FOLLOW-UP PROGRAM REVIEW

BROOKS LIBRARY
CENTRAL WASHINGTON UNIVERSITY

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September 2015
Organization of the Report

This report is divided into eight sections: (I) Background, Current Context, and Sources; (II) Administration; (III) Technological Infrastructure; (IV) Public Services; (V) Facilities; (VI) Westside Libraries; and (VII) Concluding Remarks; and (VIII) Appendices. Sections II-VII conclude with recommendations related to the discussion in that section. The appendix includes a summary of recommendations and the ACRL Principles and Performance Indicators for Libraries in Higher Education.

I. Background, Current Context, and Sources

A. Background

In September 2009, CWU President Dr. James Gaudino and Dr. Tracy Pellett, Associate Vice President for Undergraduate Studies contracted with Drs. Greg Byerly and Richard Rubin of the School of Library and Information Science of Kent State University “to identify the strengths and challenges of the Brooks Library” (Report 2009). Drs. Byerly and Rubin spent several days in October 2009 interviewing university and library administrators, library faculty and staff, and other related stakeholders. The resulting report focused on the performance of various library units and the library as a whole, not on individuals. The Report recommended eleven actions for improvement (Figure 1).

Figure 1

<table>
<thead>
<tr>
<th>Recommendations from the Original 2009 Brooks Library Report</th>
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<td>1: The University must move expeditiously to hire a new, permanent Dean for the Brooks Library.</td>
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<td>2: The Brooks Library must develop a strategic plan for the next three to five years establishing a clear vision and mission for the library.</td>
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<td>3: The mission of the Archives unit must be re-visited and clarified.</td>
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<td>4: The infrastructure for communication and decision-making needs to be re-configured.</td>
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<td>5: The budget of the Brooks Library needs to be based on a strategic plan, and substantially increased if it is to serve the University community effectively.</td>
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<td>6: The mission, goals, and objectives for the libraries in the University Centers must be established expeditiously.</td>
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<td>7: The Brooks Library must develop and initiate a formal process of collection development which includes systematic evaluation of the Library collections and the direct involvement of the University faculty.</td>
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<td>8: The services provided by the Reference Department need to be significantly improved.</td>
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<td>9: The Brooks Library must create and implement a systematically developed information literacy skills and user education program following the guidelines and standards provided by ACRL.</td>
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<td>10: The Brooks Library should consider reorganizing and reducing the number of units and departments to create efficiencies in service, staff, and supervision.</td>
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<td>11: The Brooks Library should develop a master plan for the facility that insures efficient access to and uses of the Library.</td>
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B. Current Context

Today, the Brooks Library plays a central role at Central Washington University. As the Dean of Libraries noted:

The Library supports virtually all of the academic and non-academic programs on campus. It also provides educational content and services to 2,000 under-served and place-bound students, as well as traditional students, faculty, and staff around the state. (Strategic Initiative Proposal Form: University Research Commons).

In the past five years, Brooks Library has been in transition during a time when academic libraries throughout the U.S. are functioning in an increasingly demanding and complex environment, particularly an uncertain fiscal environment. During this period, the following factors have had a direct impact on Brooks library services and collections:

- Changes in leadership approach and philosophy shaped by a new Dean appointed in 2010.
- Substantial reductions in annual state revenues to finance higher education in Washington.
- University adoption and implementation of a budgeting system (Responsibility Centered Management (RCM)) that identified the library as a cost center.
- Significant changes in the library workforce due to retirements, resignations and the creation of new positions, often in management.
- Significant reorganization and re-conceptualization of information services including the creation of the Academic and Research Commons (ARC), embedded librarians, and the “i-desk”. This re-conceptualization also entailed the inclusion of educational units directed by other university departments such as the Writing and Math tutoring centers and Career Center.
- Alterations in the Library’s physical arrangement, most notably in the movement of circulation services and the creation of the Academic and Research Commons.
- Increasing emphasis on engagement with students and faculty within and outside the library.
- Increasing need to demonstrate a positive effect of the library on student recruitment, retention, and success.
- Student expectations for library services increasingly focused on remote, electronic access to the library and its resources.
- Significant alterations in the library’s technological infrastructure as a result of its migration from III to Ex Libris.
These factors created both opportunities and challenges for the library and navigating these challenges required careful deliberation, planning, and support from library faculty and staff, library managers and administrators, and the university as a whole. Many of these factors will be discussed in more detail in the report.

C. Sources of Information

The follow-up report is based on a variety of sources which include, but are not limited to:

- Annual Reports of the various units including the Dean’s reports;
- Committee minutes of faculty meetings, the Library Council, and the Library Advisory Council;
- Strategic plans of selected units and the library as a whole;
- Physical tour of the library;
- Articles prepared for publication;
- E-mail correspondence with the Dean, unit managers and other faculty and staff;
- Documents, pamphlets and other informational materials prepared by the library.
- Internal survey data and reports;
- Face-to-face discussions with the following:
  - Library staff and faculty
  - Heads of library units
  - Coordinators at the Des Moines and Lynnwood Centers
  - Representatives of the Library Advisory Council
  - Library Dean
  - CWU Provost and President
- ACRL Principles and Standards
II. ADMINISTRATION

A. Human Resources

1. Dean

One of the major concerns expressed in the original report was the absence of a permanent Dean. This issue was expeditiously addressed and in April 2010, following a national, competitive search, Patricia Cutright was selected to provide leadership. Dean Cutright’s credentials reflect an able and highly-qualified individual. She served as the Director of the Pratt Institute library from 2004-2010, and as Director of the Eastern Oregon University library from 1993-2004. Prior to that time she held positions in academic libraries as an electronic resources librarian and reference librarian. She possesses a Masters in Librarianship from the University of Washington. The Dean is an active and productive participant in her profession. She is a member of the Library Administration and Management Association, (LAMA) and serves on the American Library Association’s International Relations Round Table. She is a member of the Executive Board for the American Indian Library Association and a member of the Ebsco academic libraries advisory board at the national level. The Dean also sits on the Washington Library Council, an advisory board for the State Library.

Under her leadership, the Library has undergone a variety of changes including, but not limited, to the following:

- The hiring of an Associate Dean to provide administrative support;
- The establishment of a faculty chair position to provide faculty leadership and support.
- The replacement of numerous faculty and staff due to retirements and resignations;
- The inclusion of new service units such as the Writing and Math tutoring centers;
- The hiring of new managerial leadership to head units;
- Revision and creation of governance committees;
- Increased attention to the visibility of the library in the academic community;
- Alteration of the reference service model including embedded librarianship and increasing emphasis on library instruction;
- Development and launching of a new Library and Information Sciences program minor.
- Changes in the physical facility due to the implementation of new services and technology;
- Creation of an ongoing strategic plan for the library; and
- Implementation of a new integrated library system and digital repository.
On September 1, 2015, Dean Cutright was also appointed Interim Executive Director of Institutional Effectiveness. The appointment is effective until a national search is conducted for an individual to fill this position permanently. The interim appointment of Dean Cutright is testimony to the confidence the university has in the Dean’s administrative acumen. At the same time, the university must ensure that the duties and responsibilities associated with this new appointment do not divert or otherwise delay the library’s initiatives. Additional human and fiscal resources may be needed and should be provided expeditiously.

2. Library Faculty and Staff

Academic libraries are labor intensive organizations. As such, the nature and composition of the library faculty and staff are critical to library performance. Over the past three years, three faculty retired, four faculty resigned, and four staff retired. Currently, there are approximately 40 permanent positions consisting of tenured, tenure-track or non-tenure-track (NTT) faculty (40%) and classified staff many of whom have 10 or more years of service. The permanent staff is assisted by student workers (44%), temporary workers (1%) and graduate assistants (2.5%) bringing the total workforce to approximately 75.

However, recent budget cuts have reduced the number of NTT faculty from three to 1.5. The NTT personnel cuts reflected the Dean’s desire to protect other important discretionary lines that had been adversely affected in earlier budget cuts. To mitigate the staff loss, workloads have been redistributed to the remaining faculty. The willingness of faculty to assume new duties under difficult financial conditions is admirable, but the loss of two public service staff is troubling. It is especially problematic as the library shifts to increased activity in instruction and liaison work..

Although the size of the workforce has remained relatively steady, the composition of the library staff has changed significantly. In a few cases, faculty were reassigned to different units or job positions, e.g. liaison librarians. One librarian was moved from Cataloging to become the head of the Music Library. In addition, some new positions were created or re-conceptualized, such as Student Engagement & Community Outreach Librarian, Electronic Resources Librarian. In addition, two positions were created to assist directly the Dean: an Associate Dean/Government Publications position and a senior secretary. Significant numbers of new faculty have been appointed to positions with supervisory, management, and/or administrative duties. These personnel changes brought inevitable stresses, communications issues, and differences of opinion among faculty and staff. Nonetheless, it appears that library staff are working effectively in a collaborative work environment. The library, its faculty and staff, and its Dean are viewed positively by the university leadership.

In addition, the library now has a clear policy on tenure, promotion, and post-tenure review recently approved by the Provost on June 2014. In the past, new tenure-track faculty were informally mentored. Because of the number of recent tenure-track appointments, the Dean recently initiated a more formal mentoring program outlined in “Introduction of Mentorship Program: James E. Brooks Library, Central Washington University”. The program formally assigns an individual mentor to each of five new tenure-track faculty. The Dean and faculty are to be commended for these efforts. It is critical that the mentoring program be supported and sustained. Mentors should receive training on being effective mentors.
B. Budget

The current budget for the Brooks Library is approximately $4.3 million; 65% of which is comprised of salaries and benefits and the remaining in goods and services. Since the original report, the Brooks Library budget has grown slowly. In recent years, the budget has increased about 3% annually; last year it declined slightly. Although the slow and uneven growth is not good news, it must be placed in the context of the revenue situation for higher education in Washington and the university as a whole. Funding for higher education in general was reduced significantly over this period. Revenue cuts to the university were as high as 30% in two of the last five years. In these circumstances, it is natural to expect the library to share in the burden when budget reductions occur. The reduced funding resulted in at least two significant changes to the library budget:

- The library shifted funds from the books/monographs budget to the electronic resources budget. Currently, 90% of the resources budget is invested in e-resources; 10% in “hard copy.” The budget for monographs is now at $125,000, considered the bare minimum by the Dean. The Dean has requested a $75,000 increment to the budget to support the monographic line but to date this has not been granted.

- The personnel budget was reduced, cutting two full time NTT faculty members.

The Dean responded constructively to the required budget cuts and in addition sought external funding for projects of historical and social value to the academic and local community; the library successfully obtained several small grants between $1,000 and $3,000. Although cuts to the library budget were required, the Vice President for Finance, George Clark, noted that they were significantly less that those requested for many other units, reflecting a genuine appreciation of the importance of the academic library in the life of the university community. The university has, in general, been supportive of the library during difficult financial times. For example, the library received support to relocate the Circulation unit and for the creation of an Academic Research Commons (ARC). It also partially funded the relocation of the Center at the CWU-Des Moines.

Continued support is vital. Library services are not only critical, but they can, when adequately funded, help ameliorate, albeit only partially, the damage done by reductions in funding to other academic departments. For example, the library provides effective access to a wide range of academic databases, and provides library instruction and research assistance. Such activities support the demands of larger classes, and improve students’ abilities to complete assignments. In addition, effective faculty liaison activity with departments can focus and target acquisitions for students and faculty and identify and eliminate unnecessary collection costs through careful weeding of serial subscriptions.

One other factor has increased fiscal complexity for the library: the recent shift in the economic model of the university to Responsibility Centered Management (RCM). Under this model, budget control shifts from central administration to the academic departments or colleges where the primary activities of the university take place. The departments and colleges retain the tuition revenue they generate minus unit and university overhead. Academic units are thus motivated to increase revenue, promote entrepreneurial activities, and improve overall management of unit resources. If RCM is properly administered, such activities can result in increased efficiencies and enrollment and thus revenue for the unit and the university as a whole. However, there are many subtleties to RCM and the implications for the library are mixed. Under RCM, academic libraries are
generally considered “overhead.” Other overhead units include business and financial services, operations (HR, ITS, Public Safety), administration (President, Public Affairs) and academic support units such as the Provost’s Office, Graduate Studies and Student Success. Under RCM, the library generally falls into the last overhead category.

Theoretically, to the extent that RCM generates increased efficiencies for the university as a whole, there will be greater resources for overhead units. However, a support unit seeking to launch new initiatives or provide new services requiring increased revenue might meet with resistance from the academic units because any requested increase means an increase in overhead costs and a concomitant reduction in revenues to the academic units. This issue was highlighted recently when Brooks Library decided to offer a minor in Library Science taught by its own faculty. Given the entrepreneurial character of the initiative and the direct educational value to the students, one would expect that the tuition generated by the program would go directly to the library. However, to date, the academic units have resisted this allocation on the grounds that the library was classified as an overhead unit—a cost center. There is considerable irony when university academicians oppose self-generated revenue for improved library services. In addition, failure to reward entrepreneurial initiatives is contrary to the basic philosophy of RCM. Although the library cannot generate revenue at the same level as an academic unit, it can and does provide materials, services and direct instruction to complement and enhance students’ education. The ambiguity of the academic library functioning as both a cost center and a direct educational provider is inherent in all academic institutions and will not be resolved by CWU, but it suggests that the library is a special case requiring greater flexibility.

C. Governance

Library governance at the Brooks Library reflects a typical combination of administrative authority and collegial consultation common in academic units. The range of library committees suggests that the Dean receives input in appropriate, important areas of library operations. The Dean has updated committee structures, and a number of committees on which staff and faculty participate have been formed or merged in recent years. For example two committees: the Collection Development Committee and Management Committee, were merged to form a single committee in 2010. The Communications, Marketing and Grants Committee, newly formed in 2014, became the Events Committee in 2015. A Curriculum Committee was formed in 2014 to review curriculum for the new Library Science minor. A ScholarWorks committee was formed based on the original team that helped create ScholarWorks. A Staff Development Committee considers career development opportunities for staff. There is also a Faculty Personnel Committee, Building Management Committee, Student Employment Committee and Web Development Committee.

There are two additional and vital sources for collegial governance: the Library Council (LC), and library faculty meetings. The composition of the Library Council consists of all library faculty, two classified staff representatives and the Dean. Faculty meetings consist of all library faculty. The LC meets approximately every two weeks; faculty meetings are weekly. A review of the LC and faculty meeting minutes over the past two years indicate that a wide range of topics are discussed including the ILS and discovery system migration, ScholarWorks, Faculty Senate activities, RCM and other budgetary matters, events, information security, circulation policies, embedded librarianship, the LIS minor and ARC.
A Faculty Chair was hired through a national search to provide leadership for the library faculty. The Chair runs the faculty meetings. The Chair, according to the position description, “serves as a leader among the faculty in developing strong student advising, teaching, research, public service and academic programs within the Library.” The Chair reports to the Dean in matters of “selection, retention, tenure, promotion and work assignments of faculty.” The Chair is also a member of the Library Council. Library faculty also participate in university-wide committees including those related to accreditation, equal opportunity, Faculty Senate, strategic planning, academic technology, faculty development and research, budget and finance, extended learning, and retention.

In addition to committees involved in collegial governance within the library, Brooks Library also seeks input from the broader university community through the Library Advisory Council (LAC). The Bylaws of the Council note that the LAC and Library Council “serve as advocates for the Library to the University community and beyond; and acts as liaisons between the community and the library.” The LAC also actively searches “for ways to improve the library and promote programs to make our patrons aware of its resources and services, including patrons of the wider community.” The LAC meets approximately once a quarter. Current members come from many parts of the university community and include the following academic units: Educational Foundations & Curriculum, Philosophy & Religious Studies, Psychology and Economics and a library staff representative. A classified staff member from Registrar Services, a student representative, and a representative from the Des Moines center is also included. Topics for LAC meetings include a Dean’s Report summarizing the activities and programs of the library, a review of library performance statistics, reviews of budgetary and personnel changes, and upcoming and previous events.

Overall, there appears to be active library faculty and staff participation in governing the library. Ideas appear to be exchanged openly and few expressed any concerns about giving their opinion in meetings. There were no explicit statements of concern regarding the general operation of the library’s committees and councils. This, of course, does not imply that there is agreement among committees, council members, and library administration on all issues; but it does suggest that ideas are exchanged among faculty, staff, management and administration in a fruitful manner.

D. Collection Development/E-Resources

The Library provides primary access to both its print and electronic collections through its integrated library system, discovery system, and interlibrary loan program including collaboration with the Orbis Cascade Alliance. The library has had a “Collection Development & Management Policy” since FY 2013-2014, and a Collection Development and Management Committee helps promote the quality of the library collection.

The collections of American academic libraries have undergone significant alterations in recent decades. Most notable has been the shift in emphasis from print to electronic collections such as ebooks, ejournals and databases. This shift has resulted in significant changes in the character of collections, and how they are acquired, organized and accessed. Since 2012 the largest collection development expense for Brooks Library has been in e-resources and this trend is likely to continue. In fact, the number of print books purchased declined by 27% from FY 2013 to FY 2014 (1152 to 839).
The shifting collection environment from print to electronic materials has precipitated some re-assignment of duties and responsibilities among collection development staff, and reallocating some day-to-day responsibilities to paraprofessional staff. In addition, a new full-time, library faculty position was created--Electronic Resources Librarian. The creation of this position has been received positively among library faculty and staff. The incumbent for this position has been in the library only a few months at the time of the writing of this report. These personnel changes have enabled the unit head and others to focus on analytical activities such as cost-benefit analysis of the collection, analysis of serials use, and providing collection development support for embedded librarians. The Electronic Resources Librarian can develop and enhance the analytical approach to electronic holdings, assist in the assessment and use of electronic resources, and provide data for collection, acquisition, and retention decisions. *The overall shift to an analytical approach using systems data from Alma and Primo is an important initiative: it should help track expenditures, assist in ensuring that collections mirror the curriculum and research imperatives of faculty, and identify certain types of materials such as journals that can be targeted and analyzed in terms of cost and use.*

As noted previously, from a collections perspective, although e-resources are vital to the contemporary academic library, print collections remain important. There is serious concern among the library leadership about the shift of funds away from the print, monographic budget to fulfill the demands for e-resources. Recently, following additional cuts in the library budget, the Dean determined that the budget for monographs could not be decreased further. Faced with the need to reduce costs, two NTT positions were cut. This is an unacceptable situation and damaging to library services; a significant increase in the monographic line is needed.

The transition from Ill to Ex Libris has been challenging. For example, serials staff reported significant increases in workload and difficulty finding time for training on the new system. Some felt there was a need for more on-site training. Although frustrations remain, staff report that they “are getting used to” the changes and take a constructive and positive attitude overall toward the new system. In addition, collection development and serials staff have positive working relationships with the other units in the library.

**E. Marketing/Promotion of the Library**

If academic libraries are to prosper, they must be perceived as vital components within the university community, a “destination” as well as an information conduit. Increased visibility enhances this perception and in recent years, Brooks Library has launched a number of outreach activities. These efforts have been well received according to members of the Library Advisory Council who spoke enthusiastically about participating on the LAC itself and were complimentary regarding the Dean’s attempts to engage with the broader community. For example, the embedded librarianship program and ARC increased the perception by faculty and university administration that the library is engaged with the academic community outside the library’s physical building. “Waffle Night” appears to be particularly successful with students who characterize the library as a “place of nourishment” both intellectually and a source of comestibles. Creating an inviting (one LAC member used the term “homey”) environment for students, faculty, and the external community significantly contributes to making the Library a destination; the idea of a “coffee shop” was mentioned by several LAC members as another means to promote this goal.
Recently, the library began developing a formal public relations and promotions plan. Both marketing and branding strategies are being developed and a working document is being prepared including procedures for creating promotional materials. Branding issues such as a library-specific color palette and logo are also being discussed. The library currently employs social media including Facebook, Instagram and Twitter. A Social Media Guide is being developed to create a cohesive strategy of social media engagement with the academic and broader community. The newly appointed Student Engagement and Community Outreach Librarian and the User Experience Librarian will be responsible for coordinating social media. The marketing and social media plans and guidelines are important and their completion should be a priority for the Library.

F. Planning and Evaluation

Planning

The library has made significant progress in terms of planning. The original 2009 Brooks Library review noted the absence of strategic planning. In response, the library developed its first strategic plan in Winter 2010. A Strategic Planning Ad Hoc Focus Group was created in August 2012 to assist in the planning process but was dissolved in early 2014. The importance of systematic planning is reflected in the 2013 appointment of a new Associate Dean, one of whose primary responsibilities is leading an ongoing planning process. Individual units are charged with responsibility for annually creating their own strategic plans, explicitly citing the pertinent university objectives to be met, as well as unit outcomes, with performance indicators and levels. The Library’s overall strategic plan is reviewed annually.

Although the current strategic plans are valuable, they tend to focus on operational issues. These issues are certainly worth attention, but there is no “birds-eye-view” of the Library, assessing its place and current and future function within the university. From this higher perspective the library could place the day-to-day operational issues in context as well as appropriately position its goals and objectives within those of the university. Scenario planning techniques might be explored to assist in evaluating the various possible alternatives for the library. One possible end product of this activity is a White Paper that describes in broad terms the library’s mission and function at CWU as well as the challenges and issues facing it. Such a document could serve as a context, guide post and communication tool for the library’s service planning, staffing, and marketing activities.

Evaluation

During times of change, attention is appropriately focused on operational issues related to the implementation of those changes. Under these circumstances and given the constraints of limited funding and staffing, planning and evaluation activities often become secondary by practical necessity. Understandably, this has been the situation at Brooks Library, although it is clear the library is already establishing a foundation for sound planning, data collection, and assessment for the future. The library has made good-faith, albeit sporadic, efforts to collect relevant data on its performance. For example, a LibQual™ study was conducted in 2011 and a study of faculty and student user satisfaction was performed in 2013. Quantitative data is also obtained through the library’s ILS system and the Orbis Cascade Alliance. Additional quantitative data is now being provided through a recently-developed library data warehouse, BrookStats, which provides limited data in such areas as acquisitions,
facilities use, cataloging, circulation, ARC and archives and special collections. Qualitative data on faculty opinions is solicited through the Library Advisory Council, faculty surveys assessing the value and quality of library instruction, and collection development surveys for standing orders have been conducted in various academic departments. The annual reports of the Dean and the various units also provide data that can be helpful in terms of assessment; however, these reports are not constructed with a consistent format which makes comparison and broader institutional analysis difficult. In some instances, it appears that the data are being used for decision-making, e.g. for some collection development decisions. However, in other areas it is unclear if or how the data are actually being employed in a systematic way to modify services or operations. There are no adequate measures of the impact of library services.

Administrative Recommendations

Human Resources

- Prepare a three-year staffing plan that determines near- and intermediate-term staffing and organizational needs. This plan should reflect primary service goals and objectives of the library and involve consultation with library faculty and staff, as well as other units at the university as appropriate.
- Develop a structured, ongoing assessment tool to identify human resource needs and challenges as well as training and development needs for all staff.
- Offer ongoing training and development for new faculty who are engaged in management, supervisory, and administrative positions. On-site training and development should be employed when available, but education and training provided at external conferences and workshops should also be considered.
- Formulate a specific budget line for training and development.
- Replace the recently lost two NTT faculty positions or their equivalent as soon as it is fiscally feasible.
- The university must ensure that the duties and responsibilities associated with the Dean’s new appointment as Interim Executive Director of Institutional Effectiveness does not divert or otherwise delay the library’s initiatives. Additional human and fiscal resources may be needed and should be provided expeditiously.

Budget

- Restore funding for the two NTT faculty positions or their equivalent as soon as it is fiscally feasible.
- Expedite the request of $75,000 for a permanent increase to the monograph line.
- Allocate tuition revenue generated by the Library Science Minor to the Brooks Library.
- Actively seek extramural or philanthropic funding for major projects such as renovating to create a lecture hall or improving facilities for archives and special collections.
Governance

• Develop a separate, formal charge for the Library Council.

• Incorporate more fully in the minutes of advisory units such as the LAC, Library Council, and faculty meetings, the deliberations and advice offered by its members.

• Consider expanding the membership of the LAC to include individuals outside the CWU academic community. This might include one or two members from another academic library or a member from the greater Ellensburg area, e.g. a member from the Friends of the Library executive board.

Collection Development

• Implement an ongoing systematic approach to data collection, storage and analysis to ensure the most appropriate use of collection resources.

• The university should provide additional incremental support for the purchase of print materials.

Marketing

• Complete and implement the Marketing/Branding Plan and Procedures. Include annual goals and objectives. Train library faculty and staff as needed and evaluate annually the effectiveness of the plan and procedures. Include the Music Library, Archives and Special Collections, and the Westside libraries in these activities.

• Complete and implement the Social Media Plan/Guidelines. Establish annual goals and objectives. Train library faculty and staff as needed and evaluate annually the effectiveness of the plan/guidelines. Include the Music Library, Archives and Special Collections, and the Westside libraries in these activities.

• Establish a “coffee shop” to encourage student visitation at the library.

• Maintain an active LAC with possible expansion of membership to include membership from another academic institution or academic library.

Planning and Evaluation

• Develop a broad vision and analysis document for the library placing it within the context of the university as a whole and the broader academic library environment. Four key questions that should be addressed in this process are (1) Where is the organization now? (2) Where is it going? (3) Where does it want to go? (4) How does it get to where it wants to go? ¹

• Develop metrics to measure the library’s effectiveness. Input metrics, process metrics, output metrics and outcome metrics should be considered.²

• Establish a schedule for systematic data collection, assessment and reporting on an annual basis. The Strategic Planning Ad Hoc Focus Group or a variation of it could be revived to undertake this task with its scope broadened to include evaluation and measurement.

• Develop a three-year staffing plan based on current and future demands for library services.

• Consider enhancing BrookStats to emphasize data collection for planning, evaluation, and decision-making. The database should allow for statistical manipulation and appropriate visual displays.

• Develop tools to evaluate systematically ARC, library instruction, and embedded librarianship.

• Contract with an evaluation consultant with knowledge of statistical analysis, data collection, and reporting. Such an individual can support the Associate Dean in devising data collection techniques and preparing evaluations of critical services and organizational processes.

• Format all unit annual reports consistently and include the following:

  (1) Pertinent unit data in tabular form. When such data are available, tables should include comparison with the previous one or two years.

  (2) Measurable Objectives for the present year and an assessment of the extent to which each objective was met.

  (3) Objectives for the next year;

  (4) Important challenges and issues that were faced in the current year, and identification of anticipated challenges and issues for the ensuing year

  (5) Overall summary of the unit’s performance.

III. TECHNOLOGICAL INFRASTRUCTURE

Although the physical collections of academic libraries continue to play an important role for both students and faculty, electronic access is vital. Today, much of the library’s collection consists of electronic databases and other e-resources, such as e-books, much of which is accessed and viewed remotely and downloaded as needed. Academic libraries must provide the means to access this world of knowledge. In addition, libraries must provide

electronic access from multiple sites and through mobile technologies. The implications of these changes go far beyond technology — but this discussion is limited to technological issues only.

A. Capacity

Overall, the library’s technology systems meet the needs of Brooks Library faculty and students. The library’s systems and capabilities reflect the current trends in academic libraries including a cloud-based, next-generation, integrated library and discovery system, access to the system using mobile technologies, a digital institutional repository, and effective systems for inter-library loan within the Orbis Cascade Alliance and outside of it.

Among the key technologies and capacities are the following:

- **Ex Libris**, including the Integrated Library System (Alma) and discovery platform (Primo).
  - **Alma** supports critical operational functions including acquisitions, cataloging, and E-resource management. It also interfaces with other CWU systems such as the Student Information System.
  - **Primo** is the user interface for Alma. It serves as the discovery system and provides local and remote access to library resources including books, articles, and digital objects.

- **Summit** is the union catalog for the Orbis Cascade Alliance and permits the borrowing of materials from any member library.

- **ILLIAD** is supported by OCLC and permits the borrowing and lending of materials on a national and international scope.

- **ScholarWorks**, hosted by bepress, is the institutional repository of CWU and is overseen by the Brooks Library. It is described by the Library as “...a digital showcase of the scholarly and creative output at Central Washington University. CWU faculty, students, staff, administrators, and university partners can use ScholarWorks to share their work with a worldwide audience.” A primary goal is to upload faculty and student scholarship published in an Open Access environment, or scholarship which is no longer embargoed by the original publisher. Content can include journal articles conference papers and presentations, datasets, textbooks, creative compositions, theses, audio and video recordings, photographs and other scholarly materials. ScholarWorks can be accessed directly through Primo.

- **MediaAMP** is a cloud-based asset management service that integrates with ScholarWorks and includes digital copies of media materials that are too large to be uploaded directly on ScholarWorks servers. Oversight is provided by Brooks Library.

The array of technological services noted above provides appropriate access for both students and faculty. The EZProxy server provides remote access; access by mobile technologies is available.

B. Technology Support

The library’s Technology Services (TS) provides primary systems support. The adoption and implementation of Ex Libris has had significant consequences for TS. It is important to note that the Ex Libris system was selected by the Orbis Cascade Alliance of which Brooks Library is a member. The Alliance is a non-profit consortium of 37 colleges and universities in Oregon, Washington, and Idaho. Prior to the contract with the Alliance, Ex Libris had not been designed or adapted to a multi-member cooperative resulting in considerable start-up problems. The
implementation of Ex Libris among the Orbis Cascade libraries was broken into four cohorts and Brooks Library was designated to participate in the fourth and last phase. The process at CWU started July 1, 2013 and the system went live, December 18, 2014.

One would have hoped that by the time the fourth cohort began implementation many of the problems would have been resolved; unfortunately, Brooks staff and library faculty report that many problems remain. In addition, subsequent changes to the system were introduced without informing Brooks’ staff in a timely manner. This factor coupled with the significant differences between the predecessor and new system was a cause of considerable tension. Some units still express frustration over the Ex Libris implementation although others note that their frustrations have dissipated somewhat after training. Training support was provided internally by Technology Services, by the Alliance, and Ex Libris. Training continues and both faculty and staff expressed general satisfaction, although some expressed a desire for more on-site training. Despite experiencing stress and frustration with Ex Libris, the staff and faculty have worked together to deal with the challenges effectively. Many individuals commented that they received help and support as needed from both their own unit and from other units.

The Technology Services staff felt considerable deadline pressure during certain aspects of the Ex Libris migration. Nonetheless, the Technology Services staff performed collaboratively and successfully. In fact, the migration to and implementation of the Ex Libris ILS and discovery system was a major achievement of Technology Services and the library as a whole. The implementation of Ex Libris required a complex technical and human resource transition. The entire staff should be congratulated on maintaining strong and positive working relationships while dealing with these challenges.

Technological Infrastructure Recommendations:

- Provide on-going education and training in the use of Ex Libris for all faculty and staff.

- Reduce existing stresses stemming from Ex Libris as quickly as possible. Unit managers should consider this as an explicit objective in appropriate units.

- Although the Technology Services unit has a good “Unit Level Strategic Plan”, it would behoove the unit to prepare a three-year “Technology Plan” that projects technology needs and costs for the entire library, including the Music Library, Government Documents, Archives and Special Collections and the Westside libraries. This Plan should involve consultation with appropriate library faculty and staff, be consistent with the library’s service goals, and reviewed by library administration and appropriate external constituents.
V. PUBLIC SERVICES

Brooks Library offers a variety of on-site and virtual services to the public. Electronic access is provided through the library’s portal and is available to the Westside libraries as well. Supplementing the general collection are special libraries in Music, Government Documents, and Archives and Special Collections.

Brooks public service faculty and staff have had to accommodate many changes in the last five years. They, like all the other units, had to deal with the impact of the migration Ex Libris. The new processes and required procedures in such basic resources as the catalog, interlibrary loans, and the discovery system placed significant demands on the unit. Added to these challenges were significant changes to the reference service model (discussed below). Despite these challenges, however, the public services faculty and staff perceive many positive opportunities for student and faculty engagement. But as one individual noted, ‘there is a lot to keep track of’. Overall, the unit reports a positive relationship with the other units of the library.

A. Academic & Research Commons (ARC)

Over the last few years, Brooks Library has undergone a major re-conceptualization of its reference and research services and spaces. Most notably, in January 31, 2013, it launched the Academic & Research Commons (ARC) which integrated traditional reference services with a variety of other information and advisory services including tutoring in math and writing and career advising. The ARC model was based on similar ones observed directly by the Dean and others at the University of Washington and Seattle University. The goal of the new model was to “support student success, faculty development and community life long (sic) learning by providing the highest quality information services through library and campus wide collaborations” (Re-envisioning Reference Services). ARC is described as bringing...

   multiple departments together in one place to provide a ‘one-stop shop’ for student academic success and research needs. The ARC creates an environment that encourages student collaboration and facilitates group projects by providing new technology, spaces, and furniture. It balances the space for active collaboration and computing with quiet space essential for reading or contemplation….Combining the ARC with the Tutoring Center provides students with a single location with layers of expertise…. [The ARC] is a collaborative learning environment combining library, writing, math, tutoring, and career services to meet the needs of our students and faculty in the 21st century (AWCCU Standard Worksheet).

The ARC collaborative spaces include furniture and technology designed to promote student interaction and group projects. Although not formally considered part of ARC, group study is also encouraged in a 10,000 sq.ft. open space called “The Fishbowl”. The Student Body Board of Directors (BOD) recently requested designated space for more privacy within the Fishbowl and three soft-walled study carrels were added. The responsiveness of the library to the BOD is commendable. Although use of collaborative technologies such as Mediascape, have been relatively low to date (see data below), there has been substantial improvement this year and the Head of Reference & Collection Development has developed additional, useful strategies to promote use.
The ARC also includes a tutorial center originally called the “Learning Commons” and now referred to as the “Learning Support Center”. The Center provides assistance in math and writing and is operated by another unit at the university—Student Success. The center was originally located in another building, but was relocated to the library in 2012-13. Since the move, the center has experienced continuous growth with 5,536 tutorials provided in 2012-13 and 8,584 in 2014-15, a growth of 55% over a three-year period. Growth is expected to continue. Although the math and writing tutoring center adds value to the library as place, there is little structured communication between the center and the library faculty and staff. Because the tutoring center (and the Career Center) is considered part of ARC, improved formal communication at the service level is desirable.

Accompanying the introduction of ARC was a redesign of basic reference functions. For example, the unit now has an “iDesk”, often the first point-of-contact for an on-site library user with an information need. The desk is usually staffed by trained undergraduates, promoting the concept of peer-to-peer assistance. The i-Desk personnel assess whether a library faculty member is required.

To foster the integration of ARC with the rest of the public services, all library faculty serve “on-call” for ARC although only ARC reference librarians are scheduled at specific times to be first-in-line when pertinent reference queries arise. Library faculty are also available for more detailed consultation through individual appointments. The model also includes a “roaming” reference desk, with library faculty moving about the library to assist library users. The roaming service will be fully implemented in 2015-16 and will initially be limited to ARC. Expansion to the Fish Bowl, computer lab, and 4th floor will occur as time and resources allow.

The new service model is supplemented by 24/7 reference support through virtual reference services. These services are provided by AskWA the Washington State Library online 24/7 reference service which the library joined in January 2014. The library also provides an electronic --Ask-A-Librarian-- service which relies primarily on email and is not 24/7. The use of the library’s virtual reference service is low. In addition, valuable research guidance traditionally supplied in print (LibGuides) is now available digitally through the library’s portal.

Concerns about the new reference model persist among some library faculty. These concerns include (1) whether i-Desk student personnel can adequately determine when a faculty referral is needed; and (2) the potential adverse impact the “on call” system might have on reference interview quality because the “on-call” librarian comes to the query without sufficient background or context. Because the reference service model is new, it is important to evaluate regularly the operations of ARC and the impact of the service on library users, faculty and staff. In this way, the library can consider adaptations systematically as issues arise.

*The creation of ARC and additional collaborative study areas are consistent with emerging practices for information provision in academic libraries. The concept of the “one-stop shop” is a reflection of student and faculty demand for convenient access to information. The incorporation of writing and tutoring*
services into the physical library space is also an emerging trend as academic libraries demonstrate their value and support for complementary educational activities that focus on student success and retention.

B. Embedded Librarianship

Library faculty continue to play critical roles in advancing the academic mission of the university. Traditionally, library services were centered within the walls of the academic library. But just as the research and teaching environment has changed, so has the role of the academic librarian. Although the physical library continues to play an invaluable role, the need for library services beyond the library walls is becoming increasingly important. Brooks Library has responded in a manner that is common among many academic libraries: by engaging faculty and students where they work, study and live. To this end, Brooks Library launched the embedded librarianship program in Fall 2014.

“Embedding oneself in as many venues as possible will ensure that library staff, collections, and services are more fully integrated into all aspects of campus life. Participation by librarians helps the campus move forward because of their uniquely broad perspective and general point of view (NWCCU Standard Worksheet).”

Among the most important services provided by embedded librarians are liaison services. Faculty librarians are assigned to various academic units and provide subject specialization assistance to their faculty colleagues. They help select appropriate materials for the collection and tailor library services to best serve the needs of a particular academic unit’s discipline. These services include teaching research skills and use of the library in conjunction with a particular university class; teaching meaningful and ethical use of sources; and guiding students in their research. Liaisons also work with faculty to develop research and information literacy assignments for classes. In addition university faculty can schedule individual appointments with library liaisons to help them locate and access materials for faculty research online, in the library, or in another library (Library Liaison Services). Some concern was expressed that liaison assignments are changed too often which makes it difficult to develop a relationship with the assigned unit. Obviously, continuity is desired as long as the relationship is a positive one for both the unit and the library faculty member.

C. Library Instruction

Library faculty are also broadly involved in direct student instruction at the University and there appears to be genuine enthusiasm for increasing instructional sessions. Library faculty teach some credit-bearing courses (LIB 110, 345 and 496). The LIB 110 course, for example is designed for students unfamiliar with research at the college level. Reflecting the philosophy of student engagement, the library has increased the number of classes offered outside the library. These classes have increased significantly in the last two years from 17 to 50 with increased student contact from 364 to 1,115. Similarly, over the same period, the total number of students receiving instruction overall increased slightly from 2,710 to 2,756. There was a substantive decline in the number of classes offered inside the library, but this may be due in large part to the increase in students taking the course (UNIV101) through the online learning system.
The most recent and intense faculty involvement in instruction has been the development of the minor in Library Science. While somewhat atypical, the program was designed to dovetail with a new type of teacher recognized in Washington State Law, the Teacher-Librarian. Approved by the university in Fall 2014, the all-online minor consists of 29-32 credits including required courses in foundations, research methods, information literacy, technology, and the organization of knowledge. Additional electives are available in organizational management, collection management, and reader/content advisory. As of 2014-15, 161 students were enrolled. A school library media studies minor is also available as well as a certificate in Library and Information Science requiring fewer credits and designed for those already working in libraries and seeking professional development (Academic Programs in Library and Information Science). Some library faculty expressed concern that the teaching burden was underestimated when the program was planned and questioned whether the program was cost-effective. However, the added value of such a minor could be considerable in terms of value to students and revenue for the library. Careful on-going evaluation is needed to monitor its impact on students, library faculty and staff, and fiscal advantages.

D. Student Engagement and Community Outreach Librarian

Reflecting the importance of student engagement in all matters related to library services, the library has created a new management position, Student Engagement and Community Outreach Librarian, and recently filled it in August 2015. The faculty-level position reports directly to the Dean of Libraries and is responsible for developing and leading activities related to improving undergraduate student success at the university. Responsibilities include building relationships with other campus units serving particular student populations including underserved groups. The position also supports the library instruction program.

E. Cataloging & Digital Initiatives

Although in the past, cataloging activities were grouped as a part of “Technical Services”, the growth of the digital environment, and integrated library and discovery systems has significantly blurred the line between technical and public services. Indeed, cataloging units have often emerged to assume leadership in acquisitions, maintenance of, and access to, digital resources. The Brooks Library is no exception. As with many management positions in the Library, a new head assumed leadership in October 1, 2014 in a re-designed unit, Cataloging and Digital Initiatives. All cataloging is now centralized in this unit.

As might be expected, the migration to Ex Libris, particularly with the new ILS system, Alma, presented the unit with many challenges and required some re-organization of responsibilities. The migration required many steps including learning about, testing, and implementing the new system. It appears that the department performed very well under difficult circumstances, developing strong collaborative relationships with many units.

The unit has set a goal of cataloging materials in two weeks, with high priority items being cataloged in two days. The unit head believes that Alma has already improved the speed of copy cataloging. One cataloging challenge appears to be a significant backlog of special collection materials. In regard to digital initiatives, Scholar Works is a significant focus. A major challenge in this area is providing digital access to theses and the student newspaper, The Observer. Another concern was expressed for more in-depth planning, especially in regard to digital
initiatives. It appears that planning activities have been diverted in the last couple of years, due to the migration of the ILS system. The diverting of unit energies to the migration is a common theme among many of the units.

F. Circulation

Circulation staff encountered many of the frustrations and challenges that other staff encountered in the migration to Ex Libris. Alma is viewed as a “work-in-progress,” with a variety of adaptations required; at the same time the unit feels it has made great progress in the migration. This seems to be an accurate characterization of the state of the ILS transition generally. The re-location of the unit to the front and center of the first floor is a salutary change; the centralization of ILLIAD in circulation and the integration of the AV circulation functions are also logical. The unit loans not only materials but technologies including 50 laptops for which there is considerable demand. However, replacements with updated laptops is desirable; alternatively, the library should consider the use of IPads in their place. The unit reports positive working relationships with other units and library users report considerable satisfaction with Circulation services.

G. Music Library

The Music Library appointed a new Head in November 2013. The unit appears to be working well and growing in use. It has expanded its collection in the areas of classic jazz, Americana, historical records and world music; it has struggled financially, however, to meet music faculty requests.

In terms of services offered, there appears to be growth in all major areas. The Music Library provides its own unique orientation session to students (Music Univ 101) and attempts to further engage students through displays, especially of CDs, and participation in the University’s orientation events.

The Library appears to be well-used. The Music Theory lab, which supports the composition and music theory courses with software and equipment, is well received by students. Reference and collection use also appears to be healthy. From FY 13-14 to FY14-15, the number of reference queries increased from 551 to 1220, a growth of 121%; extended reference queries grew from 41 to 93 (127%); CD/LP retrievals grew from 228 to 616 (170%). Similar growth was found for equipment use. Use of listening stations and viewing carrels grew by 21%. The Music Library also has a classroom that provides a location for music faculty to provide instruction. Interaction with other units when information is needed is positive.

The Music Library devoted considerable time to the ILS/Discovery System migration, cleaning up its database, and continues to focus on training and clean-up. Although the system appears to be working satisfactorily; some frustration with the system was reported. The Music Library desires to increase its visibility, and it would be useful if the larger public relations plan of the library incorporated strategies for the music library.

H. Archives and Special Collections

In the original report, the third recommendation stated: “The mission of the Archives unit must be re-visited and clarified.” The Library addressed this recommendation expeditiously at its August 2010 strategic planning
session and affirmed that Archives was a high priority. An Archivist was hired in fall 2011. Although the incumbent recently left to take another position, the Library hired a new Archivist, Julia Stringfellow, in July 2015.

It is clear that since 2011, the unit’s services have been aggressively promoted. The unit provides a variety of services to individuals both on- and off-campus including answering reference queries; acquiring, processing, organizing and preserving archival and historical collections of interest; giving presentations to classes or local agencies; preparing and loaning displays and objects, and providing consultations as needed. The unit has established a number of collaborative projects with other departments on campus and a considerable amount of time has been devoted to scanning materials for digital access. In addition, as part of its initiative to build regional relationships, the unit also uploaded many of its finding guides to the Northwest Digital Archives. Among the unit’s initial accomplishments was the addition of archival materials to ScholarWorks, the institutional digital repository of the University. The unit’s 2013-14 annual report indicated that there were approximately 2,165 downloads and page views of the archival collections—nearly 30% of the total ScholarWorks activity.

A significant challenge for Archives and Special Collections is the physical condition of its space. Both the newly hired Archivist and representatives from Facilities Management note significant problems. Because of the ceiling’s condition, there is considerable dust; equipment must be covered and without special climate or humidity controls, the environment is not conducive to materials preservation—a key aspect of this unit’s work. Although these problems have been communicated to the university, it is unclear when the problems will be resolved. It is hoped that the work on the ceiling will be completed by the end of the year. Another issue that needs attention is the lack of security between the collection and the adjoining reading area. Unmediated access to the collection poses potential security and other threats to the materials. There also is no emergency, disaster-control plans in case of fire or flooding conditions. Given the unique and fragile nature of archival and special collections, these deficiencies present particularly serious problems.

Staffing is adequate. Two full time staff will soon be augmented by an additional paraprofessional staff member. Two student workers and a Graduate Assistant also assist. These individuals perform scanning and related activities and help resolve the backlog that is common in archival processing. Access to preservation quality supplies and storage units appears adequate. Relations with other units are very positive.

I. Evaluation of Public Services

Data FY 2013, FY 2014, FY2015 (Draft)

The overall trends in the use of Brooks Library appear to reflect national trends. These include declining circulation (-8%) and gate count (-5%). (Gate count is also down in the Westside libraries by 15%). The growing use of electronic access to both library and external resources through the Internet is likely a substantial cause of these declines. A bit of a surprise is the decline from FY 2013 to FY 2014 in web server visits (5%), but the number of visitors actually increased by 6%. The same pattern was displayed over the same period in EZ Prozy server use; the number of visits declined by 2%, but the number of visitors increased by 8%.
The use of electronic resources is substantial and increasing. For example, ebook access transactions, loans, and section requests steadily increased from FY 13 to FY 14. Increases ranged from 15% to 147%. Similarly, based on EBSCO data, from FY 13 to FY14, total database use was up dramatically (129%) and full text online journal uses increased by 12%. This suggests that increasing numbers of visitors find value in the databases or online journals. Requests for full text articles rose from 293,490 to 307,383 in FY14 (+5%) and remained stable in FY15 (302,414). Gathering comparative data are complicated by recent changes in what data are collected by the Serials and Electronic Resources Department (SERD). For example, SERD is now reporting “Database Results Clicks” rather than database use. Database Results Clicks are “any actionable click that a user makes within search results” (SERD). SERD is using this data because it is a better predictor of use rather than just searches. The trend for “Clicks” over the last three years is generally flat: 523,930 in FY13, 586,102 in FY14, and 542,773 in FY 15. Comparability with previous data is problematic because of the differences in Ill and Ex Libris and how data are compiled and reported. Nonetheless, it is clear that electronic resources are being used heavily and will remain a critical focus of research and learning for students and faculty; therefore it is a critical focus for the library in terms of service, consistent data-gathering, and evaluation.

Based on the ARC 2014-15 draft report, use of ARC services reveals an uneven but optimistic pattern. The number of reference questions declined from FY 14 to FY15 by 12% (2,563 compared to 2,254), but the number of virtual reference questions rose 47% (266 to 392). Use of the physical space showed significant increases. Observed computer use increased from 5,880 in FY14 to 17,374 in FY 15, an increase of 195%. Similarly, use of Mediascape, the collaborative technology tool, grew substantially from 480 in FY14 to 1,903 in FY 15 (296%). Similarly, the number of times the presentation rooms were in use increased from 269 in FY14 to 932 in FY15 (246%). For some uses, FY14 data were not available, but in FY15, room reservations for a variety of activities were booked including classes (371), student clubs (148) and study groups (237). This suggests that the library is committed to engaging students and faculty in educational and social functions.

In regard to the growing math and writing tutoring services, ARC is currently engaged in a year-long evaluation to determine “the effectiveness of ARC collaboration in providing services to students, particularly assess the co-location of writing tutoring and research assistance. (Academic and Research Services Report 2014-2015 [Draft])” This should be useful in providing an assessment of this collaboration.

2013 Survey Data

Overall, it appears that the services provided by Brooks Library have been received well by its user community. The most recent systematic survey was conducted in April 2013. Faculty, students and administrators/staff were surveyed. Unfortunately, the data are analyzable only as a whole; user groups were not analyzed separately. Results are summarized below:

Library Faculty/Staff Information Services

More than 60% of users were either satisfied or somewhat satisfied with the information services directly involving a library faculty or staff member. These services included emailing a librarian, chat, telephone, and consultation with a librarian. Users were most satisfied with the consultation service (74%) followed by telephone service and e-mailing a librarian. It should be noted that less than 10% of
the users indicated dissatisfaction with any library service. The physical environment of the library was also rated highly with 87% expressing satisfaction or somewhat satisfied with it. Less that 5% expressed dissatisfaction.

**Electronic Access/Resources**

The survey also revealed that electronic access to the library’s resources plays a vital role. Among those using the library’s website, more than half (53%) searched databases or sought electronic journals; followed by nearly half (46%) searching the catalog, and nearly one in three (31%) accessing electronic books. Other uses included renewing materials (31%), using ILLIAD (28%), and consulting research guides. These finding suggest that the portal to the library is used for important purposes and that the website functions as an important access point.

**Satisfaction with Content**

Users similarly expressed satisfaction with the information content of various types of resources. For example, nearly three quarters (74%) expressed satisfaction with the library web site; and approximately two in three expressed satisfaction with the online catalog, databases and e-journals, the print book collection and ILLIAD. More than half (53%) expressed satisfaction with e-books. Few (less than 10%) actually expressed dissatisfaction with any of these resources.

**Satisfaction with Service Units**

The individual service units also received high marks overall. Eighty-six percent indicated satisfaction with Circulation and nearly three in four (74%) expressed satisfaction with ARC. Satisfaction ratings of 60% or higher were also expressed for Periodicals, Government Publications, Archives and Music. One in two expressed satisfaction with both the Lynwood and Des Moines centers. In all cases, most of the other responses for each service unit fell into the “neutral” category; there were very few expressions of dissatisfaction.

**User Recommendations for Renovations**

When library users were asked to rank specific examples of possible library renovations, it was clear that the top priority was given to a 24/7 computer lab. A large percentage of the respondents (77%) placed it among the top three priorities with 50% placing it as the #1 priority. More than half the users (54%) saw an expanded area for ARC as among the top three priorities; a coffee shop was ranked as a priority by 50% of the users; and 49% placed a lecture hall among their top three priorities.

**Public Service Recommendations**

- Develop unit staffing plans for public service units.
- Review the results of the year-long ARC study and make recommendations as needed.
- Implement an ongoing, structured assessment and evaluation process that focuses both on patron satisfaction with ARC and operational/staffing issues.
• Consult with an evaluation specialist to develop surveys to determine quality of service. Data should be collected so that input is analyzable and re-analyzable by users groups (students, faculty, staff, and administrators) and other pertinent variables.

• Assign regularly scheduled opportunities for library faculty to provide individual reference and research guidance to students in locations where there is considerable student traffic such as residents halls or the SURC.

• Develop a space plan to meet future demands for tutoring and incorporate it into a larger space plan for the library as a whole.

• Convene regular, scheduled meetings with the relevant members of the Brooks Library, and the staffs of the tutorial and career center.

• Promote the local virtual reference service to ensure that students are aware of and encouraged to use the service.

• Determine priorities for digital initiatives and identify fiscal and personnel needs.

• Develop and implement an equipment replacement schedule, especially for the loaning of laptops or iPads.

• Promote the Music Library collections and services in high traffic areas on the first floor of the Library or in the SURC.

• Integrate the Music Library’s marketing strategy with the developing PR plan for the entire library.

• Repair the ceiling in Archives and Special Collections immediately.

• Develop a facilities plan for Archives and Special Collections considering such areas as environmental controls, the construction of soft walls between the reading area and the collection, and a disaster plan in case of environmental emergency.

• Create a Disaster Plan for Archives and Special Collections.

• Create a marketing plan for Archives and Special Collections that integrates with the developing PR plan for the entire library.

V. FACILITIES

Although not centrally located, the library facility is a critical aspect of the university campus. Constructed in the 1970s, the building is aging and with any aging building there are a number of infrastructure issues that require attention although, with one exception (Archives and Special Collections), no aspect of the physical facility
seems to require immediate action. The exterior remains attractive and, for the most part, inviting. Although the exterior entrance is fine, the presence of two satellite dishes near the entrance is unattractive and distracting. Similarly, the interior doorways that frame the entrance to the service areas on the first floor is problematic; more than one external constituent observed that the entrance ways were perceived as “barriers” or “walls” for the library user.

The physical structure appears to be sound and the general condition of the interior is good, if somewhat outdated. For example, the library furniture, although generally clean and in good repair, is dated in appearance. If the library wishes to be a community center for students, attention should be paid to extensive updating of the furniture. Similarly, several external constituents recommended the inclusion of a “coffee shop” as another way the facility could be more attractive to students.

The mechanical systems of the library may need some significant improvements, although the situation may take some time to be resolved. Facilities Maintenance suggests that the heating, ventilation and air-conditioning systems may need to be upgraded or replaced; fire alarm systems should be re-assessed to identify areas for improvement; elevators may need upgrading or replacement; and the electrical systems, although adequate at the current time, may require significant upgrading as demands for electricity increase. It was, in fact, mentioned that on “Waffle Night” the library staff is forced to space waffle irons strategically so as not to overload current circuits. This suggests that upgrading the electrical system may be required sooner than later.

The physical organization of the library is logical. Moving the circulation functions to the front and center of the first floor provided a convenient access point for library users entering the building whose sole purpose is to circulate library materials. In addition, the alterations on the first floor to accommodate the writing and math tutoring center as well as the Academic Research Center reflect appropriately the evolution of the library’s service goals to emphasize student engagement. The increase in space for collaborative student activities and additional student study carrels also reflects this emphasis.

The physical condition of Archives and Special Collections is problematic. Although it was not possible to inspect this unit due to construction activities, several serious issues were identified. Most notably, as noted earlier, the ceiling in this unit needs to be repaired. There are also no special humidity or temperature controls. The proximity of the reading area to the collection itself represents security and materials preservation issues. Because this unit stores valuable one-of-a-kind items and unique collections, it is vital that these problems be addressed quickly. Some consideration should be given to locating a donor or donors who might wish to support an Archives and Special Collections unit.

Concern was expressed that the spaces in the library occupied by units not actually related to library services, coupled with units such as the increasingly used math and writing centers, might create space problems for the library in the future as demand for these services increase. This concern is legitimate and requires some attention in terms of future space planning.

It is likely, that in addressing the needs of the physical facility, the solutions will need to be implemented incrementally based on the fiscal challenges faced by the university. In the meantime, overall, the facility is sufficient to provide quality library services.
Facilities Recommendations

- Confer with Facilities Maintenance and develop a capital improvement plan for replacing or upgrading the heating, ventilation, and air conditioning systems (HVAC) as well as the elevators, electrical and fire alarm systems.
- Remove the satellite dishes and replace them with suitable landscaping.
- If feasible, open up the entrance to the service areas on the first floor.
- Library furniture should be replaced and updated to encourage student engagement.
- Make necessary improvements to Archives and Special Collections to ensure effective protection, preservation and access to the collection. Consider soliciting extra-mural funding for upgrading the Archives and Special Collections unit.
- Establish a space for a coffee shop inside the entrance of the building where foot traffic is high.
- Investigate the feasibility of creating a lecture hall/classroom.
- Develop a 3-5 year facilities space plan focusing on changes that promote student success and retention, and faculty needs.
- Develop a plan for the timely re-location of all non-library related units to spaces outside the library.

VI. THE WESTSIDE LIBRARIES

The primary focus of this review is on the activities of the Brooks Library. Nonetheless, it is useful to make a few observations about the Westside libraries. The Westside libraries are composed of two libraries: CWU-Des Moines, located in the Higher Education Center at Highline Community College in Des Moines, Washington and CWU-Lynnwood, located in Snoqualmie Hall at Edmonds Community College in Lynnwood, Washington (Annual Report 2014-15). These libraries provide some services to academic institutions in the surrounding area. Among the services the Westside libraries provide are ready and in-depth reference; instruction and literacy services for individuals, groups and classes; computer services including research stations and instructional classroom computer labs; instruction through distance education; new student orientations; student services fairs; and borrowing services including interlibrary loan. In addition, the Brooks Library website and access to its databases and other virtual services are available to students who attend the institutions served by the Westside libraries.

The Des Moines library was relocated to a larger space within the current building in December 2013. The Dean noted that
The existing library was only 400 square feet making the space extremely small. With the inclusion of the library shelving, computer space and reference area the space did not allow for group work and had potential egress issues. By moving the library upstairs it created a computer lab, shelf space, reference area and collaboration space, almost doubling the size of the library space. An additional bonus of the move was the proximity to the Writing Center and the addition of a Career Center using the old library space (NWCCU Standard Worksheet April 22, 2014, p.2)

Based on conversations at the Des Moines center with the coordinators of both libraries, it is clear that these are highly enthusiastic individuals motivated to provide ongoing service and instruction to their students. For example, the coordinators would like to produce tutorials and videos on how to do research. These videos could be adapted to serve all locations as this type of online student support promotes student retention and success. Although this is a very good idea, funding is not currently available for this effort.

As with the other Brooks units, the Westside libraries struggled with the migration to Ex Libris. Nonetheless, the new ILS/discovery system was greeted with enthusiasm by the coordinators. There was less initial enthusiasm by the students and faculty when the system was first implemented, but the coordinators are assisting students and faculty to navigate the system.

Overall, the coordinators are very optimistic. It was reported, for example, that there is increased use of streaming videos, eBook requests and textbook reserve use. As with the Brooks Library, gate count and face to face reference is down, but it is highly probable that digital access accounts for much of this decline. A general Student Services Survey that included Westside students noted that 77% of in-person Westside students knew where the library was located and that 70% of the Westside online students knew how to access library resources through the CWU website. Just over half (59%) knew how to locate help with reference or research assistance at their library. Although these data are promising, the need to increase the percentage of students who know how to seek assistance from the library would be an important objective.

In general, the coordinators are satisfied with their staffing. They noted that they had recently benefitted from the assignment of a 100 hour-intern (an I-School MLIS graduate student) who provides classroom and workshop instruction. In addition, the libraries received additional ongoing funding for student employment.

Funding to operate the libraries appears to be adequate. To improve their understanding of the budget and to assist planning, the coordinators expressed a desire to have their budgets broken down line-by-line. This is a logical request and should improve their ability to shepherd their resources effectively. The greatest concern appears to be that the coordinator of the Lynnwood library does not have an office and therefore is always “on the desk”. If feasible, this should be remedied. She expressed a hope that the entire library space could be increased in the future as well.

As with the Brooks Library units, there was considerable satisfaction with the communication and interaction with other library units. Communication appears to be excellent and SKYPE is used every two weeks so that the coordinators are involved in and aware of what is happening in the system. The coordinators would like to develop a marketing plan, perhaps using an intern.
Westside Libraries Recommendations

- Solicit additional funding from the Library or University Administration to produce instructional videos for online access/streaming. Extra-mural funding might also be considered.
- Develop a marketing plan for the Westside libraries. If possible, the plan should be integrated into the broader plan being developed by the Brooks Library.
- Enhance the Westwood libraries orientation program to ensure that students are aware of the information services the library provides.
- Secure an office space for the Lynnwood Coordinator.
- Provide line-item budgets for each Westside library.

VII. Concluding Remarks

A. Have the recommendations of the original report been sufficiently addressed?

It is clear that most of the recommendations of the original report have been addressed well. The recommendation that required the most immediate attention was the hiring of a full-time, permanent Dean for the library (Recommendation 1). The University administration acted promptly and conducted a competitive search and hired a highly qualified individual. The current positive condition of the Library is testimony to the wisdom of that hire. The Dean, library faculty and staff subsequently took a variety of actions that addressed many of the other recommendations. For example, the Library developed a strategic plan and engaged in its ongoing revision (Recommendation 2); reviewed and reaffirmed the mission of Archives and Special Collections (Recommendation 3); revised the committee structure and encouraged data-based analysis for decision making (Recommendation 4); included budgetary considerations in the strategic plans and began cost-analysis of collection decisions (Recommendation 5); included the Westside libraries in the library’s strategic plan (Recommendation 6); created new collection development policies and improved data-based and qualitative analysis of collections (Recommendation 7); created ARC and integrated collaborative equipment and spaces; (Recommendation 8); emphasized embedded librarianship and library instruction both inside and outside the library (Recommendation 9); reorganized selected units, reallocated selected staff, and created new positions (Recommendation 10); and, participated in a university-wide master plan for facilities (Recommendation 11)

Some of these initiatives are recent; others began soon after the new Dean was hired. Similarly, some of these recommendations have been more fully addressed than others. The areas that need further attention are noted below. Nonetheless, when taken as a whole, the Library has made genuine and significant efforts to address the recommendations of the original report.

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2. Is the current organizational structure adequate to provide effective service now and in the future? What are the critical challenges in providing effective library services that the library faces?

For the Brooks Library, it has been a period of transition and change. Such transitions inevitably produce both excitement and uncertainty. It has required energy, patience, flexibility and determination on the part of library faculty and staff as well as leadership from many quarters including library administration and management. There are many aspects of the library’s current condition that provide considerable optimism for the future. These include:

- Library faculty and staff who work collaboratively and constructively within and between units.
- A growing strategic planning and data-based, decision-making culture.
- A library management team that, although relatively new, are working effectively together.
- An effective technological infrastructure (ILS, discovery, ScholarWorks, ILL systems) that provides students and faculty with the academic resources to learn and conduct research.
- A workable, organized facility that contains both collaborative, individual and meeting spaces.
- A positive working relationship with the Westside libraries.
- A commitment to engagement with the broader academic community including embedded librarianship and library instruction.
- A commitment to the library as a learning place and information commons, including complementary educational services such as tutoring and career counseling.
- A library that engages students virtually through social media and personally through social events at the library.
- An effective governance structure.
- A library that communicates with the external community.
- A university administration that perceives the library and its leadership in a positive light and supports the library’s mission.

These factors create a good foundation for moving forward. There are also several areas that require further attention if the library is to achieve its potential. These include the following:

**The need for a strategic vision that defines the role and place of the library in the University.** Universities are increasingly focused on the priorities of student recruitment, retention and success. Academic libraries play an important role in achieving these ends. At Brooks Library, although strategic goals and activities are developed for each unit and the library as a whole, there is no clearly stated vision, discussion, or analysis that sets out in
detail the place or role of the library within the university now and in the future, including the identification of the forces and challenges that shape the library’s future. Related to this is the need for additional planning documents including three-year strategic plans for (1) library facilities and space including the future advisability of maintaining units unrelated to the library’s mission, (2) anticipated technology needs system wide including the Westside libraries, and, (3) a budget plan that anticipates and provides rationales for future increases in fiscal resources. The Association of College and Research Library’s (ACRL), Principles and Performance Indicators for Libraries in Higher Education, (Appendix) can provide an important framework for these planning activities.

The need to focus on current initiatives. No contemporary academic library can stop engaging in new initiatives that respond to the evolving academic needs of students and faculty. Brooks Library has, in fact, been very active over the last several years re-designing its organization and services. Of particular note is the migration to the new ILS and discovery system; it also includes a re-design of the reference model, a re-organization of some units, and an infusion of new faculty and management staff. As might be expected, these many changes have produced both enthusiasm and a sense of instability. Under these circumstances, in the next few years, the Library should focus on ensuring that the current initiatives are implemented appropriately and performing effectively. This includes the need for their ongoing evaluation, modification, and enhancement as appropriate and as time, staff and resources permit. This period is also a good time for the leadership to develop some systematic programs for the development of managerial and supervisory skills for all managers and supervisors in the library.

The need for increased fiscal resources from the University. The Library’s attention to increased engagement is appropriate, but it requires a labor-intensive environment. The digital environment also requires constant attention to digital resources and systems. Similarly collaborative activities and instruction often require re-designed spaces and up-dated equipment, while at the same time, supporting traditional print materials for research and teaching. The fiscal demands to support all these functions have placed a considerable strain on the library’s budget and it is unclear if the current budget can sustain library operations adequately. The serious reduction in the print materials budget coupled with the loss of staff due to recent budget cuts are testimony to the seriousness of the problem and represent significant threats to the library’s mission. Of course, it is necessary to recognize the serious fiscal problems that the state of Washington and its public universities have faced in recent years. The university must balance many important priorities when it allocates its resources. At the same time, as the budget situation improves, it is essential that the library take a priority place in administrative allocations. It also highlights the need for the library to produce a budget plan that provides the rationale for additional allocations. In a few instances, it is also possible the library might be able to identify sources of philanthropy or other extra-mural funding that could support specific renovations or special services.

The Library’s Strategic Initiative Proposal noted that:

The mission of the Brooks Library is to provide resources and services to stimulate intellectual curiosity, and to facilitate learning and research within the academic community. To this end, the Library supports activities that are integral to the University’s academic programs. These
include materials acquisition and preservation; reference, research and user instruction; information retrieval, analysis and evaluation; online access to Library and information resources around the world; and collaboration with faculty in instruction and developing programs and collections. The Library fulfills this mission by providing a welcoming user-friendly atmosphere for research and study, an organized collection of materials and equipment, and information services of the highest quality through excellence in its staff, services, programs, collections and facilities.

The Library is making genuine efforts to accomplish this mission. The Brooks Library leadership, library faculty, and staff have met many of the challenges they have faced over recent years with energy, commitment, and professional comportment. The challenges the library currently face are different from those described in the original report. The library has established a sound foundation on which to build; it is ready to take the next steps: it must build a strong system of planning; promote systematic collection and use of data for evaluation; support library faculty and staff as they meet the challenges of the new ILS and discovery system; maintain and enhance the spaces of the library; continue to promote broad-based, digital access and services to students and faculty; maintain strong unit to unit collaboration; and promote strong communications with the university administration. These are among the challenges shared by most academic libraries today. Facing them will require the energy, determination, and collaboration of all the library’s faculty, staff, managers and administrators.
Section VIII: Appendices

Appendix A

Summary of Recommendations

Administrative Recommendations

Human Resources

• Prepare a two-three year staffing plan that determines near-term staffing and organizational needs. This plan should reflect primary service goals and objectives of the library and involve consultation with library faculty and staff, as well as other units at the university as appropriate.

• Develop a structured, ongoing assessment tool to identify human resource needs and challenges as well as training and development needs for all staff.

• Offer ongoing training and development for new faculty who are engaged in management, supervisory, and administrative positions. On-site training and development should be employed when available, but education and training provided at external conferences and workshops should also be considered.

• Formulate a specific budget line for training and development.

• Inform employees of changes affecting them in a timely manner.

• Replace the recently lost two NTT faculty positions or their equivalent as soon as it is fiscally feasible.

• The university must ensure that the duties and responsibilities associated with the Dean’s new appointment as Interim Executive Director of Institutional Effectiveness does not divert or otherwise delay the library’s initiatives. Additional human and fiscal resources may be needed and should be provided expeditiously.

Budget

• Restore funding for the two NTT faculty positions or their equivalent as soon as it is fiscally feasible.

• Expedite the request of $75,000 for a permanent increase to the monograph line.

• Allocate tuition revenue generated by the Library Science Minor to the Brooks Library.

• Actively seek extramural or philanthropic funding for major projects such as renovating to create a lecture hall or improving facilities for archives and special collections.
Governance

- Develop a separate, formal charge for the Library Council.
- Incorporate more fully in the minutes of advisory units such as the LAC, Library Council, and faculty meetings, the deliberations and advice offered by its members.
- Consider expanding the membership of the LAC to include individuals outside the CWU academic community. This might include one or two members from another academic library or a member from the greater Ellensburg area e.g. a member from the Friends of the Library executive board.

Collection Development

- Implement an ongoing systematic approach to data collection, storage and analysis to ensure the most appropriate use of collection resources.
- The university should provide additional incremental support for the purchase of print materials.

Marketing

- Complete and implement the Marketing/Branding Plan and Procedures. Include annual goals and objectives. Train library faculty and staff as needed and evaluate annually the effectiveness of the plan and procedures. Include the Music Library, Archives and Special Collections, and the Westside libraries in these activities.
- Complete and implement the Social Media Plan/Guidelines. Establish annual goals and objectives. Train library faculty and staff as needed and evaluate annually the effectiveness of the plan/guidelines. Include the Music Library, Archives and Special Collections, and the Westside libraries in these activities.
- Establish a “coffee shop” to encourage student visitation at the library.
- Maintain an active LAC with possible expansion of membership to include membership from another academic institution or academic library.

Planning and Evaluation

- Develop a broad vision statement for the library within the context of the university as a whole and the broader academic library environment. Four key questions that should be addressed in this process are (1) Where is the organization now? (2) Where is it going? (3) Where does it want to go? (4) How does it get to where it wants to go?
- Develop metrics to measure the library’s effectiveness. Input metrics, process metrics, output metrics and outcome metrics should be considered.
• Establish a schedule for systematic data collection, assessment and reporting on an annual basis. The Strategic Planning Ad Hoc Focus Group or a variation of it could be revived to undertake this task with its scope broadened to include evaluation and measurement.

• Develop a 2-3 year staffing plan based on current and future demands for library services.

• Consider enhancing BrookStats to emphasize data collection for planning, evaluation, and decision-making. The database should allow for statistical manipulation and appropriate visual displays.

• Develop tools to systematically evaluate ARC, library instruction, and embedded librarianship.

• Contract with an evaluation consultant with knowledge of statistical analysis, data collection, and reporting. Such an individual can support the Assistant Dean in devising data collection techniques and preparing evaluations of critical services and organizational processes.

• Format all unit annual reports consistently and include the following:

  (1) Pertinent unit data in tabular form. When such data are available, tables should include comparison with the previous one or two years.

  (2) Measurable Objectives for the present year and an assessment of the extent to which each objective was met.

  (3) Objectives for the next year;

  (4) Important challenges and issues that were faced in the current year, and identification of anticipated challenges and issues for the ensuing year

  (5) Overall summary of the unit’s performance.

Technological Infrastructure Recommendations:

• Provide on-going education and training in the use of Ex Libris for all faculty and staff.

• Resolve stresses stemming from ExLibris as quickly as possible. Unit managers should consider this as an explicit objective in appropriate units.

• Although the Technology Services unit has a good “Unit Level Strategic Plan”, it would behoove the unit to prepare a “Technology Plan” that projects technology needs and costs for the entire library, including the special libraries (Music and Archives and Special Collections), as well as the Westside libraries over the next three to five years. This Plan should involve consultation with appropriate library faculty and staff, be consistent with the library’s service goals, and reviewed by library administration and appropriate external constituents.
**Public Service Recommendations**

- Determine priorities for digital initiatives and identify fiscal and personnel needs.
- Develop unit staffing plans for public service units.
- Implement an ongoing, structured assessment and evaluation process that focuses both on patron satisfaction with ARC and operational/staffing issues.
- Consult with an evaluation specialist to develop surveys to determine quality of service. Data should be collected so that input is analyzable and re-analyzable by users' groups (students, faculty, staff, and administrators) and other pertinent variables.
- Assign regularly scheduled opportunities for library faculty to provide individual reference and research guidance to students in locations where there is considerable student traffic such as dormitories or the SURC.
- Develop a facilities plan to meet future demands for tutoring and incorporate it into a larger space plan for the library as a whole.
- Convene regular, scheduled meetings with the relevant members of the Brooks Library, and the staffs of the tutorial and career center.
- Promote the local virtual reference service to ensure that students are aware of and encouraged to use the service.
- Develop and implement an equipment replacement schedule, especially for the loaning of laptops or iPads.
- Promote the Music Library collections and services in high traffic areas on the first floor of the Library or in the SURC.
- Integrate the Music Library’s marketing strategy with the developing PR plan for the entire library.
- Repair the ceiling in Archives and Special Collections.
- Develop a facilities plan for Archives and Special Collections considering such areas as environmental controls, the construction of soft walls between the reading area and the collection, and a disaster plan in case of environmental emergency.
- Create a Disaster Plan for Archives and Special Collections.
- Create a marketing plan for Archives and Special Collections that integrates with the developing PR plan for the entire library.
Facilities Recommendations

- Confer with Facilities Maintenance and develop a capital improvement plan for replacing or upgrading the heating, ventilation, and air conditioning systems (HVAC) as well as the elevators, electrical and fire alarm systems.
- Remove the satellite dishes and replace them with suitable landscaping.
- If feasible, open up the entrance to the service areas on the first floor.
- Library furniture should be replaced and updated to encourage student engagement.
- Make necessary improvement to Archives and Special Collections to ensure effective protection, preservation and access to the collection. Consider solicit funding extra-mural funding for upgrading the Archives and Special Collections unit.
- Establish a coffee shop inside the entrance of the building where foot traffic is high.
- Investigate the feasibility of creating a lecture hall/classroom.
- Develop a 3-5 year facilities space plan focusing on changes that promote student success and retention, and faculty needs.
- Develop a plan for the timely re-location of all non-library related units currently housed in the library.

Westside Libraries Recommendations

- Solicit additional funding from the Library or University Administration to produce instructional videos for online access/streaming. Extra-mural funding might also be considered.
- Develop a marketing plan for the Westside libraries. If possible, the plan should be integrated into the broader plan being developed by the Brooks Library.
- Enhance the Westwood libraries orientation program to ensure that students are aware of the information services the library provides.
- Secure an office space for the Lynnwood Coordinator.
- Provide line-item budgets for each Westside library.
Appendix B

Principles and Performance Indicators
For Libraries in Higher Education

PRINCIPLES

Institutional Effectiveness: Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement.

Professional Values: Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.

Educational Role: Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

Discovery: Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.

Collections: Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching missions of the institution.

Space: Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.

Management/Administration: Libraries engage in continuous planning and assessment to inform resource allocation and to meet their mission effectively and efficiently.

Personnel: Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change.

External Relations: Libraries engage the campus and broader community through multiple strategies in order to advocate, educate, and promote their value.

PERFORMANCE INDICATORS for Each Principle

1. Institutional Effectiveness: Libraries define, develop, and measure outcomes that contribute to institutional effectiveness and apply findings for purposes of continuous improvement.

1.1 The library defines and measures outcomes in the context of institutional mission.

1.2 The library develops outcomes that are aligned with institutional, departmental, and student affairs outcomes.

1.3 The library develops outcomes that are aligned with accreditation guidelines for the institution.
1.4 The library develops and maintains a body of evidence that demonstrates its impact in convincing ways.

1.5 The library articulates how it contributes to student learning, collects evidence, documents successes, shares results, and makes improvements.

1.6 The library contributes to student recruitment, retention, time to degree, and academic success.

1.7 The library communicates with the campus community to highlight its value in the educational mission and in institutional effectiveness.

2. **Professional Values**: Libraries advance professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.

2.1 The library resists all efforts to censor library resources.

2.2 The library protects each library user’s right to privacy and confidentiality.

2.3 The library respects intellectual property rights and advocates for balance between the interests of information users and rights holders through policy and educational programming.

2.4 The library supports academic integrity and deters plagiarism through policy and education.

2.5 The library commits to a user-centered approach and demonstrates the centrality of users in all aspects of service design and delivery in the physical and virtual environments.

2.6 The library engages in collaborations both on campus and across institutional boundaries.

3. **Educational Role**: Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.

3.1 Library personnel collaborate with faculty and others regarding ways to incorporate library collections and services into effective education experiences for students.

3.2 Library personnel collaborate with faculty to embed information literacy learning outcomes into curricula, courses, and assignments.

3.3 Library personnel model best pedagogical practices for classroom teaching, online tutorial design, and other educational practices.

3.4 Library personnel provide regular instruction in a variety of contexts and employ multiple learning platforms and pedagogies.

3.5 Library personnel collaborate with campus partners to provide opportunities for faculty professional development.

3.6 The library has the IT infrastructure to keep current with advances in teaching and learning technologies.
4. **Discovery**: Libraries enable users to discover information in all formats through effective use of technology and organization of knowledge.

4.1 The library organizes information for effective discovery and access.

4.2 The library integrates library resource access into institutional web and other information portals.

4.3 The library develops resource guides to provide guidance and multiple points of entry to information.

4.4 The library creates and maintains interfaces and system architectures that include all resources and facilitates access from preferred user starting points.

4.5 The library has technological infrastructure that supports changing modes of information and resource discovery.

4.6 The library provides one-on-one assistance through multiple platforms to help users find information.

5. **Collections**: Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching mission of the institution.

5.1 The library provides access to collections aligned with areas of research, curricular foci, or institutional strengths.

5.2 The library provides collections that incorporate resources in a variety of formats, accessible virtually and physically.

5.3 The library builds and ensures access to unique materials, including digital collections.

5.4 The library has the infrastructure to collect, organize, provide access to, disseminate, and preserve collections needed by users.

5.5 The library educates users on issues related to economic and sustainable models of scholarly communication.

5.6 The library ensures long-term access to the scholarly and cultural record.

6. **Space**: Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge.

6.1 The library creates intuitive navigation that supports self-sufficient use of virtual and physical spaces.

6.2 The library provides safe and secure physical and virtual environments conducive to study and research.

6.3 The library has the IT infrastructure to provide reliable and robust virtual and physical environments needed for study and research.

6.4 The library uses physical and virtual spaces as intellectual commons, providing access to programs, exhibits, lectures, and more.
6.5 The library designs pedagogical spaces to facilitate collaboration and learning, and the creation of new knowledge.

6.6 The library’s physical space features connectivity and up-to-date, adequate, well-maintained equipment and furnishings.

6.7 The library provides clean, inviting, and adequate space, conducive to study and research, with suitable environmental conditions and convenient hours for its services, personnel, resources, and collections.

6.8 The library’s physical and virtual spaces are informed by consultation with users.

7. **Management/Administration**: Libraries engage in continuous planning and assessment to inform resource allocation and to meet their mission effectively and efficiently.

   7.1 The library’s mission statement and goals align with and advance those developed by the institution.

   7.2 Library personnel participate in campus decision making needed for effective library management.

   7.3 The library allocates human and financial resources effectively and efficiently to advance the library’s mission.

   7.4 The library’s budget is sufficient to provide resources to meet the reasonable expectations of library users when balanced against other institutional needs.

   7.5 The library partners with multiple institutions (e.g., via collections consortia) for greater cost-effectiveness and to expand access to collections.

   7.6 The library plans based on data and outcomes assessment using a variety of methods both formal and informal.

   7.7 The library communicates assessment results to library stakeholders.

   7.8 Library personnel model a culture of continuous improvement.

   7.9 The library has the IT infrastructure needed to collect, analyze, and use data and other assessments for continuous improvement.

8. **Personnel**: Libraries provide sufficient number and quality of personnel to ensure excellence and to function successfully in an environment of continuous change.

   8.1 Library personnel are sufficient in quantity to meet the diverse teaching and research needs of faculty and students.

   8.2 Library personnel have education and experience sufficient to their positions and the needs of the organization.

   8.3 Library personnel demonstrate commitment to ongoing professional development, maintaining and enhancing knowledge and skills for themselves and their coworkers.
8.4 Library personnel contribute to the knowledge base of the profession.

8.5 Library personnel are professionally competent, diverse, and empowered.

8.6 Personnel responsible for enhancing and maintaining the library’s IT infrastructure keep current with library technology applications and participate in ongoing training.

9. **External Relations**: Libraries engage the campus and broader community through multiple strategies in order to advocate, educate, and promote their value.

9.1 The library contributes to external relations through communications, publications, events, and donor cultivation and stewardship.

9.2 The library communicates with the campus community regularly.

9.3 Library personnel convey a consistent message about the library and engage in their role as ambassadors in order to expand user awareness of resources, services, and expertise.

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