced by a broad range of information literacy programming. The students of the future will certainly know how to use technology, but they will need assistance in using information effectively. Specific programming is directed to enhance the “first year experience” and to acquaint those in the latter years of their secondary education with the University information experience. Imagine entering “your information environment” through a portal that directs you to those tailored information resources and services that are directed to your learning, teaching or research needs. If the University is to improve its ranking, then this transformation of the traditional information resource environment must become reality.

While the virtual environment has come to fruition our traditional tangible and physical resources, including the rich library, museum and archival collections, continue to be the pillars of our information environment. These resources will endure over time and contribute to the ongoing prominence of the Uof A as a research institution. We have been fortunate in receiving numerous gifts and donations of material to enhance these collections. We are a trusted repository of valued collections for the community. We are also fortunate to be a member of “The Alberta Library” and thus a partner in the “Lois Hole Library Legacy Program” which promises to further develop these collections. Adequate space to house these collections and adequate facilities for the services that provide access and facilitate use of these collections continues to be paramount. LS is committed to utilizing space to its fullest potential. Opportunities for consolidation have been identified.

In advocating the effective use of information we are cognizant of the responsibilities associated with using and safeguarding that same information. FOIPP is a fundamental responsibility of LS. We are continually negotiating and reviewing site licensing agreements to ensure compliance with licensing requirements. As the academic community finds new and expanded uses and users for this information, LS finds this task more daunting. While LS has administered the Cancopy agreement since its inception on campus, an expanded Copyright service is essential to provide guidance and balance to the complex and ever-changing copyright arena where the risk of litigation must be balanced against the risk of foregone knowledge.

Finally, through the creative use of strategic alliances, partnerships and consortiums with the private sector, the government and the community, we have expanded our reach, enhanced the reputation of the University and enlarged the breadth and diversity of our services.

While interdependent and interwoven in the provision of services, LS units are distinct cost centres. Financial accountability is delegated to each unit and ultimately to the divisions in each LS constituent. In aggregate, LS manages budgets of approximately \$58 million. A distinct legal entity, wholly owned by the University, UDI operates as an ancillary within LS with gross revenue of \$60,000. The Bookstore, a true ancillary within LS, has gross revenues in excess of \$25 million. The Libraries, and related entities have a base budget of almost \$29 million as well as ‘Access’, endowment, and other special funds and envelope funding at their disposal. Connected to the Libraries but operating as a “cost recovery” entity is the Knowledge Common/TTC with a budget of \$ 51,000. UIE, comprised of the base budget entities, MACS, University Press, Archives and FOIPP has a total base budget of over \$1 million. These entities also actively seek and benefit from grant and trust funding. UIE also has “cost recovery” operations with a budget of \$ 350,000 that subsidize the operation of the University “carding” operation – ‘ONEcard’. The Office of the AVP with base operating resources of \$321,000 administers the funds for the IRE technology envelope of \$1.3 million and provides direction, coordination and shared common services for the entire LS “family”. Irrespective of the source of the funds, the size of the unit and amount of resources available for operation, LS works effectively as one portfolio to provide transparent and seamless support and services that the campus community has come to expect.

IV. AREAS OF EXCELLENCE

Attention to the stated goals and initiatives of the University, and of the aspirations of its constituent faculties, departments and administrative units, has always been and continues to be key to the evolution of the 'Learning Services' (LS) portfolio. Whether providing leadership in the development of products and services, whether recognized as innovative in terms of effective performance, or whether acknowledged for personal contributions to scholarship and professional development, we have in the fulfillment of our institutional mission coincidentally been recognized regionally, nationally and internationally for excellence. The following are only exemplars of such accomplishment.

PRODUCTS AND SERVICES

Students and faculty enjoy access to information resources heralded as outstanding within a North American context. Our library, with holdings approaching 10 million items, ranks second in Canada, and 26th in North America in the rankings published by the *Chronicle of Higher Education*, moving from 34 in 1993/94 to its current ranking just below the top quartile among the thousands of post-secondary institutions. Our collections of specimens, artifacts and works of art—collections that number over 17 million pieces in total—is one of the finest university-based research collections on the continent.

Size of collections is but one measure. The innovative services that we have been developed to enable access to information resources, or our inventive use of technologies that enhance retrieval of information resources for the benefit of clients have attracted national and international acclaim. The use of technology, and its innovative reputation is recognized by such awards as: the GIGA Information Group's '**Gold Award for Excellence in the Application of Information Technology**'; the *Information Today* '**Award for Innovative Technology**'; and, the Ernst & Young/ITAC '**Canadian Information Productivity Award of Excellence**'. Of particular note also is the LS contribution in information literacy programming. Our awards, received as acknowledgment of institutional best practices, underscores LS leadership in fostering the information access, productivity and information literacy of students and staff. With the on-going activities and capabilities of the 'Technology Training Centre' and the 'Knowledge Commons' we anticipate enhancing our profile in these key areas.

CANADIAN UNIVERSITY RESEARCH LIBRARIES IN NORTH AMERICA (1999-2000)		
UNIVERSITY LIBRARIES	CANADIAN RANKING	NORTH AMERICAN RANKING
UNIVERSITY OF TORONTO	1	3
UNIVERSITY OF ALBERTA	2	26
UNIVERSITY OF BRITISH COLUMBIA	3	34
MCGILL UNIVERSITY	4	58
YORK UNIVERSITY	7	85
UNIVERSITY OF WESTERN ONTARIO	5	83
UNIVERSITÉ LAVAL	8	96
QUEEN'S UNIVERSITY	9	105
UNIVERSITY OF SASKATCHEWAN	10	109
UNIVERSITY OF MANITOBA	6	84

Similarly, we are recognized throughout the continent as a model of specimen and artifact resource management. And, we have an outstanding programming reputation amongst our peers and within the general community. This has been recognized by such awards as the Alberta Museums Association '**Award for Outstanding Contribution**' (on three occasions), Industry Canada's '**Order of Merit and Industry**', Museums Alberta '**Recognition of Contribution Award**' and most recently the University of Alberta's '**Board of Governor's Award of Distinction**'.



The University of Alberta currently ranks one worldwide, as acknowledged by the rigorous assessment by Sun Microsystems prefatory to their announcement of the University as a 'Centre of Excellence in E-Learning'. Numerous attributes account for this ranking, such as the development and delivery of e-learning by way of the WebCT application. But fundamental to this industry designation has been LS development of digital object repositories for e-learning material, virtual museums and digital libraries, collectively providing the foundation for the University's SunSite initiative. In this regard, we are becoming recognized as a leader in digital content representation. And, to this can be added accolades associated with our contribution to BELLE (Broadband Enabled Lifelong Learning Environment), a project to increase the accessibility and usefulness of Canada's searchable database of multimedia content.

LS units have received recognition for furthering information resource sharing and service development by way of founding or co-founding such collaborations as: the Netera Alliance, the TELUS Alliance, the Health Knowledge

Network, NEOS, The Alberta Library, and the Canadian National Site-Licensing Project. All these initiatives contribute to the University’s reputation as a leader in Canada in support of the use of innovative, cooperative approaches in support of teaching, learning and research.

Scholarly communication and dissemination of knowledge and information products is key to the mission of LS. Our capabilities are acknowledged to be outstanding among their national peers.

We lead in providing products and services as contribution to scholarship and professional development. Successful scholarly publisher is associated with many factors, but of vital importance is the ability to develop a positive reputation. We have repeatedly proven ourselves, as demonstrated by the number of awards won. Over the past decade we have received **fifty-five (55) awards, thirteen (13) in 2001 alone.**

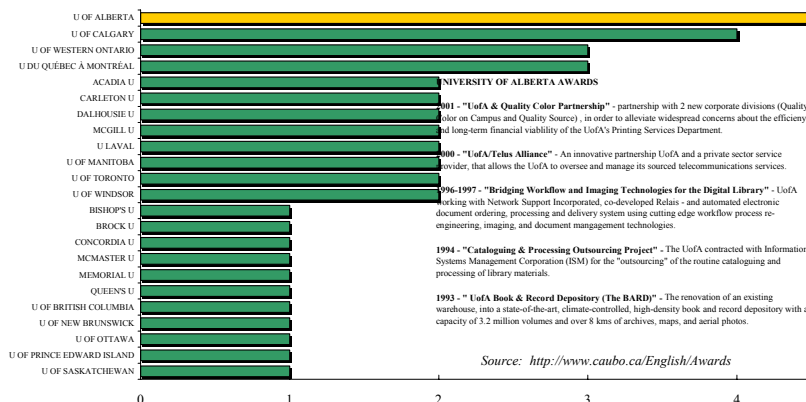
Finally, we command the attention of the national retail bookselling community. For three consecutive years (1996, 1997, 1998) we have been awarded the Canadian Publisher’s Council’s ‘**Western Canadian College Stores Association Bookstore of the Year Award**’, given to exemplify “. . . customer-oriented, supplier-supportive . . .” services. In 2000 and again in 2001 the Canadian Booksellers Association awarded us the national ‘**Libris Award**’ as ‘**Bookseller of the Year**’. And also in 2001 the inaugural Canadian Publishers Council ‘**Bookseller of the Year**’ for industry leadership was given to the University of Alberta.



EFFECTIVE PERFORMANCE

While innovation in the creation and delivery of products, services and facilities has underscored the LS contribution to the University, its drive for the effective stewardship of resources and its creative development of business relationships has brought recognition and acclaim from across the country. The University has been the recipient of five CAUBO ‘**Quality and Productivity Awards**’, ALL for initiatives associated with LS.

CAUBO QUALITY & PRODUCTIVITY AWARDS (1993-2001)



CONTRIBUTION TO SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT

Institutional recognition and reputation is the product of individual and collective initiative of people. LS is “indisputably recognized” through the personal and professional accomplishments achieved by its staff. Because of these accomplishments we have received many accolades from campus clients. In addition, LS staff has been the recipients of external honors, medals and recognition from appropriate national and international scholarly and professional associations. These same associations, for advice and counsel, seek out our staffs who have all contributed back to those communities by way of participation in leadership roles, fostering the growth of capability in their professional fields. At the same time they have brought back to the University opportunities that have continued the cycle of LS innovation and excellence. The University of Alberta is truly unique in its ability to boast about the ubiquitous achievement of its LS staff when comparing with other institutions.

IV. FORCES AND SOURCES OF CHANGE

5.1 Description and Outlook *(See also Appendix 9.3)*

The very nature and composition of Learning Services (LS) implies a portfolio familiar with rapid change. These changes to our operational environment are always opportunities to enrich the teaching, learning and research environment on campus, but are never without ensuing costs and fiscal challenges. LS is responding to changes in our audience – who we support, in what we support, in how we provide support, and in our ability to provide support.

Learning Services is experiencing a more sophisticated audience. Today's students and new faculty have "grown-up" with technology and expect it to be a way of life at the U of A. Increased enrolment, new programs, new facilities and new faculty all require an increase in both the amount of support and the diversity of services which we provide. This growth and sophistication comes with a cost, but presents opportunities to change traditional delivery models and embrace the technologies of the future.

The diversity of the university community and the encompassing direction adopted by the U of A has resulted in a broadening of what we support. Our efforts, which compliment the University's increased emphasis on the research community, imply new and different resources and services to meet their unique needs. Similarly, increased targets for both undergraduate and graduate enrolment impact the nature of services offered. In particular, graduates demand differing levels of access, resources and applications to support their learning and research endeavours. Teaching and learning now demands the use of new technologies and support for these technologies at an increasing rate. Because our relationships with the internal and external community are a priority, indeed in many instances an obligation, services must match these specific needs as well.

Our ongoing ability to provide the desired services and support is constrained by the burgeoning deferred "infostructure" maintenance issues facing the portfolio. In years of funding cutbacks LS areas were deprived of the funds to maintain the "infostructure". Since that time funds have not been sufficient to mitigate this escalating replenishment issue. One time funding sources have exacerbated the problem in that they have allowed the acquisition of the underlying technology without funding for renewal. LS has undertaken a risk assessment and formulated a plan to restore and replenish its aging technology.

Collectively these changes necessitate and present an opportunity for resource realignment. LS will ensure all available resources are deployed most effectively and most creatively to address the challenges of the future.

5.2 Internal/External Forces

Like our faculty counterparts, LS encounters many challenges and opportunities presented by internal policies and sources of change and by external forces. While the 'sources and forces' of change may be universal and consistent across campus, the interpretation of these changes, the impact and type of response may be very different for LS.

Policies and Framework

Some of the existing institutional policies, practices and beliefs have been slow to respond to the growth and new technological world in which we operate. A number of these policies beg an opportunity for review, discussion, clarification and renewal to provide direction for support services in our robust teaching, learning and research environment.

- **Priorities and Expectations**

The breadth and depth of programs, areas of research, community support and other initiatives continue to expand. While the University clearly strives to be recognized for defined "Areas of Excellence" there is no clear indication that academic services, such as those offered by LS, should be directed and prioritized to these areas. The expectations of the campus community are that LS must provide adequate timely support for all endeavours. The dissonance between providing exemplary, robust services to key areas of excellence and providing some level of services to a continually expanding and diverse community presents an ongoing challenge for LS.

- **Museums and Collections**

As part of the ongoing commitment to teaching and research, the University has acquired art and numerous other artifact collections. In accepting these collections, the University has a fiduciary responsibility to safeguard, maintain and provide reasonable access to these resources. The University has not adequately

recognized the costs and resources associated with this responsibility. Many of the collections are at risk. The University enjoys a unique opportunity to participate in the provincial government's centennial project to provide a new, 'world class' museum. This venue would cost-effectively address our responsibilities as they relate to collections and provide a permanent opportunity to use these collections in teaching and research. The University must first make a decision as to whether these collections are important and significant to research and teaching and whether or not our museum and collection activities should be sustained and supported. Then, we must determine whether we want to invest the resources to further this provincial opportunity or find other acceptable solutions to mitigate our responsibilities for museum and collection services.

- **Access**

The demand for ubiquitous access to information resources continues to grow and is satisfied through the provision of electronic media. Electronic resources offer many advantages for access and provide the capability to efficiently respond to the needs of a diverse and growing user community. The U of A strives to be "indisputably recognized" as a premier academic institution. This implies that information resource collections in traditional formats must be maintained and preserved for future access. The U of A will be forced to make a choice between providing immediate access for many, and attaining indisputable recognition for the breadth and depth of permanent information resource collections unless sufficient funding is available to attain both of these directions.

- **Service Ethic**

The University has established the Bookstore as an ancillary operation with the expectation of profitability. The expectation of profitability implies that the organization should have the ability to make business decisions that ensure this end. However, the Bookstore also has a mandate to provide a service to students, and has as part of this service mandate a restriction on textbook margins. This service mandate is in direct contradiction to a profitability directive, and was recently highlighted as so by the Provost's 'Bookstore Task Force'. The restricted market and inability to compete off campus further impedes the attainment of the profitability objective. In an attempt to reconcile these two directives, the Bookstore has adopted a "breakeven" philosophy and has minimized textbook margins.

- **Collaborations**

Both the provincial and federal governments and the University itself have encouraged inter-institutional collaborative efforts to lever funds for the acquisition of information resources and the underlying technology. While this funding has alleviated some financial pressure and presented opportunities for alternative access and delivery mechanisms, the maintenance of these collaborative relationships has its challenges and costs. The longer-term cost to maintain and enhance these relationships is now evident and is the responsibility of the institution. While the collaborative ventures provide enhanced ability to acquire resources, they often limit our ability to respond and change direction.

- **Space Constraints**

Learning Services requires appropriate space to provide integrated services and to safeguard those assets entrusted to the portfolio. For example, space to house the vast collection of art and to provide the capacity for a viable art loan program has been lacking. In other instances the space is inappropriate or in need of refurbishment and reconfiguration. Over time, the libraries have done some modest renovations, however, significant investment is still required to enhance the existing "knowledge common" facility and transform additional traditional space to more user responsive areas and respond to student and faculty demand for expanded electronic services.

- **Private Sector and the Academy**

In many instances LS and the U of A have benefited from partnerships with the private sector. These partnerships have allowed us to obtain technology and resources which otherwise would have been unattainable at the time. The academy continues to view any private sector business relationships with suspicion. LS must continue to seize these opportunities to enhance information services capability and advance the technological plan for the U of A. LS acknowledges a responsibility to pro-actively evaluate these partnerships and to ensure there is a mechanism to assess the long-term costs and benefits to the institution in an attempt to garner the support of the academy.

Growth

- **Enrolment**
- **Faculty Renewal**
- **New Programs and Buildings**
- **Research Growth**
- **Space and Cyberspace**

Singularly, institutional growth is the factor that most impacts the future operational decisions of LS. The growth in enrolment (graduate 7.0%, undergraduate 5.8%) from 1998 to present and the anticipated growth of approximately 2.5%/year (graduate) and 4%/year (undergraduate) impacts all of the services in LS. In past, this growth has been largely without incremental funding for support. Growth in enrolment implies growth in demand for information resources and services. Growth in enrolment necessitates that more “cyberspace” for our ever expanding virtual products and services. Changes to the composition of the faculty and programs require expanded and different resources. The increased emphasis and growth in the depth and breadth of research brings a unique and expanded support requirement.

Renewal and Deferred Maintenance

- **Aging Technology Infrastructure**

As noted previously, it has become imperative that we address the needs for renewal of the technology that underlies the provision of information resources and services. It is paramount that funding be sufficient to implement an ongoing plan for regular replenishment. In the absence of such funding, the inherent risk of substantial failure is imminent.

Workforce

- **Wage Rates**
- **Retraining and Skills Acquisition**
- **Demographics**

Essential to the provision of responsive and client centered service is a healthy, committed and skilled workforce. Renewal of this workforce will be paramount as the demographics suggest that retirements will be prevalent in the next decade. For example, 52.7% of the Librarians are age 50 and older. This is indicative of the trend throughout LS. The attraction and retention of new staff and succession planning is essential. However, the wage scales and external competition continue to be an impediment. It is difficult to attract and retain highly skilled individuals in the fields like librarianship. Competition is fierce. Compensation has not kept pace with the marketplace. The rapid change to the technology environment has left a skills deficit. In many instances this deficit cannot be simply rectified by retraining. Entirely new skill sets are required to provide the services demanded in today’s environment.

Financial

- **Inflation**
- **Value of the Canadian Dollar**

The cost of acquiring scholarly publications continues to rise. While inflation has been suppressed in the last several years through the negotiation of innovative contracts with vendors, the Library is projecting inflation rates of 6 – 14% in the next four years. This is consistent with the findings of the Association of Research Libraries (ARL) which indicate that in the last 15 years, serial prices throughout North America have increased 226% and monograph unit costs have increased by 66%. (See Appendix 9.2) Vendors’ attempts to recover their investment in research and development and changes in licensing policies by these major vendors have resulted in dramatic increases in software and licensing costs. Estimated annual growth of software licenses is 20% per year.

The continued under-valuation of the Canadian dollar further impacts purchasing power. As the Library purchases 80% of journals from foreign sources, primarily in \$US, a 1 cent change in the Canadian dollar relative to the US dollar results in a change in purchasing power of \$70,000 (June, 2001). The events of September 11, 2001 have suppressed the dollar and the timing of the recovery is uncertain and unpredictable.

Perceptions and Practices

- **Changing Expectations**
- **Fundraising capacity**
- **Overheads**

Various perceptions and practices impact the ongoing operational decisions of LS. In particular, changing societal expectations imply increased demand for the frequency and breadth of service. Society has come to expect “value” for investment and unlimited service and access. 24x7 access to services such as banking, entertainment etc. is available. Students and faculty expect this level of service in areas of access to information and literacy support. This has implications for service models and delivery mechanisms.

While LS has some capacity to find sources of external revenue to support activities, fundraising as a resourcing panacea for many LS activities is limited. Unlike the faculties, LS has no alumni and is largely reliant on private sector partnerships to generate alternative funding sources. Through alliances, like ‘The Alberta Library’, we are able to participate in promising fundraising initiatives such as the ‘Lois Hole Library Legacy Program’. Often the essential support services provided by LS are overlooked in identifying the need for research overheads. Government policy to restrict the payment of overheads for support activities has been problematic. We are optimistic that impending changes to legislation will improve our ability to obtain the necessary funds to provide the resources and the access to those resources demanded by the research community.

5.3 Technology

- **Moore’s Law**
- **Convergence**
- **Bandwidth**
- **Processing Power**
- **Security**

Technology is inherent in Learning Services. Any, and all technological trends and the resulting impacts are a concern to LS. These trends have been detailed in the University Budget Drivers document. Technology is rapidly changing. If the University is to be considered a world-class institution, then LS must provide the resources and access to those resources that would be expected in a technologically enriched world-class environment.

Enhanced software requirements will impact the predicted ratio of performance to price of computing equipment that, according to Moore's law, is expected to double every 18 months. LS will not remain current in software unless it renews hardware at least every 4 years. The University must increase its bandwidth by 20% per year in order to accommodate growing demands. The University’s response to this bandwidth demand will impact our ability to provide the service demanded by students, faculty and staff.

Internet activity around the world continues to increase at an exponential rate. According to the Nielsen/Netratings Report, the number of Internet users around the world reached 459 million people during the second quarter of 2001. The demand for connected devices and wireless technology has also grown exponentially. Wireless growth on campus is estimated to be 100% per year.

5.4 Competition

The Bookstore is continually challenged and expected to compete with ‘Chapters’ and other large retailers who choose to pursue the textbook market, generally unsuccessfully. While other book retailers can certainly market to students, the Bookstore cannot advertise off campus so they are limited in their ability to target and reach new and other markets. ‘Chapters’ has aggressively pursued the student market at the University of Alberta in past, and met with some success in luring students through online purchasing models and the promise of reduced prices. They have offered some deep discounts on certain products and have been prepared to absorb losses in attempts to gain inroads in this market place. However, overall their prices and delivery timelines have never proved collectively competitive.

Early indications suggest that the U of A Bookstore has withstood this pressure and retained and regained this market by minimizing margins on textbooks and ensuring prompt delivery of these items. Nonetheless, the

competitive nature of the book industry suggests that the Bookstore will be continually challenged to provide innovative services, timely delivery at competitive prices to a relatively confined market.

As libraries form an integral part of all universities, they are measured and ranked such that this ranking forms an important part of the overall rating on any institution, and this is a competitive activity. Thus, the relative position of the library as compared to other Canadian, North American and International academic research libraries is of paramount importance. Fortunately, the Uof A Libraries have ranked favorably in the past. However, the Libraries ability to retain and improve on that ranking is potentially limited by institutional decisions. Libraries of the future represent a physical or virtual learning commons with a wide range of integrated learning resources, services, and the underlying technology. In Canada, The University of Toronto, the University of British Columbia and the University of Calgary, in particular are vigorously pursuing this vision. Many of the large research libraries in the United States have also redefined traditional library service. If we are to remain “competitive” we must have the institutional direction and support to do so. If we are to maintain our comparative rankings, we must make transformations that will demand resources.

Regulatory

LS has the responsibility for ensuring University compliance with several significant legislative requirements, primarily FOIPP, Copyright, Cultural Property, the Trademark Act, and the Electronic Transactions Act. Any changes to legislation and regulations directly impact the breadth and type of service we deliver in these areas. Other regulations impact the ongoing management and service decisions made throughout the portfolio.

FOIPP

- Compliance with FOIPP legislation will be an ongoing and permanent requirement. The protection of privacy is proving to be as onerous a requirement as the freedom of information. Impending legislation relating to electronic transactions and the security of information will have further responsibilities and potentially additional costs for the University. Because the legislation is relatively new (1999), it is unlikely that we have felt the magnitude of its impact nor are we able to fully assess the demand for this service.

Copyright

- With the advent of the Internet and the accessibility of resources and information electronically, copyright requirements have an added dimension. Increased use of easily obtainable electronic material for course preparation and program design carries with it the increased burden of the legislation. This includes the role of the University as Internet provider. Traditional agreements such as CanCopy do not cover the breadth of resources used in today’s teaching and research environments. Furthermore, the collective agreement for faculty speaks to copyright and imposes responsibility for compliance. At present, the University is at severe risk.

Trademark Act

- The rapid growth of the Internet has resulted in significant gaps in Trademark law which are slow to be filled, but are likely to be onerous. In response to legislative deficiencies, processes have evolved to provide order and guidance in areas such as domain names. However, this and all other related processes are inefficient, costly and insufficient to provide timely, reliable, and enforceable results.

Cultural Property

- Museums and Collections Services must comply with certain federal, provincial and international laws that govern their collecting activities. Some are requirements of international conventions while others are ethical standards recognized by the museum practitioner's professional organization. Compliance maintains the integrity of the University’s museums and collections and build public confidence in our collecting activities.

Electronic Licensing

- Recent court decisions in the United States and Canada suggest that the way we use electronic licenses to obtain access to a variety of electronic products will change significantly. Electronic subscriptions and licenses have provided an efficient and relatively cost effective means to provide timely access for many users to a packaged variety of electronic journals etc. It is unlikely that we will continue to enjoy these efficiencies in the future.

Library Statistics and Reporting Changes

- The Library's ranking (ARL, CARL, Maclean's etc.) and thus the overall evaluation of the University as a premier teaching and research institution is impacted by our information resource expenditures and the collection of statistical data and the resulting response to the various surveys. Changes to the collection and reporting requirements will reflect the increasing trend to provide electronic access to information and collections. In addition, it is likely that the new measures will assess overall library service and quality including the capacity and robustness of both physical and virtual learning commons within the library. Our ranking will be impacted both by our decisions and ability to purchase sufficient material in both traditional and electronic formats, by our ability to create and manage the new vision of the library as a learning commons, and by our ability to collect and report on these expenditures.

Government Funding Restrictions

- Learning Services has been the recipient of government envelope funding for the implementation of new and enhanced technology and for collaborative ventures in shared technology developments and electronic resources. While this funding has proved invaluable in obtaining technology and furthering collaborations with other institutions both within the province and beyond, it is only one time funding. The new capital and collaborative commitments that have ensued have become part of the deferred maintenance issue and have inherent operational difficulties in that traditional operating budgets are not sufficient to support the renewal and ongoing maintenance of these technologies and resources.

Collective Agreements

- Learning Services operates ancillaries. These areas require that prudent, fiscally responsible business decisions be made to optimize operational viability. These units are often expected to be competitive and to respond to economic pressures in the same way that an external business would respond. The provisions of the collective agreements must always be considered and often impact the business case and limit the scope and timeliness of an ensuing decision. Because our competitors often are not subject to the provisions of a collective agreement, they are able to respond in a different way to financial pressures and economic challenges.

International Conventions

- The selection of vendors and the timely award of large, cost-effective contracts to vendors has been made more difficult because of regulations and agreements relating to fair trade and trading practices.

What About September 11, 2001?

VI. STRATEGIC INITIATIVES, OBJECTIVES, STRATEGIES AND PERFORMANCE MEASURES

CORE ACTIVITY: Knowledge/Skills Transfer and Service Delivery

STRATEGIC INITIATIVE 1: *Provide existing and new support services that will meet the needs of clients and attain the highest level of client satisfaction by utilizing best practices and innovation in techniques and service technologies.*

Objectives	Strategies	University Initiatives Supported	Key Strategic Initiative Performance Measure(s) and	Target
<p>1.1: Accelerate development of a culture focused upon service quality, timeliness, and innovation.</p>	<p>1.1.1: Create a validated service charter differentiated by client groups, on and off campus, articulating levels of service, with quality matched to extent and nature of the client base.</p> <p>1.1.2: Investigate options and implement solutions that will enhance our relationships with clients, ie CRM technologies.</p>	<p>1.1, 1.2, 2.1, 3.1, 4.1</p>	<ul style="list-style-type: none"> Faculty, researcher, staff and student satisfaction with the quality, innovation and timeliness of negotiated services. Attainment of committed service levels Extent of repeat interactions and referrals for services 	<p>70% or levels as negotiated in individual service charters</p> <p>95%</p> <p>To be determined</p>
<p>1.2: Acquire and provide access to information resource collections (print, manuscript, artifact, fine art, data, electronic mediums, etc.) and create and disseminate knowledge products that are responsive to the needs and aspirations of students and researchers, and available to the broader community.</p>	<p>1.2.1: Localize access to Statistics Canada data for social-science researchers by housing and operating the Research Data Centre in partnership with Statistics Canada.</p> <p>1.2.2: Enable the development, implementation and presentation of collections to the campus and the community by acquiring and/or upgrading the underlying hardware and software, including the renewal of the integrated library system.</p> <p>1.2.3: Acquire or provide access to information in physical collections based on consultation with users, employing accepted library, museum and archives collection development and access strategies and practices, including access provisions.</p> <p>1.2.4: Acquire or provide web-enabled and electronic access to information resources in a 24/7 model, including the continuation of the transition from physical texts and objects to electronic resources.</p> <p>1.2.5: Develop, maintain and communicate policies and procedures that address both ongoing and new collections issues, concerns and practices and deliver required advisory services ensuring that expressed needs are met, within resources available.</p>	<p>1.1, 1.2, 1.3, 2.1, 3.1, 4.1</p>	<ul style="list-style-type: none"> Maintenance or improvement in relative library ranking in Maclean's and ARL Increased compliance with copyright legislation, and acceptable usage policies. Increased benefit/leverage for resource costs (through alliances and partnerships) Increased traffic to digital objects repository. Reduced risk of technology failure Improved relative currency of technology infrastructure 	<p>2nd Maclean's, 26 ARL</p> <p>TBD</p> <p>Increase benefits by 15% or reduce costs by 15%</p> <p>20-25%/year</p> <p>tbd</p> <p>tbd</p>

	<p>1.2.6: Establish the ‘Art and Artifact Collection’ as a major teaching and research resource nationally and internationally.</p> <p>1.2.7: Publish and make available to the broader public, research generated by University of Alberta faculty, as well as scholars worldwide.</p> <p>1.2.8: Contribute to the variety and diversity of cultural expression in Canada by publication and dissemination of selected creative works.</p> <p>1.2.9: Provide an IR environment that supports research initiatives in all University acknowledged fields of study and yet promotes the concept of collaborative approaches and self-service. This support should accommodate individuals (where economies of scale can be found), as well as supporting cross campus and regional/national/international initiatives.</p> <p>1.2.10: Ensure student course related materials are ordered promptly, obtained quickly and sold.</p> <p>1.2.11: Sell appropriate software and hardware to support the teaching/learning experience.</p>			
<p>1.3: Contribute to the success of students, faculty and staff by providing tools, training, enquiry support, educational opportunities and other services that appropriately contribute to individuals’ acquisition of knowledge, skills, and competencies within the context of information services.</p>	<p>1.3.1: Provide an accessible and reliable environment for online learning, and associated learning information resources.</p> <p>1.3.2: Ensure adequate learner support and timely use of information by providing tools and enquiry support services through the operation of the Knowledge Common and underlying instruction through the Technology Training Centre.</p> <p>1.3.3: Expand copyright clearance and trademark registration, administration and promotion services to enable instructors, faculty and staff to create multi-media courses, digital content, etc. Build campus awareness of intellectual property issues, obligations and opportunities.</p> <p>1.3.4: Manage volunteer programs and deliver support services to collections campus-wide.</p> <p>1.3.5: Provide on-campus productivity technology training, including on-line courses to students.</p>	<p>1.2, 1.3, 2.1</p>		

	<p>1.3.6: Deliver learner-responsive information resource services, including reference and circulation, focusing the use of personal contact on higher-level consultation and exceptional circumstances and moving toward self-service and automation of routine functions including developing chat-room environments.</p> <p>1.3.7: Produce and distribute the official University of Alberta identification ONEcard and develop and maintain interfaces between the end-user and the resources necessary for a productive campus life.</p> <p>1.3.8: Ensure the availability of responsive and competitively priced printing and printing services to campus.</p>			
<p>1.4: Work to assure that all students receive introduction to basic information literacy concepts and skills and assist the campus to understand the ethical aspects of utilizing knowledge and information with a particular focus on electronic and digital materials.</p>	<p>1.4.1: Deliver ‘Information Literacy’ instruction, both in-person and through the Web (with a focus on the first year student).</p> <p>1.4.2: Integrate ‘Information Literacy’ programming into appropriate curricula, including summer camps for incoming first year students in productivity and ‘Learnware’ applications.</p>	<p>1.2, 1.3</p>		
<p>1.5: Expand the reach of our assets, services, expertise and reputation, by leveraging participation in strategic business alliances, inter-institutional partnerships and community connections where interaction with municipal, provincial, national and international organizations or communities benefits the institution.</p>	<p>1.5.1: Enhance collaborative undertakings, with mutual benefits, with established multi-university, regional and national councils and coalitions.</p> <p>1.5.2: Participate in regional (eg. COPPUL, TAL) and national programs (eg. CNSLP) for site licensing, collection rationalization, preservation, metadata generation and overall enhancement of the scholarly resource base.</p> <p>1.5.3: Provide programs to access museums, collections, libraries and expertise through an engaging on and off-campus learning experience that removes barriers to post-secondary learning in partnership with primary and secondary schools.</p> <p>1.5.4: Explore partnerships with national retailers to expand product opportunities and reduce reliance on seasonal retail traffic.</p> <p>1.5.5: Continue to develop and manage the NEOS Library Consortium in order to enhance access to resources of value to students and faculty.</p>	<p>1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1</p>		

	<p>1.5.6: Work with the UofA/TELUS ‘Alliance Council’ to renew the Alliance relationship in terms of mission, mandate and processes to identify initiatives that support the University’s goals and strategies Based upon recommendations of the Alliance review.</p> <p>1.5.7: Pilot with the University of Calgary, as part of ‘Campus Alberta’, a collaborative project to review, index and respectively link subject specific Internet sites, beginning with health science disciplines within the common protocols of the ‘Health Knowledge Network (HKN)’, to scale the initiative to a broad range of additional disciplines.</p>			
<p>1.6: Demonstrate the extent and richness of the University’s knowledge base to campus, provincial, national and international audiences by providing web access to our collection holdings, and scholarly products and the knowledge inherent therein by way of integrated digitization initiatives.</p>	<p>1.6.1: Demonstrate the richness of the University’s capability in Western Canadian Studies by initiating a digital library site which creates a bibliographic catalogue as well as a digital library comprising all available western Canadian printed works.</p> <p>1.6.2: Create a virtual museum gateway, including the continued implementation of the MultiMIMSY database initiative to strengthen knowledge transfer between the University and select target audiences.</p> <p>1.6.3: Develop and initiate a Web-based digitization strategy for archival records focusing upon digitization of select documents, specific collections or institutional records of high research value.</p> <p>1.6.4: Consolidate and enhance web-based academic information products (1.6.1, 1.6.2, 1.6.3) by integrating “Peel’s Prairie Provinces” with “Where Wonder Meets Wisdom”, archival digitization projects, the virtual Bookstore and WebCT content to present a consolidated learning, teaching and research resource, as a virtual Knowledge Commons.</p> <p>1.6.5: Pursue partnership with the “Arts and Humanities Research Board” (UK) to expand the reach of and access to shared digital library services, as a P4K initiative/outcome.</p>	<p>1.1, 1.3, 2.1, 2.2, 3.3</p>		

<p>1.7: Develop models and secure resources to sustain and renew the information services infostructure, including the underlying technology infrastructure, and interfaces to information and knowledge resources and services.</p>	<p>1.7.1: Raise awareness and understanding associated with the risk of the LS aging technology infrastructure (hardware and software applications), and implement the strategy to sustain (replace, upgrade or migrate) that infrastructure. 1.7.2: Pursue relationships with the private sector to supply innovative instructional technology and software such that these programs will be a showcase for innovation in information literacy instruction. 1.7.3: Develop, with technology partners, a business case that provides the capital resources to upgrade (replace) ONEcard capability, with attention to campus-wide compatibility issues. Implement the business case. 1.7.4: Determine and implement the best portal strategy for “<i>My Knowledge Commons</i>”, by working with campus stakeholders and strategic technology partners.</p>	<p>1.1, 1.2,1.3, 2.1, 3.1,3.3,</p>		
<p>1.8: Create the capacity to be proactive in innovation as it might relate to new or enhanced service delivery or information products.</p>	<p>1.8.1: Be attentive to product/service research and development by way of campus consultation, conferences and participation in beta testing opportunities. 1.8.2: Conduct a service pilot project in partnership with HRDC to assess virtual reference in a collaborative model (with the University of New Brunswick) with the possibility of expanding the collaboration to other post-secondary institutions provincially, regionally or internationally. 1.8.3: Organize, in partnership with the Students’ Union, a “<i>Bookstore of the Future</i>” Symposium. 1.8.4: Enhance course material Website with student/professor textbook review. Enhance course list capability. 1.8.5: Utilize the capacity of the TELUS Centre by managing the rental of the facility for corporate and other conventions and events that fulfill the Alliance mandate for the center, showcase the technology and provide a positive revenue stream.</p>	<p>1.2, 1.3, 3.3</p>		

CORE ACTIVITY: Asset Stewardship and Infrastructure Service and Development

STRATEGIC INITIATIVE 2: Provide quality venues for service delivery, protection and preservation of collections (all mediums) and operational effectiveness.


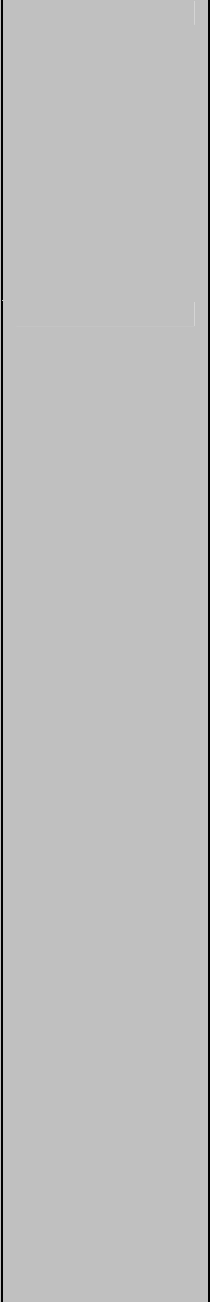
Objectives	Strategies	University Initiatives Supported	Key Strategic Initiative Performance Measure(s) and	Target
<p>2.1: Develop new museum through partnership with Alberta Community Development, Government of Alberta, which will unite the University Museums and the Provincial Museum of Alberta creating means for dynamic program delivery to many audiences in Alberta and beyond.</p>	<p>2.1.1: Lead University processes to ensure needs/requirements of faculty, staff and administration are addressed in new museum planning.</p>	<p>1.2, 1.3, 2.1, 2.2, 3.2, 3.3, 4.1</p>	<ul style="list-style-type: none"> • Student, staff, faculty and community satisfaction with venues. • Reduced waiting periods to access labs • Reduced incidents of collection damage. 	<p>70%</p> <p>10%</p> <p>95%</p>
<p>2.2: Ensure units have adequate operational premises to achieve maximum level of functionality, comfort, accommodation and aesthetics.</p>	<p>2.2.1: Complete space review and renovations for LS units to efficiently utilize available space to meet the needs of students and staff and to accommodate the provision of common and shared services.</p> <p>2.2.2: Complete plans and proceed with expansion of the 'Knowledge Common'.</p> <p>2.2.3: Identify and communicate to Facilities and Operations opportunities for consolidation of collections that would result in space saving efficiencies to benefit campus departments.</p>	<p>1.3, 3.1, 3.2, 3.3</p>		

CORE ACTIVITY: Resource Management, Planning, Communication and Assessment

STRATEGIC INITIATIVE 3: Model a coordinated approach to financial management, revenue enhancement initiatives, human resource practices, communication to campus, planning, and meaningful performance measures.

Objectives	Strategies	University Initiatives Supported	Key Strategic Initiative Performance Measure(s) and	Target
<p>3.1: Increase the alternative financial resources available to achieve LS goals and objectives.</p>	<p>3.1.1: Work with External Affairs to create capability to participate in the University’s ‘Century Campaign’, including the “Lois Hole Library Legacy Program”.</p> <p>3.1.2: Augment Bookstore financial performance through sale of high-margin merchandise.</p> <p>3.1.3: Continue to monitor and take advantage of funding opportunities, and as a result manage a sustainable portfolio of funds from diversified sources that allow a range of based projects to be implemented.</p> <p>3.1.4: Explore the potential for collective and cooperative access to external sources of funding for key LS initiatives and special projects and take appropriate actions to secure this funding.</p> <p>3.1.5: Review potential for revenue generation from LS activities where appropriate and for subsidization and cost-sharing of partnered initiatives and implement where appropriate.</p> <p>3.1.6: Increase annual title output and sales of published books and rights, both through careful selection of works for publication and aggressive marketing practices.</p> <p>3.1.7: Develop a mechanism and framework to ensure that Learning Services receives the appropriate share of funding for indirect costs of research as enabled by anticipated changes in federal government regulations on research grants.</p>	<p>3.2, 3.3, 4.1</p>	<ul style="list-style-type: none"> • Increased access to external financial resources • Improved staff satisfaction. • Leader of academic institutions in best practices as they relate to support services. • Reduction in privacy complaints and actions. 	<p>5%. In funds</p> <p>TBD after survey</p> <p>Top 3</p> <p>Reduce by 25%</p>
<p>3.2: Augment the shared service model for delivery of administrative services.</p>	<p>3.2.1: Amalgamate financial unit personnel into LS Shared Services.</p>	<p>3.2, 3.3, 4.1</p>		

	<p>3.2.2: Ensure cost effective provision of administrative and support services, where applicable, through a shared service model, including investigating the potential for shared software and related services.</p>			
<p>3.3: Adopt best practices as they relate to resource management and control.</p>	<p>3.3.1: Develop and recommend, seeking approval, a formal model to estimate consistently the support services required to support University growth 3.3.2: Undertake tracking, reporting and management of sponsored student purchases. 3.3.3: Review LS operations and identify opportunities where financial best practices and significant changes to procedures or practices could be implemented to improve operational efficiency and service delivery. 3.3.4: Work with other central units to take advantage of opportunities to streamline operations and improve workflow. 3.3.5: Explore opportunities for increased use of ONEcard technology in LS operations.</p>	<p>3.3</p>		
<p>3.4: Align budgets, organizations and practices to resource highest priority objectives and activities, as well as achieve operational efficiencies.</p>	<p>3.4.1: Continue to realign staff responsibilities to maximize functional efficiency, promote career development and facilitate cross training. Attention will be focused on required mediated services, and deploying self-service technologies to replace staff intensive, high-volume transactional activities. 3.4.2: Review quarterly ongoing financial performance of units against the stated goals, objectives and strategies, evaluate LS resource requirements and allocations. Review and identify resource deficiencies and realignment potential. 3.4.3: Identify operational efficiencies and cost saving measures, opportunities for consolidation and aggregation and new ways of delivering services, in particular for but not limited to administrative and support services. 3.4.4: Ensure that new initiatives are coordinated throughout the portfolio and ensure cost/benefit analysis, business case plans, or other reasonable indicators support resource requests.</p>	<p>3.2, 3.3</p>		

<p>3.5: Foster growth, development and relationships with staff.</p>	<p>3.5.1: Focus Director level attention on relations with staff associations. 3.5.2: Create mechanisms for recognition of outstanding and innovative individual and group performance. 3.5.3: Establish, in the context of a human resource plan, career development and/or recruitment plans to ensure that departmental complement of expertise, at all levels, remains current and matches campus service requirements.</p>	<p>3.1, 3.3</p>		
<p>3.6: Develop and coordinate communication strategies, both internally and externally, to ensure uniform communication channels, including development of a visual identity, an informative and dynamic web presence, and a purposeful communication of successes, and timely communication of issues and opportunities.</p>	<p>3.6.1: Develop and implement comprehensive plan to communicate with clients. 3.6.2: Create communication mechanism that reaches all LS staff, including the development of a Web-letter to identify developmental opportunities, wellness initiatives, etc. 3.6.3: Showcase on-campus and off-campus by way of community outreach, through appropriate mechanisms and venues (events, exhibitions, demonstrations, lectures), unique collections, and new services. As appropriate, herald individual and collective achievement. 3.6.4: Establish and help to foster good working relationships between the University of Alberta, its partners, and with the external community by implementing consultation strategies and providing clear and timely communications. 3.6.5: Implement an ongoing awareness program such that all decision-makers understand what is possible and at what cost. This is aimed to help visualize process improvement potential as well as radical change. 3.6.6: Coordinate and enhance the flow of information within LS, encourage the timely sharing of critical information and ensure the coordination and consistency of messages delivered to the campus community and external parties. 3.6.7: Develop a coordinated visual identity at the portfolio level that is indicative of the seamless services offered through LS.</p>	<p>4.1</p>		

<p>3.7: Develop meaningful performance measures and benchmarks to support LS management activities, including resource allocation and identification of superior performance.</p>	<p>3.7.1: Participate actively in the development of national and international performance ‘new measures’ for libraries. Educate community as to impact on current rankings. 3.7.2: Develop internal/external benchmarks and activity measures to monitor progress towards efficient performance and completion of activities. 3.7.3: Review performance measures, benchmarks and performance against these measures and benchmarks in achievement of LS goals and objectives and review of their appropriateness.</p>	<p>3.3</p>		
<p>3.8: Ensure compliance of the University community with legislative requirements such as FOIPP, Electronic Transactions, Copyright, Trademarks and Cultural Property legislation.</p>	<p>3.8.1: Ensure institutional compliance with copyright legislation as it applies to print, audio visual and other relevant formats by working through licensing agencies if applicable, in any case facilitating compliance. 3.8.2: Ensure institutional compliance with ‘Freedom Of Information and Protection Privacy’ legislation in a context of providing support services, including the development of policies, of the highest quality to the departments and individual members of the university community. 3.8.3: Develop policies and programs to protect internal University information assets (including external obligations to licensors), balancing legitimate access with privacy considerations, and creating capacity within the ‘Information and Privacy Office’ (IPO) for an Information Security Manager.</p>	<p>4.1</p>		

VII. RESOURCE PLAN

Strategy

The LS resource plan has been developed in consideration of the information presented in the 'Assumptions' and 'Forces and Sources of Change' sections of this document. In particular, LS is aware of the overall resource limitations of the University. In this respect we have not only reviewed and evaluated all of our existing activities, but have prudently scrutinized and minimized the funding requests for each new initiative, objective and the ensuing strategic direction that we have proposed. Before identifying a new resource requirement, we have reviewed our own internal ability to provide resources for the initiative. We will pursue all opportunities to share services throughout the portfolio and recognize and utilize excess capacity efficiently. We continue to streamline and consolidate our internal administrative services and to reallocate funds internally to areas of priority need. However, in some instances, particularly in year one of the planning cycle, we have urgent requirements. We have not shown the financial results of our internal redeployment of resources from direction to new direction nor from area to area as this would make the presentation unduly complicated and difficult to understand in aggregate.

In recognition of the University's focus on strategies and outcomes, LS has prepared an integrated resource plan for the portfolio. Most frequently, the delivery of information services and products to the campus community is only attained through the cooperative efforts of several portfolio constituents. Strategic directions are not mutually exclusive to any single portfolio constituent but will only be achieved and strategic initiatives will only be realized through the contribution by various LS areas. Thus, it follows that resource allocations should be linked to the initiative and in turn distributed internally in proportion to the area resource requirement. To ensure that resource allocations are appropriate LS is developing a comprehensive set of activity measures to underlie and supplement the performance measures contained in this document. Individual LS units will have measures that can be used as indicators of their contribution and their effectiveness in performing services and providing goods in the attainment of strategic initiatives. In this respect, LS is moving toward implementation of activity based budgeting. The outcome focused model of budgeting and resource management is a departure from our traditional focus on inputs. This new model affords LS flexibility and the opportunity to utilize resources most effectively, and assign resources to priority needs. This outcome-focused model also supports the principles of accountability and the delegation of authority.

Infostructure Renewal – Deferred Maintenance

Learning Services (LS) delivers information and knowledge resources, underpinned by accompanying services, and information and knowledge products across campus. The underlying technology, which forms part of what LS appropriately refers to as 'infostructure' or access technologies, represents a substantial investment for an increasing number of information enabled capabilities that are necessary conditions to the achievement of the University's vision and mission. The primary custodians of these capabilities are LS divisions.

Technology intensive services and the rapid growth in digital information and knowledge formats are placing severe pressures on our facility to meet user needs. The 'infostructure', if robust and current can enable our ability to create virtual space knowledge environments that will increasingly be the determinant of our national and international peer rankings. If not robust and current it will severely inhibit our intentions. The ability to build substantial new value into the existing product and service model by way of individualized information and knowledge environments is being badly prejudiced, as is our ability to support new and alternate learning paradigms.

For a number of years the LS capital requirement has been under funded. We have coped by stretching and redeploying equipment. It has made a difficult situation one that is now approaching a crisis. The reality of this crisis will be illustrated by an increasing number of incidents that will cause dislocation in the learning, teaching and research activities and will cause embarrassment and damage to the image of the institution. The aging technology infrastructure that supports the information resources and services content must be renewed. The extent of this deferred renewal problem has been exacerbated by the one-time and envelope funding received for new technology initiatives. While addressing immediate needs, this funding has not contemplated the relatively short useful life of most technology.

Because "infostructure" has traditionally been relatively expensive, it has often been treated like familiar tangible, capital items, such as buildings or facilities. While its cost is often significant, its useful life is not comparable to that of a building or facility that have a useful life of 20 years or more. Furthermore, because we do not follow GAAP, depreciation is not recorded. Thus, we are not often cognizant of the life span and cost of replenishment. To partially address these challenges in the future, we have determined that resource requests for new technology will be for permanent funding instead of one time funding. Because technology is unlike other typical capital items that often have useful lives of 20 years or more, it is no longer reasonable to treat new technology acquisitions as "one time" or "capital" funding

requests. In most instances we would request base funding in an amount equal to the depreciation that would be taken in one year if the capital cost was amortized on a straight line basis over the useful life of the technology.

The risk of technology failure, in some instances, has reached a critical point and is imminent. In particular, the renewal of the integrated library system is paramount. The vendor for the existing system that is 10 years-old, has gone out of business and an alternate company has assumed the customer base. However, the existing system will not be supported in the future and a limited time is available to undertake a cost-effective upgrade/conversion to the new system. The cost of upgrading to the new system is about one quarter of that to replace the entire system. The immediate cost of renewing all LS 'infostructure', including the limited upgrade of the integrated library system would be almost \$8 million. Of this amount, the Library has approximately \$1.7 million in planned flex reserved specifically for the integrated library system replacement.

However, we have undertaken a thorough and comprehensive assessment of all existing technology and the related risk of failure and the impact of that failure on the campus community (*See Summary Appendix 9.4*). We have developed a renewal plan that contemplates the potential for funding this renewal over time. The risk assessment and renewal plan correlates the risk and the impact of failure and determines the resources required to immediately mitigate the most serious threats. Implementation of this plan will further defer some ever-greening that has lower risk or consequence. Accordingly, we are requesting immediate investment of \$1.5 million in technology replenishment.

Growth

The growth in undergraduate and graduate students that campus has experienced in the last several years as well as the anticipated future growth necessitates incremental resource allocations to support the provision of services for this client group. The differential needs of undergraduate and graduate students also require resource changes. The increased number of programs and new faculty collectively require incremental resources and new products and services.

Key Projects/Directions

The template has been completed pursuant to the directions, and results in a relatively high level presentation of the LS resource requirements. Appendix 9.6 provides some detail supporting these requests. We have further detail and a comprehensive resource distribution plan that can be provided. Collectively the funding requests support the vision for Learning Services as an integrated virtual and physical knowledge common.

Included in our year one funding request is \$1,481,000 for the Library Information Resources budget. This request is predicated on maintenance of the Macleans and ARL rankings that have, most recently, significantly impacted the overall university ranking. Included in this request are sufficient resources to offset the cost of print serials inflation, for the increased costs of electronic licensing due to inflation as well as enrolment and program growth, and maintenance of monographic purchasing. The request is not sufficient to allow the Library the monograph purchasing power it enjoyed in some past years. In those past years when supplemental soft funding was allocated, monographic purchasing power was greatly enhanced. This was reflected in our most recent statistical performance. Without supplemental funding it will be unlikely that we maintain this ranking. However, we are hoping that our affiliation with "The Alberta Library" and the "Lois Hole Library" program will provide this supplemental source of funds in years 2 – 4 of the planning cycle.

Also included in our funding request are the following significant activities: 'Infostructure' renewal; Expanded Copyright functionality; FOIPP and information security services; the Virtual Knowledge Commons that includes the virtual library, museum, archives and a repository for teaching, learning and research resources; the new museum initiative; and an expansion to the Information Literacy program provided for first year students. While not specifically included, the Uof A/TELUS Alliance and related initiatives will require additional funding once the currently unutilized flex balance is expended. The LS vision presumes that adequate resources would be made available over time to fully realize this vision. Neither all of the strategic directions nor all of the performance targets can be attained without sufficient resource allocations.

Four-Year Resource Plan (new and re-allocated funding)

Initiative	Operational Funding			Capital Funding			Comments
	\$ Amount	Type	Source	\$ Amount	Type	Source	
Provide existing and new support services that will meet the needs of clients and attain the highest level of client satisfaction by utilizing best practices and innovation in techniques and service technologies.	\$ 9,815,500	Permanent	Operating				For details see attached Appendix 9.6 Includes – Copyright, Library Information Resources and Virtual Museum. Permanent capital funding relates to technology infrastructure that forms part of the operating budgets. One time funding is typically technology or other items which are not subject to renewal
	\$ 1,477,250	Permanent – capital	Operating				
	\$ 1,537,140	One Time	Operating				
Provide quality venues for service delivery, protection and preservation of collections (all mediums) and operational effectiveness.	\$ 500,000	Permanent	Operating				For details see attached Appendix 9.6 Includes Museum Planning and Knowledge Common and study hall furniture.
	\$ 1,300,000	One Time	Operating				
Model a coordinated approach to financial management, revenue enhancement initiatives, human resource practices, communication to campus, planning, and meaningful performance measures.	\$ 332,600	Permanent	Operating				For details see attached Appendix 9.6 Includes Copyright license increase , Press and FOIPP requirements

University Resource Requests for 2002/2003 Budget

Initiative	Operational Funding		Capital Funding			Comments
	\$ Amount	Type	\$ Amount	Type	Source	
Provide existing and new support services that will meet the needs of clients and attain the highest level of client satisfaction by utilizing best practices and innovation in techniques and service technologies.	\$ 2,606,500	Permanent				For details see attached Appendix 9.6 Information Resources and Virtual Museum, Alliance. Permanent capital funding relates to technology infrastructure that forms part of the operating budgets. One time funding is typically start up items or other one time costs which are not subject to renewal
	\$ 1,477,250	Permanent - capital				
	\$ 409,285	One Time				
Provide quality venues for service delivery, protection and preservation of collections (all mediums) and operational effectiveness.	\$ 500,000	Permanent				For details see attached Appendix 9.6 Includes Museum Planning and Knowledge Common and study hall furniture.
	\$ 750,000	One Time				
Model a coordinated approach to financial management, revenue enhancement initiatives, human resource practices, communication to campus, planning, and meaningful performance measures.	\$ 258,000	Permanent				For details see attached Appendix 9.6 Includes Copyright license increase , Press and FOIPP requirements

VIII TABLE A: ANNUAL BUDGET AND THREE-YEAR FORECASTS

(Dollars in Thousands)

Faculty or Unit: _Knowledge Common/TTC_Technology Training Centre

	2000-01 Actuals	2001-02 Approved Budget	2002-03 Recommended Budget/ Revenue Projections	2003-04 Forecast	2004-05 Forecast	2005-06 Forecast
	(A)	(B)	(C)	(D)	(E)	(F)
I. Operating Budget (Fund 210)						
a. Base	(46)		-	-	-	-
b. Initiative 1 (Base or Temporary)		51				
c. Add rows for initiatives, as required						
II. Access Revenue (Fund 510)						
a. Awarded Programs						
b. Initiative 1						
c. Add rows for initiatives, as required						
III. Research Revenue (Funds 330, 530, 540)						
a. Baseline Research Activity		NA				
b. Initiative 1						
c. Add rows for initiatives, as required						
IV. Special Purpose Revenue (Funds 350, 550, 566)						
a. Known/Continuing Activity		NA				
b. Initiative 1						
c. Add rows for initiatives, as required						

VIII TABLE A: ANNUAL BUDGET AND THREE-YEAR FORECASTS

(Dollars in Thousands)

Faculty or Unit: Libraries

	2000-01 Actuals	2001-02 Approved Budget	2002-03 Recommended Budget/ Revenue Projections	2003-04 Forecast	2004-05 Forecast	2005-06 Forecast
	(A)	(B)	(C)	(D)	(E)	(F)
I. Operating Budget (Fund 210)						
a. Base	26,565	17,418	17418	17418	17418	17418
b. Initiative 1 (Base or Temporary)		2,081				
c. Add rows for initiatives, as required						
II. Access Revenue (Fund 510)						
a. Awarded Programs	291					
b. Initiative 1						
c. Add rows for initiatives, as required						
III. Research Revenue (Funds 330, 530, 540)						
a. Baseline Research Activity	43	NA				
b. Initiative 1						
c. Add rows for initiatives, as required						
IV. Special Purpose Revenue (Funds 350, 550, 566)						
a. Known/Continuing Activity	302	NA				
b. Initiative 1						
c. Add rows for initiatives, as required						
1 Institutional Budget Fund 100						
Base	98	11232	11232	11232	11232	11232
Initiative 1		107				
Initiative 1 -Library materials			1481	2831	5881	9791
Initiative 1 Access			77	127	177	227
Initiative 3 - copyrt			--	12	25	38

VIII TABLE A: ANNUAL BUDGET AND THREE-YEAR FORECASTS

(Dollars in Thousands)

Faculty or Unit: Museums and Collection Services

	2000-01 Actuals	2001-02 Approved Budget	2002-03 Recommended Budget/ Revenue Projections	2003-04 Forecast	2004-05 Forecast	2005-06 Forecast
	(A)	(B)	(C)	(D)	(E)	(F)
I. Operating Budget (Fund 210)						
a. Base	598	564	564	564	564	564
b. Initiative 1 (Base or Temporary)		198				
c. Add rows for initiatives, as required						
II. Access Revenue (Fund 510)						
a. Awarded Programs						
b. Initiative 1						
c. Add rows for initiatives, as required						
III. Research Revenue (Funds 330, 530, 540)						
a. Baseline Research Activity	75	NA				
b. Initiative 1						
c. Add rows for initiatives, as required						
IV. Special Purpose Revenue (Funds 350, 550, 566)						
a. Known/Continuing Activity		NA				
b. Initiative 1						
c. Add rows for initiatives, as required						

VIII TABLE A: ANNUAL BUDGET AND THREE-YEAR FORECASTS

(Dollars in Thousands)

Faculty or Unit: _Archives

	2000-01 Actuals	2001-02 Approved Budget	2002-03 Recommended Budget/ Revenue Projections	2003-04 Forecast	2004-05 Forecast	2005-06 Forecast
	(A)	(B)	(C)	(D)	(E)	(F)
I. Operating Budget (Fund 210)						
a. Base	258	281	281	281	281	281
b. Initiative 1 (Base or Temporary)		13				
c. Add rows for initiatives, as required						
II. Access Revenue (Fund 510)						
a. Awarded Programs						
b. Initiative 1						
c. Add rows for initiatives, as required						
III. Research Revenue (Funds 330, 530, 540)						
a. Baseline Research Activity	30	NA				
b. Initiative 1						
c. Add rows for initiatives, as required						
IV. Special Purpose Revenue (Funds 350, 550, 566)						
a. Known/Continuing Activity		NA				
b. Initiative 1						
c. Add rows for initiatives, as required						

VIII TABLE A: ANNUAL BUDGET AND THREE-YEAR FORECASTS

(Dollars in Thousands)

Faculty or Unit: Information and Privacy Office

	2000-01 Actuals	2001-02 Approved Budget	2002-03 Recommended Budget/ Revenue Projections	2003-04 Forecast	2004-05 Forecast	2005-06 Forecast
	(A)	(B)	(C)	(D)	(E)	(F)
I. Operating Budget (Fund 210)						
a. Base	79	-	134	134	134	134
b. Initiative 1 (Base or Temporary)		-				
c. Add rows for initiatives, as required						
II. Access Revenue (Fund 510)						
a. Awarded Programs						
b. Initiative 1						
c. Add rows for initiatives, as required						
III. Research Revenue (Funds 330, 530, 540)						
a. Baseline Research Activity						
b. Initiative 1		NA				
c. Add rows for initiatives, as required						
IV. Special Purpose Revenue (Funds 350, 550, 566)						
a. Known/Continuing Activity						
b. Initiative 1		NA				
c. Add rows for initiatives, as required						

VIII TABLE A: ANNUAL BUDGET AND THREE-YEAR FORECASTS

(Dollars in Thousands)

Faculty or Unit: _University Press

	2000-01 Actuals	2001-02 Approved Budget	2002-03 Recommended Budget/ Revenue Projections	2003-04 Forecast	2004-05 Forecast	2005-06 Forecast
	(A)	(B)	(C)	(D)	(E)	(F)
I. Operating Budget (Fund 210)						
a. Base	70	156	156	156	156	156
b. Initiative 1 (Base or Temporary)		67				
c. Add rows for initiatives, as required						
II. Access Revenue (Fund 510)						
a. Awarded Programs						
b. Initiative 1						
c. Add rows for initiatives, as required						
III. Research Revenue (Funds 330, 530, 540)						
a. Baseline Research Activity			NA			
b. Initiative 1						
c. Add rows for initiatives, as required						
IV. Special Purpose Revenue (Funds 350, 550, 566)						
a. Known/Continuing Activity		632				
b. Initiative 1						
c. Add rows for initiatives, as required						

VIII TABLE A: ANNUAL BUDGET AND THREE-YEAR FORECASTS

(Dollars in Thousands)

Faculty or Unit: LSE Group

	2000-01 Actuals	2001-02 Approved Budget	2002-03 Recommended Budget/ Revenue Projections	2003-04 Forecast	2004-05 Forecast	2005-06 Forecast
	(A)	(B)	(C)	(D)	(E)	(F)
I. Operating Budget (Fund 210)						
a. Base	50	94	94	94	94	94
b. Initiative 1 (Base or Temporary)		241				
c. Add rows for initiatives, as required						
II. Access Revenue (Fund 510)						
a. Awarded Programs						
b. Initiative 1						
c. Add rows for initiatives, as required						
III. Research Revenue (Funds 330, 530, 540)						
a. Baseline Research Activity			NA			
b. Initiative 1						
c. Add rows for initiatives, as required						
IV. Special Purpose Revenue (Funds 350, 550, 566)						
a. Known/Continuing Activity			NA			
b. Initiative 1						
c. Add rows for initiatives, as required						

VIII TABLE A: ANNUAL BUDGET AND THREE-YEAR FORECASTS

(Dollars in Thousands)

Faculty or Unit: _AVP Learning Services

	2000-01 Actuals	2001-02 Approved Budget	2002-03 Recommended Budget/ Revenue Projections	2003-04 Forecast	2004-05 Forecast	2005-06 Forecast
	(A)	(B)	(C)	(D)	(E)	(F)
I. Operating Budget (Fund 210)						
a. Base	736	321	319	319	319	319
b. Initiative 1 (Base or Temporary)		414				
c. Initiative 1 new capital operating			1477	1477	1477	1477
c. Initiative 1 operating base			1125	2644	2838	3073
c. Initiative 1 new temporary		--	332	282	282	32
c. Initiative 2 operating base			500	500	500	500
Initiative 2 new temporary			750	400	100	50
c. Initiative 3 operating base			258	289	292	295
II. Access Revenue (Fund 510)						
a. Awarded Programs						
b. Initiative 1						
c. Add rows for initiatives, as required						
III. Research Revenue (Funds 330, 530, 540)						
a. Baseline Research Activity			NA			
b. Initiative 1						
c. Add rows for initiatives, as required						
IV. Special Purpose Revenue (Funds 350, 550, 566)						
a. Known/Continuing Activity			NA			
b. Initiative 1						
c. Add rows for initiatives, as required						

1. Institutional Budget Fund 100

Submitted to Executive Planning Committee

Base	1,035	2,280	0	0	0	0
Initiative 1		(1,453)				

IX. APPENDICES AND EXHIBITS

- 9.1 Learning Services Core Values**
- 9.2 Learning Services – Library Expenditures Graph**
- 9.3 Learning Services Environmental Scan**
- 9.4 Learning Services - Infostructure Renewal – Risk Assessment**
- 9.5 Learning Services Listing of Documents Reviewed**
- 9.6 Learning Services Resource Plan by Strategic Direction (*See Excel File*)**
- 9.7 Bookstore Ancillary – Business Plan**

Appendix 9.1

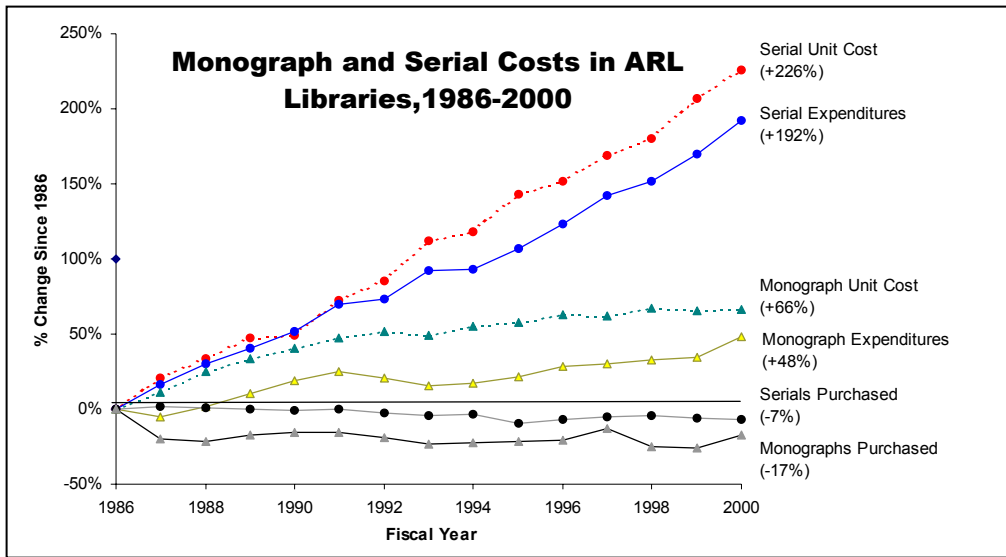
Learning Services – Core Values

Learning Services' beliefs and values motivate our behavior and set standards for our individual and collective performance. The core values of Learning Services are the foundation of our vision and guide our activities as we strive to fulfill our mission.

1. We are committed to client service.
 - Our decisions and actions are responsive to our client's needs, and we reconcile those needs with available resources and the consideration of implications campus-wide.
 - We are solution oriented and develop policies and services in a proactive, collaborative way with our colleagues, clients and stakeholders.
 - We are open and honest and want to be trusted by our clients and stakeholders.
 - We invite feedback from our clients, and actively seek that feedback to enhance our services.
 - We believe in service relationships with clients rather than participating in a series of transactions.
 - We value listening as an essential tool in learning from our clients.
2. We value creativity and innovation.
 - Our staff is empowered to pursue creative solutions.
 - We are committed to an environment that facilitates the pursuit of new technologies, methods, processes and ideas that challenge the status quo.
 - We nurture innovation, ranging from those identified in routine daily activities to those involving complex organizational change or service development.
 - We recognize and highly regard resourcefulness, efficiency and effectiveness.
 - We value entrepreneurial approaches that respond quickly to the rapidly changing environment.
3. We believe people should be treated with fairness, respect and dignity.
 - Our staff is recognized for their distinctiveness as individuals, their personal expertise and the contribution they make.
 - We are forthright in sharing our experiences so we can learn from each other.
 - We provide opportunities for individuals to realize their aspirations.
 - We are committed to improving the knowledge, skills and abilities of our staff.
 - We recognize the importance of recruiting and retaining outstanding people.
 - We acknowledge achievement, and share credit with all contributors.
4. We work as a team and advocate teamwork and collaboration.
 - Our primary inclination will be inclusive and comprise a wide-range of expertise in all undertakings.
 - We reinforce the notion of a common or greater good and encourage inter-departmental and extra-departmental teamwork to achieve our goals.
 - We capitalize on partnerships and alliances, and participate in joint ventures for designing and delivering services or business processes.
5. We pursue the highest standards of ethical behavior.
 - Our commitment is to professionalism and integrity.
 - We will negotiate reasonable expectations.
 - We honor our commitments.
 - We are objective and fair.
6. We recognize that accountability is essential.
 - Our desired outcomes are transparent and communicated effectively to our clients.
 - We trust and support individuals to make informed decisions about the processes that they own.
 - We focus on outcomes rather than processes, especially in our relationship with clients.
 - We examine all services, solutions and processes critically in the spirit of incrementally enhancing service quality.

Appendix 9.2

Learning Services – Library Expenditures



Monograph and Serial Costs in ARL Libraries, 1986-2000

Appendix 9.3

Learning Services – Environmental Scan

In our analysis of the environment, we have taken into consideration the major influences that will significantly affect the strategic directions of Learning Services (LS) over the next four to five years. These influences are wide ranging in scope and origin, and are referred to documents listed in Appendix 9.7

Global / National Trends

The Knowledge-based Economy

Globalization is transforming our society, culture and economy. We are in the midst of a knowledge revolution and a transition to a new, knowledge-based economy, where knowledge is recognized as a key element in economic and social development. Society is moving at a faster pace and, therefore, expectations are rising for better speed and quality of service. In the digital learning and research environment, students and researchers, have more sophisticated skills and expect to be able to access resources at their convenience.

Political Influences

Funding Priorities

The Federal and Alberta governments have demonstrated their commitment to creating a competitive knowledge-based sector by establishing new agencies and programs that target the following areas for research and funding:

- information and communications technologies;
- life and health sciences; and
- multidisciplinary approaches to health.¹

The Canadian Foundation for Innovation, Canadian Institutes of Health Research, Network Centres of Excellence, and Canadian Research Chairs are key Federal agencies that have been established or expanded over the last four years in support of this transition. In June of 2001 the Federal Government also decided to invest \$100 million over five years to launch SSHRC's *Initiative on the New Economy* (INE) for the purpose of studying the economic, social and cultural ramifications of technological innovation and the growth of new knowledge.² The Provincial government is also sending the message: "Knowledge and innovation are the keys to future economic prosperity."³ In October 1999, iCore (Informatics Circle of Research Excellence) was established in support of expanding the research community in information and communications technology, and established in 2000 was the Alberta Heritage Foundation for Science and Engineering Research now known as the "Alberta Ingenuity Fund" in support of discovering new knowledge in science and engineering.

Consortia/Partnerships

These federal and provincial programs strongly encourage partnerships with industry and other academic institutions in order to accelerate the exchange of knowledge and to ensure Canada's competitive advantage in the knowledge-based economy. Other partnerships are being encouraged to improve the quality of learning and contribute to the lifelong learning process by enhancing learning, services and service delivery. A key provincial initiative, Campus Alberta, promotes collaboration among educational institutions in Alberta for purposes of offering advanced courses to other locations through alternative delivery.

The University is closely aligned with these government priorities as it wishes to main its standing as one of the leading research universities in Canada. As stated in the 2002 strategic Business Plan: "The University of Alberta will be a leader in the creation, integration, dissemination and application of knowledge" and "build productive partnerships to facilitate collaborative research and knowledge transfer."⁴

Economic Influences

Inflation Rates

Over the last few years the price of inflation has greatly exceeded the purchasing power within the LS portfolio. Dramatic increases in software and licensing costs are in response to vendor investment in research and development. This year, the

¹ University of Alberta *Key Budget Driver Forecasts 2002/03-2005/06*, Research Funding

² Social Sciences and Humanities Research Council. *Initiative on the New Economy*, June 2001, p. 6

³ Alberta Economic Development, *Get Ready Alberta: Strengthening the Alberta Advantage*, February 2000

⁴ University of Alberta *2001-2005 Strategic Business Plan: Foundations of a Great Research University*, June 22 2001, p.22-25

University of Alberta Libraries anticipate continuing high increases in acquisitions costs from 8% -14% over the next consecutive five years⁵. In the last 15 years, serial prices throughout North America have increased 226% and monograph unit costs have increased by 66% (Appendix 9.2). These price increases are compounded by the value of the Canadian dollar. Since 45 % of our serials are published in the United States, a decrease by 1 cent in the Canadian dollar can mean the loss of \$70,000.

Deferred Infrastructure Renewal

The demand for infrastructure renewal is extremely high. The \$12.5 million in funds provided by the Infrastructure Renewal Envelope in addition to the \$17.5 million provided by the provincial government are only a small percentage of the \$1.5 billion needed to replace the University's physical infrastructure alone.⁶

Limited Operating Resources

The high demands for technology renewal and the funding for new research facilities, agencies, and bursary programs are not met with sufficient operating funds for maintenance and upgrading.

Technology Trends⁷

As we move towards an online and digital learning environment, LS faces many challenges in its ability to support programs. Technology is rapidly changing yet, if the University is to be considered a world-class institution, technological standards must keep up with international requirements.

High demands predicted for processing power, bandwidth, and connectivity

1) Processing Power

Enhanced software requirements will subtract from the predicted ratio of performance to price of computing equipment which, according to Moore's law, is suppose to double every 18 months. LS will not remain current in software unless it renews hardware at least every 4 years.

2) Bandwidth

The exponential growth in backbone and desktop speed enable increased data volumes, which continually exceed current hardware capabilities. The University must increase its bandwidth by 20% per year in order to accommodate growing demands and serve the requirements of LS.

3) Connectivity

Internet activity around the world continues to increase at an exponential rate. According to the Nielsen//Netratings Report, the number of Internet users around the world reached 459 million people during the second quarter of 2001, an increase of 30 million people since the end of March. The study also states that this is the first time where the majority of users are accessing the Internet from locations other than home.⁸ The significant growth in Internet usage and web traffic on campus is evident, as the average number of monthly hits to the U of A home page has increased by 336% since 1999 (Appendix 9.3). Traffic to the U of A Libraries' web server increased by 477% from January 1998 to August 2001.

Security

Connectivity and demand for shared resources to enable e-commerce and other critical services require complex security, which is costly, as it demands advanced levels of competence and expertise. Security issues will be an increasing concern for LS. Estimated growth of security expenditures is 15% per year.

Information Resources

The knowledge-based economy has lead to an explosive growth and increased emphasis in support of content providers/instructors who will be storing, analyzing and distributing information/knowledge. New applications to manage content as well as new digital content will outstrip current storage allocations and the capability of current systems. We will be relying on an increasing emphasis to manage this content base. Disk, bandwidth and convergence must be adequate to effectively control and protect the knowledge that the university develops and delivers and for which it receives global attention

What and How We Support is Broadening

Programs and Areas of Study are Changing

In response to research funding priorities, pressure to remain one of the top research universities in Canada implies that academic programs and methods of delivery must expand in order to remain consistent with areas of research excellence. The University

⁵ University of Alberta *Key Budget Driver Forecasts 2002/03-2005/06*, Inflation Hotspots

⁶ University of Alberta *2001-2005 Strategic Business Plan*, June 22 2001, p. 9

⁷ University of Alberta *Key Budget Driver Forecasts 2002/03-2005/06*, Technology

⁸ Netratings Inc., *Nielsen//Netratings Reports That 459 Million People Have Internet Access Worldwide*, August 27, 2001

has stated it will “further develop innovative research in the areas of life sciences, information and communications, environmental research, materials sciences and engineering, natural resources, social sciences, humanities, fine arts and basic science.”⁹ This restructuring of academic programs will affect methods of delivery, library services, and collections..

New Service Models

The transition to a digital learning environment also feeds into the need for new methods of delivery and has placed intense pressure to deliver alternate programming, a service we are significantly under equipped to deal with in terms of instructors, staff, and physical space. Since 1998 there has been a 689% growth in WebCT registrations and 2368% increase in WebCT server usage.

Human Resources

Age Distribution.

The disproportionate age distribution of faculty and staff at the University is of critical concern and will continue to be so throughout the coming decade when large numbers of retirements are expected to take place. The high percentage of Faculty and support staff over age 50 is a situation to which LS is not immune. The Libraries are an extreme case in point. In 1999, 52.7% of Librarians on campus were aged 50 and over.¹⁰

Skills Alignment

The transition to the knowledge-based economy has increased the demand for highly skilled workers who know how to learn effectively and are continually upgrading and acquiring new skills. This increase in demand is due to both the "rapid expansion of knowledge -intense industries and the sharply increasing importance of creating and exploiting knowledge and information in all sectors of the economy."¹¹ Not only will it be difficult to find employees with the right skills, the ongoing demand for technical professionals will require innovative compensation plans and working environments to attract and retain these high-tech workers. The estimated growth in FTEs is 4% per year and funds required for compensation are expected to increase by 3% per year.

Who We Support is Changing

Growing Numbers.

Over the next decade the University plans to replace 900 faculty and expand by another 300. 140 of those replacements are to take place within the next year. Student enrollment has increased by 5.8% for undergraduates and 7% for graduates since 1998. The University's Academic Plan Task force also projects an average annual increase of 2.5% for undergraduate students and 4% for graduate students from 2002/03 to 2005/06. This amounts to approximately 2500 undergraduate and 800 graduate students. Numbers of students in years 3 and 4 of their degree programs has also increased.

Increasing Sophistication

As the University aims to recruit excellent students and faculty, LS must be prepared to address the new complexity of our audience's needs by providing them with timely access to more complex forms of resources and effective support services to ensure their success in this knowledge-based economy, and to ensure the University maintains its standing as a world class academic research institution.

Increasing sophistication is compounded by the fact that access to the Internet begins at an extremely young age. According to a recent study by SchoolNet, more than 9 out of every 10 Canadian students attended a school that had access to the Internet for educational purposes. Alberta ranked second to NWT with a 5:1 ratio of students per Internet connected computer.¹²

Today's students have access to types of resources that were once only available to scholars and researchers, as well as types of instruction that weren't available as recently as five years ago. A recent study by the Pew Internet and American Life project found that 71% of online teenagers use the Internet rather than traditional library sources as their primary research tool¹³. As our users become more sophisticated, they will have less traditional and predictable expectations, and higher demands for electronic services and resources to ensure their learning experience is commensurate with their computing knowledge. It is also likely they will have higher expectations for service delivery and instructional technology.

⁹ University of Alberta, *Summary of Strategic Plan for Canada Foundation for Innovation and Canada Research Chairs Program*, May 2001, p.6

¹⁰ University of Alberta Libraries, 2001

¹¹ Industry Canada, *Securing Skills for the Knowledge-Based Economy*, 1997

¹² SchoolNet, *On-line Connectivity Survey Final Report*, April 2000

¹³ Lenhart, Amanda, Simon, Maya and Graziano, Mike, *The Internet and Education: Findings of the Pew Internet and American Life Project*, Washington, DC: Pew Internet and American Life Project, p. 3 September 1, 2001.

Physical Space Shortage

The high demands placed on the University in terms of new programs, new methods of delivery, enrollment growth projections, and research funding priorities are all contributors to the need for space such that physical space on campus is at a critical state. The President's Executive Committee has recommended that the campus needs to grow by as much as 40% in the next 10 years. LS space is currently inadequate and configured poorly for new services.

Competitors

Other Universities

As retirement occur, competition for new recruits is a going concern and will be so for several years. Universities in the United States offer better salaries, more generous benefits and better research funding. Our Librarian and technical staff are of particular concern.

Bookstores

For Supplies: Staples, Office Depot, London Drugs, Walmart, Costco

For Computers: Compusmart, Comcept, Future Shop, Costco, Westworld, London Drugs

For General Books: Indigo, Chapters, Greenwoods, Audreys, Orlando's, Amazon.Com Etc.

For Textbooks: Chapters On Line, Grant MacEwan, Students' Union Subtitles, Students' Union Used Book Registry

For Insignia Clothes: Students' Union Subtitles, United Cycle,

Athletics, Any Club Or Department Who Go Direct

For Music: Hmv, A&B Sound, Gramophone, Future Shop

Presses

Major competitors for the University of Alberta Press include, in order of size/ranking:

- University of Toronto Press
- McGill-Queen's University Press
- University of British Columbia Press -- next in size to UAP
- [University of Alberta Press]
- University of Calgary Press -- has both proximity and similarity of interests

One other academic press should be noted -- Broadview Press. It is a for-profit press that is very active.

Regulatory Impacts

FOIPP

In September 1999 Government of Alberta passed the Freedom of Information and Protection of Privacy Act [FOIPP], which meant the University was required by law to archive all records regardless of media, subject or location. With no additional financial backing from the provincial government, compliance with this legislation has resulted in an increase in administrative workload in an already under-resourced environment.

Copyright Act.

Not Current with Advances in Technology

Copyright law, currently lagging behind advances in technology, has created a series of barriers for most academic institutions. Obtaining permission to use a digital creation is a complicated process as it may be more difficult to locate the copyright owners let alone determining the number of owners involved in the creation of the work. There exists a lack of clarity as to where the line is drawn between contract law and copyright law when it comes to electronic journals and digital educational resources. Issues involving future storage include no assurance that an electronic publication available today will be available tomorrow, much less at reasonable cost.

Scholarly Publishing Crisis

Copyright inaction is also partly responsible for the scholarly publishing crisis where publishers, the traditional copyright owners of academic works, are continuing to raise prices for access to this content. In this context, the Canadian National Site Licensing Project (CNSLP) is a group of 64 Canadian university libraries that are in the process of collectively licensing electronic versions of scholarly journals and research databases in science health, engineering and the environment. This coalition will expand the range of research content and provide a strategy for securing access and usage rights to primary electronic journals. This will have strong implications for how we acquire and access information, collections, and other digital resources in the near future.

Rising Cost of CANCOPY License

Our existing CANCOPY license will be dramatically affected by the increase in student enrollment. For each new student attending the University, an additional fee of \$2.75 per year is added on to the cost. Based on enrollment projections, this will amount to an 11.4% increase in licensing costs over the next four years.

Trademark Act

Trademark law is another area of Canadian law that has yet to catch up with technological advances. During July 2000, in response to growing Internet usage, the International Corporation for Assigned Names and Numbers ("ICANN") made the decision to lift existing restrictions on top-level domain names (TLD) and allow new TLD names to become accredited. Consequently, every time a new TLD comes into operation, we become vulnerable once again to cyber piracy and must spend a significant portion of time searching and registering potential U of A domain names. This searching and registration process is imperative, not to mention costly, as domain names have to be re-registered every 2 years. The number of domain names registered in the year 2000 alone was 20. Currently there are no cyber piracy laws in Canada. The only protection we can rely on, the Trade-mark Act, contains no provision for TLD names.

Appendix 9.4

Learning Services – Infostructure Renewal – Risk Assessment

INTRODUCTION

Learning Services (LS) delivers information and knowledge resources, underpinned by accompanying services, and information and knowledge products across campus. The underlying technology, which we refer to as 'infostructure', represents a substantial investment for an increasing number of information enabled capabilities that are necessary conditions to the achievement of the University's vision and mission. The primary custodians of these capabilities are LS divisions.

Technology intensive services and the rapid growth in digital information and knowledge formats are placing severe pressures on our facility to meet user needs. The 'infostructure', if robust and current can enable our ability to create virtual space knowledge environments that will increasingly be the determinant of our national and international peer rankings. If not robust and current it will severely inhibit our intentions. The ability to build substantial new value into the existing product and service model by way of individualized information and knowledge environments is being badly prejudiced, as is our ability to support new and alternate learning paradigms.

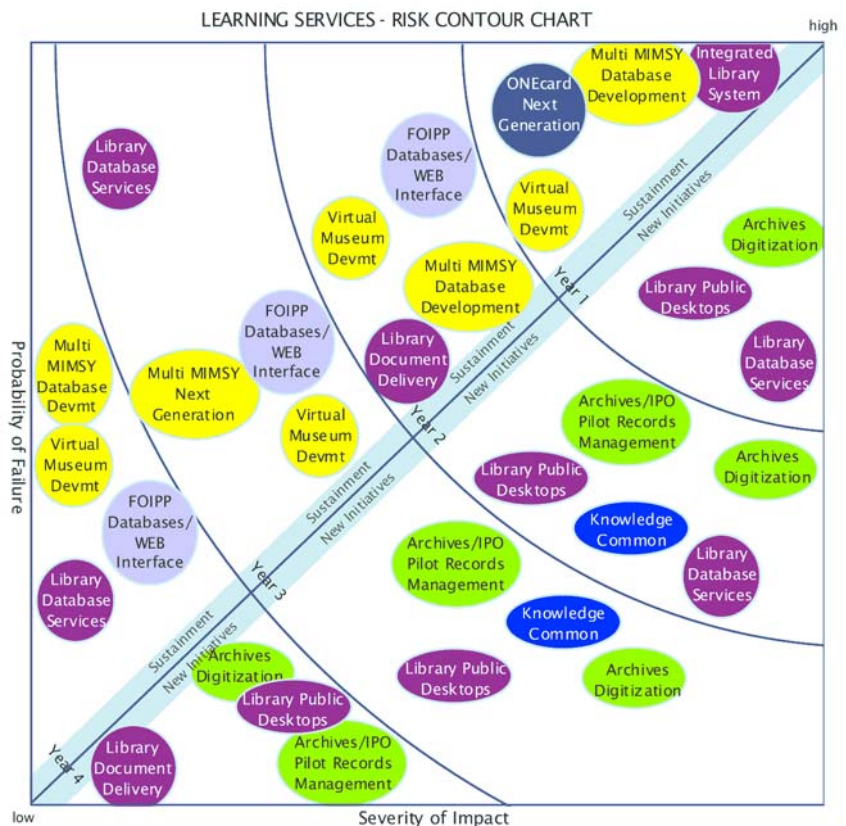
For a number of years the LS capital requirement has been under funded. We have coped by stretching and redeploying equipment. It has made a difficult situation one that is now approaching a crisis. The reality of this crisis will be illustrated by an increasing number of incidents that will cause dislocation in the learning, teaching and research activities and will cause embarrassment and damage to the image of the institution.

ANALYSIS

LS offers the attached diagrammatic contour chart as a depiction of identified service ellipses that comprise the 'infostructure', and which need to be renewed over the next four years. The structure of this chart is intended to communicate both risk and timeframe, and can be mapped to LS 'Strategies'. The capabilities represented by the ellipses assume the renewal of all component parts of the 'infostructure' including applications, hardware and related infrastructures.

The contour chart has four curves which represent fiscal years 2002/03-2005/06. The axes (probability of failure and severity of impact) are the traditional dimensions that define risk.. The position of the elements on the chart reflects the probability of the risks occurring and impact if they should fail. There is a clear correlation between risk, urgency and position on the timeframe. In other words, ellipses plotted in Year 1 have a higher urgency and risk factor than those plotted in Year 4. Finally, a line divides the schematic from the lower left to upper right hand corner. Above the line are ellipses that represent elements that exist, but need to be sustained. Below the line are ellipses that represent new initiatives that also need to be sustained should they be approved.

- Information and Privacy Office
- Knowledge Common
- Museums and Collections Services
- ONEcard Office
- University of Alberta Libraries
- University Archives



Appendix 9.5

Learning Services – Listing of Documents Reviewed

1. Alberta Economic Development, Get Ready Alberta: Strengthening the Alberta Advantage, February 2000
2. Alberta Learning, 2001/2002 - 2003/2004 Business Plan, April 10, 2001
3. Alberta Science and Research Authority, Sustaining the Alberta Advantage, September 1997
4. Industry Canada, Securing Skills for the Knowledge-Based Economy, 1997
5. Lenhart, Amanda, Simon, Maya and Graziano, Mike, The Internet and Education: Findings of the Pew Internet and American Life Project, Washington, DC: Pew Internet and American Life Project, September 1, 2001
6. Netratings Inc., Nielsen//Netratings Reports That 459 Million People Have Internet Access Worldwide, August 27, 2001
7. SchoolNet, On-line Connectivity Survey Final Report, April 2000
8. Social Sciences and Humanities Research Council. Initiative on the New Economy, June 2001
9. University of Alberta, 2001-2005 Strategic Business Plan: Foundations of a Great Research University, June 22 2001
10. University of Alberta, 2002/2003 Budget Planning Document, Office of Resource Planning, July 17, 2001
11. University of Alberta, Academic Plan Task Force Report, Academic Plan Task Force, February 19, 2001
12. University of Alberta, Data Book. Age Distribution of Full-Time Regular Faculty, 1999-2000
13. University of Alberta, Key Budget Driver Forecasts 2002/03-2005/06
 - a. Inflation Hotspots
 - b. Recruitment Hotspots
 - c. Research Funding
 - d. Technology
14. University of Alberta, *Strategic Issues and Initiatives*, May 24, 2001
15. University of Alberta, *Strategic Research Plan Summary*, August 2000
16. University of Alberta, *Summary of Strategic Plan for Canada Foundation for Innovation and Canada Research Chairs Program*, May 2001

Appendix 9.6

Learning Services – Resource Plan by Strategic Direction

See Excel File “LS Resource Plan Appendix Final”