WESTERN WASHINGTON UNIVERSITY LIBRARIES:
Organizational Directions and Major Strategies: 1998 - 2003

Judith Segal, University Librarian

“Everything flows and nothing stays.”
Heraclitus (in Plato’s Cratylius 402a)
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PREFATORY MATERIALS
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Judith Segal,
University Librarian
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INTRODUCTION

The View from the Wanigan

In the early days of settlement of the Northwest, much of the timber harvested was transported to market by rivers. Successful log transports required a strong crew, wonderful synchronization, well-planned log drives and a sturdy, safe wanigan. The difficulties in the enterprise lay in the unaccountable: weather, obstacles in the river or on the banks, or some other fluke that could create a traffic jam. Quite often, in fact, it was just one insignificant, but difficult to locate, “key log” that would jam the flow, endangering both crew and enterprise.

During the course of the 12-month development of this strategic plan, the saga of log drives came to be an apt metaphor, as much for the process underway as for overall operation of today’s libraries. Their successful management, even their survival, requires the navigation through rough waters. Libraries face the turbulence and instability of rapid change and financial exigencies; and they face the equally difficult passage through the narrow channels of tradition.

The metaphor became even more appealing as we considered rivers. Rivers and libraries beckon us into the unknown as often as they sustain us and remain a dynamic link between resting places. The journey of today’s libraries goes at a rapid rate on a tricky river with no less drama and adventure than that experienced by the river crews of old. This past year we faced all the obstacles and opportunities with new ideas, vision, talent and efforts. Now, despite more fast-racing water ahead, we have a navigational chart for future travel.

This strategic plan does nothing less than demonstrate the successful transport of the library’s thinking, a drive which, in and of itself, changed our organization. From the outset, we bypassed the traditional hierarchy, working in large and small teams of faculty and staff together, to rediscover who we are and what we can do. The energy of our realizations about what we wanted to accomplish and how we could do that, propelled us forward. We acted as we planned, directing our thinking towards the best use of our talents and resources to create a new destiny.

Many strategic plans are written, as it were, before driving the logs begins. In those cases, the water is assumed to be clear and the plan calls only for getting the logs into it and downstream. Only known obstacles are presumed. When our planning began we were already afloat. Many obstacles were already overcome and the route downstream was coming more sharply into focus but our navigational chart was incomplete. We knew there were unknown key logs in the water, some submerged and unrecognizable. As we deliberated, some we identified as:

- the decline of traditional forms of teaching and learning that rely on a traditional library
- the demands and expectations for the “virtual” library
- widely varying presumptions of what can be accomplished with information technology
- global naïveté regarding the costs of information technology costs

1 A floating river home for the entire logging transport crew
• the need for continual training and education for maintaining information technology expertise
• internal and external competition for limited resources
• the demand for on-site collections that will ever meet the changing needs of the campus
• an economizing trend towards minimizing academic and professional qualifications for library personnel, reducing standards for delivery of services, instruction and the organization of information

As we identified these key logs, we saw new opportunities and began to act on those immediately. As we planned to get feedback and assess changing needs, we actually conducted surveys; as we researched and explored new directions for service delivery, we reorganized the faculty; as new technologies were marketed, we used them. As we planned on new partnerships, we undertook organized collaboration with our clients. We asked, listened and learned, establishing partnerships with faculty and program heads who design and implement the most essential learning component of the university, the curriculum.

With the completion of the writing of this plan, sitting in the vanigan at the end of the run, we see that what we know is important to keep doing. That model will be a permanent part of our strategic planning: *simultaneously exploring, sampling, and keeping pace.*

This past year we watched as the Haggard Hall building renovation progressed through stages of demolition and reconstruction. Concepts that were only in our minds’ eye or roughly sketched on paper began to take form. We saw our vision of an expanded facility move from the abstract to the tangible. This plan is likewise the tangible rendition of a vision for new directions. Many of its goals, objectives and strategies came from the library’s clientele in our assessment project of Fall ’96. We are now down river, still in the vanigan, with a navigational chart for the larger voyage ahead.
BACKGROUND

THE CREW AND THEIR DRIVE

We began to develop this strategic plan some twelve months ago. In the first stage, we formed a Guidance Team, an egalitarian group of three faculty, three staff, the University Librarian and her Assistant. Their goal was the design of the planning process and monitoring of the plan. In the first stage of their work, they sought the answer to “What business is the library in?”

To answer this, the team set themselves the task of identifying our clients and our competition, our tasks and our services. In doing so, they also found the gaps in our self-knowledge.

In the second stage of the planning, they asked “What business does the library want to be in? (or, What do we intend to do and how do we intend to do it?) They began to identify new potential clients and services. Likewise, they explored the challenges new clients and/or new services present. They compared our current staffing with our new intentions and asked “How should we be organized to meet the new challenges?”

Those discussions employed, and were inspired by, a new planning vocabulary. In the libraries we talked of co-evolution in which we could create new business and markets. We began immediately to send librarians out of the building to work with faculty in the colleges. We identified white space opportunity, new areas that did not naturally match our existing skills. We began to create tools of assessment in collaboration with the Office of Survey Research. We spoke of value migration, changing our values over time to match changes in public values as in supporting convenience and speed through ACCESS, our Faculty Document Delivery Service, and thereby recognizing the decline of the traditional scholar's paced browsing and deliberating among the stacks.

At the end of the second stage, the Guidance Team composed the library's statement of strategic intent (See Appendix), that vision that makes us stretch to create a new position for ourselves in the institution, the position that we hope to build upon in the near future.

In the third stage, we put together all that we learned into this document. This plan describes our choices, our understanding and our prescriptions. It outlines what the Western Libraries can do to encourage and support the university’s dedication “to the pursuit of truth, learning, and the dissemination and development of knowledge;” it demonstrates how we can support that mission with the appropriate academic resources and through offering instruction in information-seeking to prepare our students for independent life-long learning.

The fourth stage begins now. We move forward with the completion of this strategic plan to its formal implementation. Teams made up of personnel from all areas of the library will coalesce around each of the eleven goals. They will develop the strategies, determine the funding requirements and establish the timelines. The Guidance Team will refine its role towards monitoring these efforts.

With the support of the university community we anticipate success.

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PLANNING ASSUMPTIONS

All over the world, educators, administrators and the very public are reexamining the role and mission of the library. In that state of flux and evolution, many of the goals of the Western Libraries Strategic Plan are concerned with and address these—both hopeful and cautionary—assumptions:

1. Library collections support teaching and learning, and a collection development plan is essential to maintain quality collections.

2. Academic information needs are increasingly dependent on remote resources accessible electronically or by inter-institutional lending; cooperative and consortial purchasing arrangements are essential to the cost effective delivery of information.

3. The plethora of available informational resources requires that librarians play an increasingly important role in teaching the skills of information selection, retrieval and assessment.

4. The plethora of available informational resources requires the development of a “meta” catalog, a comprehensive tool providing records for all accessible academic resources while employing a national level of bibliographic description, subject analysis and authority control.

5. A local catalog of high quality is necessary for effective access to library resources. The current focus on mass produced and less expensive production of bibliographic records could offset quality considerations in favor of cost.

6. Libraries are accountable for demonstrating the value of their services and the effective use of their financial and personnel resources.

7. With the continuous advances in information technology, present opportunities for personnel development and retraining are often outpaced by user needs and product capabilities.

8. Information resources are increasingly costly, and the funding of library acquisitions does not keep pace with the quantity and cost of available materials. In particular, the price of journals is escalating far beyond inflationary increases.

9. Popular visions of the “virtual” library tend to diminish the importance and necessity not only of a physical library but of the highest academic and professional standards for library operations, collection building and the credentials of library personnel.

10. We have begun to fulfill the vision in this document but full implementation requires more resources than are available currently.
MISSION STATEMENT FOR THE STRATEGIC PLAN

The Libraries select, acquire, describe, organize, preserve and provide access to a variety of academic resources to support the University’s curriculum and more broadly enhance both learning, teaching and research throughout the disciplines.

The Libraries promote the acquisition of research skills, instructing and assisting library users in identifying, obtaining and evaluating academic resources.

The Libraries incorporate the principles of intellectual freedom into all their activities and acknowledge and support the University’s goals for diversity by strengthening collections that enhance understanding.

In doing all the above, the Libraries serve as a multifaceted and open center of information and discourse for the campus community and the region.
THE STRATEGIC PLAN
THE VISION

In the beginning, through a process of discovery, we will assess the effectiveness of our current resources, services and technologies and prepare the library to take new directions, promoting new partnerships with faculty and students in teaching, learning, discourse and research. On the way we will discover, develop and employ new and appropriate information technologies.

By these means, we will develop a client-centered library where learning is supported beyond the boundaries of time, place and resource format in accord with the highest standards of librarianship, scholarship, and service.

When we accomplish our intent, the library will take its rightful place as a major player in the university’s educational program and a fully contributing partner in the worldwide information network.
A LIST OF THE GOALS

GOAL 1: Position the library as a locus of the university community, its boulevard of shared culture and its center for the exchange and publication of ideas and knowledge (See p.13).

GOAL 2: Develop an organized core of library supporters across the campus and in the larger metropolitan community and promote partnerships with other higher education institutions in the region (See p.14).

GOAL 3: Develop a “client-centered” library, one that is informed and guided by the teaching and learning resource needs of its community (See p.15).

GOAL 4: Improve the scope and value of library collections and resources to accurately reflect ongoing changes in the university’s curriculum as well as the continuity of its culture of learning and diversity (See p.16).

GOAL 5: Develop standards for undergraduates in information-seeking skills and a program of library instruction, across the curriculum, guided by these standards (See p.17).

GOAL 6: Discover, develop and employ the most effective and up-to-date information technologies for the delivery of instruction, services and resources (See p.18).

GOAL 7: Provide optimal and cost-effective services and operations (See p.20).

GOAL 8: Deliver services and resources in all formats within and beyond the walls of the library and the confines of regular workday hours (See p.21).

GOAL 9: Keep the community informed of library developments and welcome participants in its activities (See p.22).

GOAL 10: Mirror the library’s intentions in its physical spaces, providing open and free access to all resources, physical and intellectual (See p.23).

GOAL 11: Maintain an informed and motivated community of library personnel through opportunities for communication, self-directed learning, in-service training and leadership (See p.24).
OUR GOALS, OBJECTIVES, INDICATORS AND STRATEGIES

GOAL 1: Position the library as a locus of the university community, its boulevard of shared culture and its center for the exchange and publication of ideas and knowledge.

OBJECTIVES TO ACHIEVE THIS GOAL
- The library is widely seen as a shared enterprise, a “commons” for discourse and discovery.
- The library is widely seen as a place for life-long learning and host to a variety of intellectual and cultural activities.
- The library is able to support faculty creation and publication of information.

PERFORMANCE INDICATORS
- An increase in use of library collections
- An increase in number of and attendance at cultural activities in the library
- An increase in library cultural events and publishing

STRATEGIES INCLUDE
- Hosting faculty and student salon series for communication of current research
- Expanding literary offerings in current reading room and “reading” hours for creative works
- Staging dramatic presentations, storytelling festivals and concert performances around our own grand piano
- Becoming a site for museum and special traveling exhibits
- Developing a material culture collection of artifacts and learning resources
- Hosting conferences
- Promoting and developing programming around our campus downlink site
- Supporting a university press
GOAL 2: Develop an organized core of library supporters across the campus and in the larger metropolitan community and partnerships with other higher education institutions in the region.

OBJECTIVES TO ACHIEVE THIS GOAL
- The establishment of “development” efforts as an integral library activity
- The reestablishment of a “Friends of the Library” program
- Design and implementation of an “Outreach” program
- Partnerships and collaboration with local and regional institutions of higher education—universities, colleges and community colleges—in both the public and private sectors through the Cooperative Library Project and other similar ventures
- Participation in the K-20 network

PERFORMANCE INDICATORS
- An increase in attendance at library special presentations
- An increase in community use of special collections and services
- An increase in donations to the library
- An increase in state support
- An increase in shared academic library resources, e.g., shared databases

STRATEGIES INCLUDE
- Forming a “development” team
- Providing development training for appropriate library personnel
- Campaigning for significant support for the library
- Hosting workshops that identify the riches in the library collections and the optimal use of its resources
- Encouraging the use of special collections, e.g., the Government Documents Repository and Campus Archives
- Targeting community organizations and local businesses with information about our available services and collections, e.g., our government documents repository
- Promoting information literacy for the campus community
- Designing and/or showing exhibits and displays of wide community interest
- Hosting cultural events for the campus and community
- Conducting surveys to evaluate the range of public support
- Continuing active participation in the Cooperative Library Project and in collaborative efforts to bring the community colleges and private institutions into the project
- Working together with the community colleges, the K-12 institutions and all others linked by means of the K-20 computer network
GOAL 3: Develop a “client-centered” library, one that is informed and guided by the teaching and learning resource needs of its community.

OBJECTIVES TO ACHIEVE THIS GOAL

- Regular and effective use of assessment tools for planning and improving resources and services
- Implementation of an annual assessment plan

PERFORMANCE INDICATORS

- The increase in quality, reliability and extent of feedback from clientele
- The increase in quantifiable and anecdotal information available for planning

STRATEGIES INCLUDE

- Assembling and training an assessment team to develop measures, administer the tools, and report on their findings
- Identifying and gathering appropriate usage statistics
- Gathering information through open forums, focus groups, suggestion boxes (physical and electronic) inside and outside of the library
- Creating profiles of the research and teaching needs of faculty
- Identifying needs through formal client assessment and anecdotal information
- Training all staff in the concepts of public service
- Identifying state-funded, non-PhD granting universities, of comparable quality, for identification of performance measures and standards.
- Evaluating regularly the usefulness, suitability and cost-effectiveness of the fact-finding process
- Using a library “think tank” to explore issues of meeting needs, willingly reexamining all current practices
GOAL 4: Improve the scope and value of library collections and resources to accurately reflect ongoing changes in the university’s curriculum as well as the continuity of its culture of learning and diversity.

OBJECTIVES TO ACHIEVE THIS GOAL

- A level of resources comparable to those found in libraries of peer institutions
- An increase in faculty participation in the determination of allocation of departmental funds and selection of resources
- A high and uniform academic standard of collection development across the curriculum
- An acquisitions budget suitable for support of necessary resources
- Identification of interdisciplinary requirements across departments, colleges and disciplines
- Expansion of collection genres and formats
- A hybrid library of traditional print publications and new digitized information

PERFORMANCE INDICATORS

- The increase in financial support for acquisitions
- The extent to which there is wider understanding of the processes and market factors affecting materials acquisitions and budget
- The increase in and satisfaction with the allocation of available funds
- The decrease in collection gaps
- The increase in satisfaction with collections
- An increase in the use of the library catalog for teaching and learning

STRATEGIES INCLUDE

- Working with faculty profiles to formulate an acceptable and understandable allocation distribution among colleges, departments and programs
- Developing with faculty, a department-by-department, faculty-driven strategic plan for allocation of departmental acquisitions funds
- Promoting increased communication between departments and the library for increased awareness of faculty research interests and curriculum changes
- Reviewing formulae and departmental plans as assessments show changes in programming or demographics
- Identifying state-funded, non-Ph.D. granting universities of comparable quality and programs for comparison of library academic resources
- Purchasing and utilizing the software needed for the electronic assessment of the depth and breadth of current collections
- Identifying those multidisciplinary and electronic resources that are to be supported by a library general fund
- Informing campus communities of collection levels, distribution and gaps
- Initiating a rolling “textbooks-on-reserve” program in cooperation with the campus bookstore
GOAL 5: Develop standards for undergraduates in information-seeking skills and a program of library instruction, across the curriculum, guided by these standards.

OBJECTIVES TO ACHIEVE THIS GOAL
- Widespread acceptance of the notion of library skills mastery as empowering tools for learning, critical thinking, and entree to communities of discourse
- Widespread acceptance of information-seeking skills as integral to disciplinary knowledge
- An increase in student understanding and appreciation of the importance of information access in our society for life-long learning
- Student mastery of critical information-seeking skills within and across disciplinary frameworks and resource formats
- An increased presence and active participation of library faculty in university curriculum and program development

PERFORMANCE INDICATORS
- An increase in requests for library instruction in university classes
- An increase in teaching partnerships for librarians and program/departmental faculty.
- A preponderance of students able to perform literature searches, interpret retrieved citations, document resources used and evaluate usefulness of information content

STRATEGIES INCLUDE
- Identifying college-based librarians who will be our ambassadors to the community we serve
- Offering instruction in the effective use of both print and electronic resources
- Offering instruction in information evaluation to facilitate the effective use of the World Wide Web
- Offering a flexible array of services that support classroom teaching and student learning in a format determined by the distinctive programs of each department or college
- Developing definitions and criteria for core information-seeking skills
- Formulating and demonstrating the relationship between mastery of information seeking skills and improved critical thinking, problem solving, and competency in information retrieval and evaluation
- Training library faculty in classroom pedagogies
- Gaining recognition of the Library Curriculum Committee by the Academic Coordinating Commission
- Implementing a process for proposal, development and review of new undergraduate and graduate library courses
- Tracking effectiveness of library instructional programs
GOAL 6: Discover, develop and employ the most effective and up-to-date information technologies for the delivery of instruction, services and resources

OBJECTIVES TO ACHIEVE THIS GOAL

- A technological infrastructure, hardware and software that keeps pace with rapid, continuous change
- A budget line-item for realistic operating expenses associated with the acquisition, upkeep and replacement of hard and software, maintenance and training.
- A library-managed computer network for the support of library services, upgraded when necessary to accommodate new applications, releases and services
- A Library Information System replete with a “meta-catalog.” This is a comprehensive tool providing a national level of bibliographic description and subject analysis for all accessible academic resources, including links to the best available databases and bibliographic services.
- A fully functioning Sounds & Images Center, supported by knowledgeable staff, providing:
  - simultaneous, multiple-user audio files
  - software to analyze recorded music and manipulate graphic images
  - scanners and CD-ROMs with graphic image files allowing transfer of library documents into research projects and writing assignments
  - Zip drives, CD-ROM burners and other peripherals to use a variety of applications and storage devices
- A fully functioning array of network services to provide off-campus locations with access to library-skills instruction and library resources
- An increased presence of library faculty in the campus’ development of information technologies for improved teaching and learning

PERFORMANCE INDICATORS

- The extent to which the quantity and quality of library computer equipment meets the needs of library users and personnel, including:
  - Sufficient number of computer network access ports for laptop users
  - File servers and high bandwidth network for transmission of audio and graphics
  - High capacity file servers to support the use of full-page image graphics documents
  - Printing services supporting printing of color graphics found in the library and on the World Wide Web
- An adequate number of library technology support personnel
- An increase in the number of self-service applications available around the clock
- The extent to which reference services are technologically-enhanced
- The extent to which acquisitions, serials management and cataloging services are technologically enhanced, including:
  - all-in-one vendor services offering materials with electronic catalog records
  - real-time status information for library users through public access modules of the Library Information System
STRATEGIES INCLUDE

- Planning a client-centered floor plan for public service computers
- Offering hands-on keyboard experience to large classes of students in library computer labs
- Maintaining optimal service, including scheduled upgrades of computers in public service areas as well as those in use by library personnel
- Maintaining adequate backup equipment
- Developing and enhancing the library online catalog continually, including:
  - scheduled upgrades with new features
  - hypertext links to World Wide Web sites and online services from commercial publishers and university presses
  - customized new acquisitions lists
  - customized lists of all accessible resources, on and off-site
  - single step, single interface searching of all indexes and links
  - links to and from database citations
- Developing and enhancing Library Information System offerings through ongoing reviews and comparisons of available products, on-campus demonstrations by marketing representatives and in-house demonstrations by library personnel
- Participating in current library consortia (e.g., the Cooperative Library Project) and future extended cooperatives (to include K-20, the community colleges and the private sector) to acquire resources at the lowest possible cost including shared databases
- Exploring and implementing the best commercial services for:
  - speedy document delivery
  - enhancing class resources with electronic reserves
  - Table-of-Content [TOC] current awareness
  - direct patron access for document delivery
  - electronic ordering
  - self-service check-out of library materials
  - transmission of documents in computer format through the campus network to faculty and student e-mail accounts
- Participating with the Washington State public universities in the development of unmediated interlibrary borrowing
- Integrating video-conferencing and e-mail communication into reference services
- Developing library web pages to include:
  - Pathfinders and bibliographies
  - Resource use instruction
  - Online tours of the library
• Offering continuous in-service training and education to library personnel including on- and off-site courses and attendance at professional conferences
• Reviewing and upgrading of processing procedures and monitoring of vendor efficiencies

GOAL 7: Provide optimal and cost-effective services and operations

OBJECTIVES TO ACHIEVE THIS GOAL
• Determination and use of cost and performance standards (resources, personnel, time) as guidelines for delivery of current and planned services
• Funding for the appropriate number of staff positions for timely delivery of services
• Effective work teams

PERFORMANCE INDICATORS
• An increase in the speed of service delivery
• A decrease in the unit cost of operations
• A continuity in the high quality of services and operations
• Evident allocation of resources toward the implementation of strategic goals
• An increase in staff morale with realizable workloads and efficient operations

STRATEGIES INCLUDE
• Regular evaluation of effectiveness for accountability and the promise of continual improvement
• Developing cost-effectiveness indicators for all operations in relation to total library budget and determined community need
• Employing cross-training and reorganized work structures
• Monitoring developments in technology and systems which promise faster delivery and lower unit cost
GOAL 8: Deliver services and resources in all formats within and beyond the walls of the library and the confines of regular workday hours.

OBJECTIVES TO ACHIEVE THIS GOAL

- An increase in non-traditional delivery of service and instruction.
- The technological capability to transform any computer file format to any other, e.g., photograph > computer file, microfiche > e-mail, World Wide Web data banks > ZIP storage drives.
- The development of the “hybrid” library: collections of books, journals, computer files, videos, realia (artifacts and objects).
- Meta-catalog network links to participate in a worldwide digital library.
- Video-conferencing access to librarians for research consultation.
- Improved library service delivery to off-campus students, particularly through new communications technologies.

PERFORMANCE INDICATORS

- An increase in satisfaction with library programs.
- An increase in numbers of clientele.
- Broader range of service and resource delivery to remote learning sites.
- Increased ease in access to all resources from off-campus.

STRATEGIES INCLUDE

- Providing professional librarian services through an extended-day between 5pm and 11pm and on weekends.
- Delivering library-skills instruction in the dormitories and computer labs through the use of peer advisors.
- Maximizing the capabilities of library web pages and the web-based catalog for the delivery of expanded information and instruction.
- Offering web-based courses and course-linked modules in library instruction.
- Offering research consultancy to students in off-campus programs via desktop audio-video teleconferencing.
GOAL 9: Keep the community informed of library developments and welcome participants in its activities.

OBJECTIVES TO ACHIEVE THIS GOAL
- A variety of informational channels including web pages, publications, exhibits, presentations and tours

PERFORMANCE INDICATORS
- An increase in awareness of library activities and services
- An increase in awareness of personnel expertise and functions

STRATEGIES INCLUDE
- Designating librarians as liaisons to specific colleges, departments and programs
- Providing and maintaining print and electronic subject bibliographies and new acquisitions lists
- Developing and promoting greater awareness of library services
- Publicizing and describing developments, activities and expertise, frequently and broadly
- Providing space and means for exhibits, displays and performances within the library
GOAL 10: Mirror the library’s intentions in its physical spaces, providing open and free access to all resources, physical and intellectual.

OBJECTIVES TO ACHIEVE THIS GOAL

- The provision and promotion of varied uses of physical spaces for the presentation and exchange of knowledge and ideas
- The expansion of programming and services into the renovated Haggard Hall wing of the library
- A renovated Wilson Library which flows into the new space in Haggard Hall for a coherent library program
- Collections shelved in “user friendly” configuration that adds value to research and information-seeking strategies

PERFORMANCE INDICATORS

- Expanded client base with maximum use of all resources
- Greater use of physical resources by a wider spectrum of people from across the campus
- Sufficient stack space for existing collections and their natural growth
- Sufficient study space for individuals, groups, and visiting scholars
- Increased teaching space for library instruction
- Increased ease in locating collections and resources
- Facilities conform to ADA standards and beyond

STRATEGIES INCLUDE

- In both the new Haggard Hall and in Wilson Library:
  ⇒ providing free and equal access to all clients, following the American Library Association Guidelines for the development and implementation of policies, regulations and procedures affecting access to library materials, services and facilities
  ⇒ providing special terminals, materials and aids for the disabled
  ⇒ providing expanded access to facilities in off-peak hours
  ⇒ providing a diversity of seating and study options
  ⇒ creating spaces for quiet study and contemplation
  ⇒ classifying journals to facilitate ease of access
  ⇒ maintaining the majority of collections in open stacks
  ⇒ providing clear and appropriate signage
  ⇒ providing cataloging for selected campus resources not located in the Western Libraries

- In a renovated Wilson Library:
  ⇒ promoting the historical significance and architectural grandeur of the original library building
⇒ creating a Thesis Room for presentation and recognition of scholarly accomplishment
⇒ expanding the use of the current Presentation Room and Third Floor Central in programming
GOAL 11: Maintain an informed and motivated community of library personnel through communication and opportunities for self-directed learning, in-service training and leadership.

OBJECTIVES TO ACHIEVE THIS GOAL
- A traditional hierarchy transformed to self-directed teams
- The development of core competencies, including supervision and performance evaluation, for all staff
- Continual opportunity for in-service development
- A work force that understands lifelong learning through personal experience

PERFORMANCE INDICATORS
- A library environment that fosters team cohesiveness, mutual commitment and cooperation
- An increase in job satisfaction and morale
- An increase in cross-training and shared expertise
- Widespread proficiency and awareness of new technologies on the part of library staff
- Continual generation and testing of new ideas
- An increase in staff interest in library programs and presentations
- Sufficient funding for training and development
- Development of training opportunities in supervision and evaluation

STRATEGIES INCLUDE
- Holding regular staff meetings, special programs, social activities and an annual staff retreat for sharing information and developing community
- Creating library-wide teams and a system for team records management and inter-team communication
- Encouraging active participation, evaluation and leadership opportunities
- Conducting a needs assessment survey on staff training
- Developing a program of continuous in-service education
- Exploring job sharing and cross-training
- Providing workshops in communication, customer service, student supervision and teamwork
- Creating a team to monitor and assess effectiveness of programming
Appendix 1: **PROJECTED TIME-LINE FOR SELECTED STRATEGIES**

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Appendix 2: STATEMENT OF STRATEGIC INTENT
Appendix 3: THE SURVEYS: A TABLE OF SELECTED LIBRARY STRENGTHS AND CHALLENGES
APPENDIX 4: THE COOPERATIVE LIBRARY PROJECT [CLP]:
DESCRIPTION AND CURRENT STATUS
APPENDIX 5: CURRENT TEAM DIRECTORY
APPENDIX 6: STAFF AND FACULTY DIRECTORY