

STRATEGIC PLANNING 2009

This PDF was created from the list of documents available online during the Summer Semester 2012. Formatting has been changed in some cases to best fit the PDF format.

*By the
UWSP Library*

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Strategic Planning Timeline

DRAFT 1/26/2009

Item	Start	Deadline	Status
Environmental Scan	December 18	January 13	In Process
Mission Statement	December 18	February 6	In Process
Vision Statement	January 30	February 13	In Process
Goals	February 18	March 5	
Objectives	March 11	April 10	
Initial Draft	April 14	April 24	
Review Period	April 24	May 15	
Final Draft			
Application of Document	September 2	September 2	

Environmental Scan

UWSP University Library – January 2009

The purpose of the University of Wisconsin Stevens Point University Library environmental scan is to support and inform the strategic planning process. A comprehensive environmental scan surveys key developments within and outside the library profession, the university community, and larger social, technological, economic, and political trends. The UWSP University Library’s environmental scan provides information on:

- System-wide and University vision and priorities
- UWSP Demographics
- National University Library Trends
 - Technology
 - Collections
 - Outreach/Collaboration
 - Facilities
 - Services
 - Assessment
 - Library Leadership/Organization

System-wide and University visions and priorities

As a vital part of the University of Wisconsin-Stevens Point, the University Library seeks to further the University’s efforts to fulfill UWSP vision 2015 and annual goals. As part of the Consortium of University of Wisconsin Libraries (CUWL), the UWSP University Library seeks to fulfill our role in achieving the system-wide “One System One Library” vision to maintain and improve collections and achieve efficient services in an environment of flat or reduced budgets and rapidly increasing costs.

Demographics

The UWSP University Library serves an undergraduate and graduate student body of approximately 8,700 students. Students attending UWSP are primarily Wisconsin residents with an average age of 21.5 and approximately 40% of the student body lives on campus. The University Library also serves a faculty population of approximately 400. In addition to the campus community, the University Library serves Wisconsin residents and makes resources available to state-wide users through Interlibrary Loan and Universal Borrowing.

Library Trends

Technology

Students and faculty demand increasing access to resources and expect a robust digital library integrated into a variety of systems. Library systems have not kept pace with advances in other information systems and do not supply the seamless access that users expect. In addition, there is an expectation that

information technology will continue to evolve and demands for technology-related services and technology-rich user environments will continue to grow.

- The library is only part of the infosphere and is often not the starting point.
 - Users seek information from a variety of places, including (but not limited to) the library. Users typically begin at a search engine (mainly Google).
 - Libraries link to tools and resources from outside places in order to draw users into the library environment.
- Rapidly changing technology trends will drive how libraries make available their resources.
 - Mobile technologies
 - Personalization, Specialization and Compartmentalization – libraries need to synthesize information from multiple sources and interfaces, specialize it for particular uses and mobilize it for a personalized user experience.
 - Integration of new resource discovery tools and a changing role for the OPAC - including uncontrolled vocabularies, tagging - libraries will need to synthesize controlled vocabulary structures with unstructured tagging/folksonomy.
 - Online social networking – leverage the increased use of and the library's role in these unique learning environments.

Collections

In an increasingly digital world, users expect access to library collections anywhere and at anytime. These expectations impact how libraries select, process, and provide access to collections. These decisions are being made in an environment facing rapid growth in the amount of information available and a decline in available funding.

- There is an increased emphasis on digitizing collections.
 - Libraries are becoming involved as creators.
 - Digital formats are changing publishing models, service models, and copyright issues.
 - Migrating from print to digital formats calls for new service models and also affects the library as place.
 - Shifting priorities from on-site library collections to the design and delivery of library services. Print materials are being moved from prime library space and these spaces are increasingly being used to support collaborative learning and interactive learning areas.
- Collection development is in part guided by CUWL initiatives:
 - Exploring article purchasing to enhance faculty research.
 - Providing cooperative digital repositories and collections (Minds@UW and UWDC).
 - Increasing shared system resources to meet research needs of students and faculty.
 - Developing a shared electronic collection that spans beyond the UW system.
 - Reexamining collection development practices system-wide and on individual campuses.
 - Developing remote storage facilities.
- Difficult budget situations call for increased accountability and assessment of library collections.

Outreach/Collaboration

Libraries increasingly need to collaborate with other information providers including campus units, other libraries, and national online information providers. The library cannot expect users to build their workflow around the library – the library must reach out into existing workflows.

- Need for increased library visibility and branding by promoting value added services and resources
- Collaborative library initiatives include:
 - Promoting library services and resources in campus initiatives.
 - Expanding the library presence in campus portals, course management systems, social networking sites and increased collaboration with faculty for specialized course support.
 - Digitizing resources and enhancing access to online information.
 - Collaborating with other academic libraries to provide enhanced services.
 - Opportunities for the Library and IT to collaborate.
 - Seeking alliances with public libraries, library consortia and the K-12 community.
 - Collaborating with other community partners, such as businesses and nonprofit organizations.

Facilities

Over the past five years academic libraries have made dramatic changes in their facilities to accommodate new trends in technology and services. Academic libraries are now emphasizing the library as a physical space for students and faculty to study, conduct research, write papers, practice presentations, hold meetings, and to take a break.

- Academic libraries are changing their facilities to accommodate a higher demand for technology.
- Academic libraries are creating innovative collaborative study spaces and meeting rooms equipped with computers and other high tech media equipment.
- Library classrooms are designed for collaborative work and are equipped with the latest teaching technology.
- Special accommodations are being created for faculty and graduate student research and production.
- Service desks for traditional library services and other services, such as tutoring and IT help, are in very close proximity to each other. Typically these service points are all on the same floor.
- Service desks are being consolidated to provide users with convenient access to help.
- Recreational facilities such as coffee shops and gaming centers are being created in libraries.
- Library book and bound periodical collections are being weeded and moved to stacks (periodicals), basements, and off-site storage facilities to make room for collaborative work areas, study spaces, tutoring centers, multimedia equipment, coffee shops, and teaching facilities.
- Exhibition, performance, and meeting spaces have been created in academic libraries.

Services

The Learning Commons concept has had a profound influence on library services over the past five years. Academic libraries are merging service points, blending traditional library services with technology and tutoring services, and even offering some recreational services. These changes in services have made academic libraries the epicenter of academic achievement on university campuses across the country.

- Academic libraries are including and integrating services beyond traditional library services such as tutoring, writing centers, and technology support and instruction.
- Academic libraries are promoting and delivering traditional library research and instructional services more aggressively.
- Academic libraries are consolidating service points to provide easy “one stop service” to users.
- Academic library services are becoming increasingly available online for the benefit of distance education and residential students:
 - By integrating services into course management sites (D2L, Blackboard) and web portals such as MyUW (Madison)
- Library instruction is less general, is increasingly aimed at specific projects or classes and is more integrated into the overall academic program.

Assessment

Higher education is increasingly viewed as a business, bringing calls for assessment, accountability and quantitative measures of library contributions to the research, teaching and service missions of the university. Users increasingly view themselves as customers and demand facilities, resources and services attuned to their needs and concerns.

- Difficult budget situations have increased demand for accountability and quantitative demonstration of positive impact on student graduation rates and retention.
- Develop a culture of shared purpose and continuous improvement through outcomes-based assessment.
- Participate in campus and system assessment initiatives.

Library Leadership/Organization

The library as an organization and the leadership of that organization is being impacted by the continual change in the way libraries think about collections and services. In today’s environment of rapid change and flat budgets, it is important that libraries remain flexible and responsive to current trends.

- The skill set for librarians is continually evolving, resulting in the need for continuing education and training in:
 - New technologies, Web 2.0, 24x7 services (we are all electronic resources librarians).
 - Assessment skills and techniques.
- Organizational focus is shifting from creation and management of large on-site collections to design and delivery of library services.
 - Staffing models/organizational charts need to remain flexible.
 - Positions are affected by retasking and changes in workflow.

- Due to difficult budget situations and the expanding instructional role of librarians, some traditional library tasks are being delegated to para-professional staff.
- Libraries are increasingly adopting best practices models (ACRL).

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Mission Draft – 1/18/09

The University Library is an innovative partner in the learning community and an active participant in promoting the University's goals of teaching, learning, scholarship and community outreach. The library provides quality academic services and resources that foster intellectual curiosity, promote critical inquiry and encourage awareness of an increasingly diverse and global environment.

Library Mission Statement

The mission of the University Library is to provide users with information and access to information in support of scholarly activity and research, teaching excellence, and curricular development. In response to this mission, the library searches for and identifies, acquires, prepares bibliographic records, processes, and makes accessible information in all available formats. The staff of the University Library also provides consultation and advisory services to groups and individuals, participates in classroom instruction, teaches formal classes in the nature and use of information materials, and participates in professional activities that will enhance the mission of the University at the regional, national and international levels.

UWSP Mission Statement and Values

Approved by Faculty Senate, March 5, 2008

Through the discovery and dissemination of knowledge, UWSP stimulates intellectual growth, provides a liberal education, and prepares students for a diverse and sustainable world.

Values

Student-centered environment
Critical thinking, creativity, and lifelong learning
Professional preparation
Community involvement and outreach
Ecological stewardship

University of Wisconsin System Mission

UW-Stevens Point shares in the mission of the University of Wisconsin System.

The mission of this system is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth.

As an institution in the University Cluster of the University of Wisconsin System, UW-Stevens Point shares the following core mission with other universities of the cluster. Each university in the cluster shall:

Offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement.

Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling, and through university-sponsored cultural, recreational, and extracurricular programs.

Offer a core of liberal studies that supports university degrees in the arts, letters, and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level.

Offer a program of pre-professional curricular offerings consistent with the university's mission.

Expect scholarly activity, including research, scholarship, and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its approved mission statement.

Promote the integration of the extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.

Participate in interinstitutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources.

Serve the needs of women, minority, disadvantaged, disabled, and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.

Support activities designed to promote the economic development of the state.

The select goals and responsibilities of UW-Stevens Point are to:

- Provide a broad foundation of liberal studies and selected degree programs in the fine arts, humanities, natural sciences, and social sciences, imparting the heritage of human civilization, critical intelligence, and the skills necessary for a lifetime of learning and upon which education in the professional fields may be built.
- Provide undergraduate professional programs in communicative disorders, teacher education, home economics*, the visual and performing arts, paper science, and natural resources with emphasis on the management of resources.
- Provide graduate programs in teacher education, communicative disorders, natural resources, home economics*, communication and other select areas clearly associated with this university's undergraduate emphases and strengths.
- Provide programs in wellness and health promotion.
- Provide quality undergraduate and graduate instruction through innovative methods using print and non-print library resources, computing, communication technology, and direct student assistance.
- Expect scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its special mission.
- Cooperate with UW-Extension in the development and coordination of statewide outreach programming, integration of the extension function into the institution, and appropriate and adequate recognition of those involved in outreach activities.

*The former home economics programs are now offered as child and family studies, dietetics, early childhood education, family and consumer education, human development, nutrition and interior architecture.

Draft Vision Statement

Feb. 13, 2009

The University Library strives to be a dynamic user-centered environment that is the hub of learning and scholarship on campus. To accomplish its vision the library shall:

- Support intellectual freedom and ensure equitable access to learning resources and services
- Be a safe, welcoming, accessible, and comfortable place
- Provide study and social spaces to enable collaboration and to promote discovery
- Serve the needs of all users regardless of location
- Incorporate new technologies to deliver library services and collections
- Promote information-literacy skills and life-long learning
- Strengthen the collection to support the changing University curriculum and anticipated user needs in an increasingly diverse and global environment
- Partner with departments and units across campus on mutual goals
- Cooperate with UW System libraries as well as libraries and organizations within the Stevens Point community and beyond

Goals (Draft)

March 3, 2009

The core of the University Library plan is a set of goals are related to five areas: library collections; services; staffing and organization; facilities; and assessment.

Goals:

1. Develop, advance and support innovative collection development initiatives and strategies.
2. Create a dynamic service culture responsive to the changing needs of our users.
3. Improve access to information resources through the creative use of technology.
4. Encourage and facilitate life-long learning through the development of instructional programs and services that emphasize problem solving, critical thinking, and investigative skills.
5. Foster engagement and collaboration with partners from the campus, the UW System, the local community and beyond.
6. Create a forward thinking, dynamic organization that is responsive and flexible.
7. Enhance the library space, based upon users' needs, to be the hub of learning and scholarship on campus.
8. Improve the library's effectiveness through systematic, ongoing outcome-based assessment.

UWSP Library Strategic Plan

Goals – Five year statements of broad library planning directions

Objectives – Five year statements that further build on the Mission, Vision, and Goals of the University Library.

Unit/service plans – Specific measurable annual action items which can be categorized under various goal/objectives.

*Items listed under each Objective category are designed to be examples of action items that could be included. The items listed are a result of input gathered from the self study, external visit, and all strategic planning discussions. The goals, objectives and action items are not in priority order.

Goal 1: Develop, advance and support innovative collection development initiatives and strategies.

- 1.1 Optimize collection development financial resources.
 - Review current allocation system for relevance in today's environment.
 - Gather and analyze available usage statistics to identify high and low use resources.
 - Pursue additional opportunities for UW System resource sharing.
 - Pursue alternate funding opportunities.

- 1.2 Assess collections for support of curriculum, currency and coverage.
 - Draft policy and procedures for collection access, organization and maintenance.
 - Place a renewed emphasis on weeding. Develop timeline, policy and procedures.
 - Review and revise the collection development plan for special collections/rare books.

- 1.3 Enhance access to collections with the use of technology.
 - Pursue opportunities to digitize unique resources.
 - Continue to transition appropriate collections from print to electronic (or new platforms as they develop).

- 1.4 Promote and increase the accessibility and inclusivity of collections such as videos/DVDs, government documents, special collections, reference resources, etc.

Goal 2: Create a dynamic service culture responsive to the changing needs of our users.

- 2.1 Assess and update Library programs and services.
 - Determine the future of library media services by researching the multimedia needs of the students and faculty at the UWSP campus.

- Streamline Government Document holdings and services.

2.2 Develop library user services supportive of inclusive excellence

- Reevaluate user service needs through assessment (on campus and distance education).
- Plan for the effective and efficient use of service points/desks.
- Explore new service models to accommodate the transition from print to digital collections.

Goal 3: Improve the library's effectiveness through systematic, ongoing outcome-based assessment.

3.1 Continue short and long range planning for library units and the entire library entity.

- Implement annual unit-level strategic plans followed by annual reports.
- Consistently draft and implement strategic plan every five years.

3.2 Establish systematic approaches to the assessment of services, collections and facilities.

- Develop a plan to evaluate library collections.
- Develop a plan to evaluate library services.
- Develop a plan to evaluate the instruction program.
- Participate in campus and system assessment initiatives.

Goal 4: Encourage and facilitate life-long learning through the further development of instruction and reference services emphasizing problem solving and critical thinking.

4.1 Monitor development of campus General Education Requirements (GER) and promote the library's role in information literacy.

4.2 Maintain a dynamic reference service that responds to and anticipates the needs of users and changing reference technologies.

4.3 Explore opportunities to improve instruction.

- Offer new distance education initiatives.
- Expand development of course, subject and research guides.
- Further integrate technology into instruction.
- Reevaluate instruction staffing.

Goal 5: Foster engagement and collaboration with partners from the campus, the UW System, the local community and beyond.

5.1 Expand and improve marketing of library services and collections.

- Assess the level of awareness of library services on campus.
- Update and improve video orientation.

- Increase library visibility and branding by promoting value added services and resources.

5.2 Expand campus collaboration.

- Create a campus library advisory group.
- Review the role of department liaisons.
- Pursue additional collaborative programs with Information Technology.
- Expand collaboration with teaching faculty.
- Increase library participation in campus events and programs.

5.3 Participate in UW System library initiatives

Goal 6: Create a forward thinking, dynamic organization that is responsive and flexible

6.1 Strive for continuous improvement of communication throughout the organization.

- Create a communication plan to gather input and provide campus and library staff with appropriate library updates.

6.2 Foster an organizational culture that promotes fluid staffing that is responsive to changing library trends and services.

- Utilize library workforce evaluative methods/tools to assess current workflow data, such as:
 - WILS work flow analysis
 - Time studies
 - Consultations with other libraries
- Evaluate and possibly reconfigure positions to reflect the changing needs and services of the library.

6.3 Provide ongoing opportunities for professional development to ensure that all library staff members have knowledge of new trends, resources and services.

- Provide more internal workshops on the use of new tools.
- Work with campus services (such as Wellness, Safety, Extension) to create staff workshops.

Goal 7: Enhance the Library space, based upon users' needs, as the hub of learning and scholarship on campus

7.1 Promote the further development of a learning commons concept that supports teaching and group work spaces.

- Research effective learning commons models and define the concept for our institution.
- Analyze potential collaborative partners in providing learning commons services.

- Develop a plan to extend the learning commons concept.
- 7.2 Improve the functionality, utilization, and appearance of the LRC.
- Complete the implementation of a comprehensive signage plan.
 - Continue to work with Facility Services to ensure progress on delayed maintenance and building upkeep.
 - Continue to strive for compliance to building and service accessibility codes.
- 7.3 Cooperatively develop an LRC space utilization plan.
- Plan for the storage and/or integration of seldom used resources and the reutilization of the space.
 - Delineate the appropriate services and offices which should reside in the building.
 - Work collaboratively with Information Technology to integrate appropriate services (labs, classrooms, help desk, etc.).

Goal 8: Improve access to information through the creative use of technology.

- 8.1 Provide convenient, seamless access to resources through the use of technology.
- Improve access to online resources and services for users, including those with disabilities.
 - Expand library presence in campus portals, course management systems.
- 8.2 Provide new technologies that respond to changing user needs.
- Explore the use of and connections to mobile technologies.
 - Leverage social networking tools for library use.
 - Link to online tools/resources (Amazon, Google, D2L) to draw users into the library environment.
 - Provide technology to support collections in new digital platforms.
- 8.3 Continue the development of a robust and dynamic library web presence that provides access to library resources and services that meet or exceed user expectations
- Enhance and further develop an appropriate and effective web infrastructure to support expanded access to the functions, resources and services of the Library.
 - Identify and implement best practices for providing dynamic and effective web-based services.
 - Create an expanded web team in collaboration with web partners on campus.
 - Provide on-going training for web authors and reevaluate permissions.
- 8.4 Evaluate the implementation and support of technology

ACTION PLAN, FY 2010-2011, UWSP ARCHIVES AND AREA RESEARCH CENTER

Library Goal 1: Develop, advance and support innovative collection development initiatives and strategies.

1.2 Assess collections for support of curriculum, currency and coverage.

- Place a renewed emphasis on weeding. Develop timeline, policy and procedures.

Archives Action:

- **Continue to assess and deselect backlog of accessions dating back to the 1970s using University of Wisconsin System General Schedules, UWSP Records Dispositions Authorizations, and other deselection criteria.**
- **Continue to assess and deselect collections and series using University of Wisconsin System General Schedules, UWSP Records Dispositions Authorizations, and other deselection criteria.**
- **Begin the process of researching software to convert our accession log from paper to a keyword searchable database. We will also explore working with Information Technology on this project.**
 - Review and revise the collection development plan for special collections/rare books.

Archives Action:

- **Continue to work with University of Wisconsin System Archives Council (UWSAC) on finding answers for collection development problems we face as custodians of rare books and other special collections.**
- **Draft a rare books collection development policy.**

1.3 Enhance access to collections with the use of technology.

- Pursue opportunities to digitize unique resources.

Archives Action:

- **Submit Memoranda of Understanding to UWDC for the “UWSAC University Photograph Project FY 2010-2011 Project.” We will submit approximately 100 unique historical photographs of UWSP and corresponding metadata for this project.**

1.4 Promote and increase the accessibility and inclusivity of collections such as videos/DVDs, government documents, special collections, reference resources, etc.

Archives Action:

- **Continue to add subjects to our card catalog to improve access to our collections. (For example, as an extension of our deselection/shelf shifting/catalog upgrade project, several minimally cataloged collections were discovered that have potential for undergraduate research. We will focus on reviewing their content and adding additional subjects to our card catalog.)**
- **Working with Yan in Cataloging, continue to selectively add collection records to the Library’s online catalog to improve access to primary sources in our collections. The focus is on adding collections that are potential resources for undergraduate research projects.**
- **Continue to work with Information Technology to create a local history/genealogy e-commerce index database.**

Goal 3: Improve the library’s effectiveness through systematic, ongoing outcome-based assessment.

3.2 Establish systematic approaches to the assessment of services, collections and facilities.

- Develop a plan to evaluate library services.

Archives Action:

- **Begin to research and develop a plan to evaluate/assess our department’s services.**

CATALOGING/ACQUISITIONS UNIT ACTION PLAN

From UWSP Library Strategic Plan

Goal 1: Develop, advance and support innovative collection development initiatives and strategies.

1.2 Assess collections for support of curriculum, currency and coverage.

1.3 Enhance access to collections with the use of technology.

1.4 Promote and increase the accessibility and inclusivity of collections such as videos/DVDs, government documents, special collections, reference resources, etc.

Action:

- Support initiatives in collection development, organization, and maintenance by continuing to accomplish ordering, receiving, cataloging, and processing functions.
- Assist in collection analysis and assessment of library materials in all formats; including relocating materials to other areas of the building (special collections in Govt. Docs. area), identifying high and low use resources, and weeding.
- Explore and implementing new cataloging standards--Resource Description and Access (RDA)—to enhance access to collection.

Goal 6: Create a forward thinking, dynamic organization that is responsive and flexible.

6.2 Foster an organizational culture that promotes fluid staffing that is responsive to changing library trends and services.

Action:

- Assess current workflow patterns by engaging the WILS workflow analysis team during the spring 2009/10 semester.

Goal 8: Improve access to information through the creative use of technology.

8.1 Provide convenient, seamless access to resources through the use of technology.

Action:

- Improve catalog access to materials in all formats as new opportunities arise.

8.2 Provide new technologies that respond to changing user needs.

Action:

- Link online sources with print in the catalog when appropriate.

Unit Goals for Circulation & Reserve 2010

Reserve

1. Testing and implementation of new e-reserve system
 - a. Training Reserve Assistant and student staff
 - b. Testing with faculty/students Spring 2010
 - c. Implementation of new product Summer 2010
2. Explore using e-books as an option for filling e-reserve requests
3. Utilize and promote Naxos Music Library for e-reserve possibilities
4. Review and revise Reserve policy and procedures
5. Prepare for and implement the circulation of new laptops
6. Plan assessment of Reserve services

Circulation

1. Ongoing development of Student Manager program
 - a. Explore internship possibility for Business and/or Communication majors
2. Plan major shifting project in conjunction with Library Administration
3. Research and draft a customer service model/plan
4. Plan assessment of Circulation services
5. Develop procedure for circulating non-barcode government documents

Collection Development Action Plan

Goal 1: Develop, advance and support innovative collection development initiatives and strategies.

1.1 Optimize collection development financial resources.

- Review current allocation system for relevance in today's environment. (late summer/fall 2010-)
 - Research current trends in allocation formulas and distribution of resources.
 - Review and analyze departmental allocations, including library unit materials budgets.
 - Continue to explore new e-resources and products as alternatives and enhancements of print resources.
 - Also 1.2 = Draft collection development policy revisions and new policies. (fall2010/spring2011)
- Gather and analyze available usage statistics to identify high and low use resources.
 - Gather usage and comparative data from Library Dynamics (while door remains open, current)- apply data (summer)
 - Develop enhanced procedures to gather "collection reports," analyze usage data, and expenditures. (fall2010-2011)
 - Explore ERM (Electronic Records management) tools (spring2011)
- Pursue additional opportunities for UW System resource sharing.
 - Support increase of SEC budget. (2011)
 - Post electronic resource subscriptions/costs on shared site, i.e. La Crosse or CUWL Wiki (summer2010)
 - Investigate cooperative collection development and resource sharing opportunities for CUWL libraries to perform more efficiently and better manage shrinking budgets. (CUWL directions)
 - Investigate cooperative projects shared print collection management and storage across system-wide libraries. (CUWL directions)
- Pursue alternate funding opportunities.
 - Continue shared funding program w/Deans for new faculty library purchases.
 - Continue to gather information and usage stats in support of IT funded resources.
 - Support new DIN initiative and other Resource committees' initiatives (ongoing-2011).

1.2 Assess collections for support of curriculum, currency and coverage.

- Draft policy and procedures for collection access, organization and maintenance.
 - Draft and revise collection development policy and procedures for "relevance in today's environment." Use Collection Dev. Group as collaborative mechanism with library-wide efforts to vet CD policy revisions and additions. (2010fall/2011spring-future)
- Place a renewed emphasis on weeding. Develop timeline, policy and procedures.
 - Gather general collections data from Library Dynamics while door is open (current-2010)
 - Apply data in review of collections and peer holdings, usage, etc. develop reports (summer2010-), [apply additional data, Voyager,?] Share reports (fall /winter2010).
 - Draft weeding policy (winter/spring 2011) Implement (summer 2011-)
 - Maintain currency of and accessibility to the collection through weeding and to review the scope and depth of the collection for adequacy of support.
 - Accomplish evaluation through both direct and indirect means. Analyze usage statistics annually to determine the extent to which the collection meets patrons' needs. Also, use POD, Interlibrary loan requests, reserve requests, as

feedback/input; compare holdings to standard lists and "Best of" lists to build up needed areas of the collection.

- Explore other collection analysis tools (2011spring/fall2011-)
- Involve departments, liaisons, library representatives. Study and expand liaison roles and that of library representatives (this interplays with many areas of library's SP).

1.3 Enhance access to collections with the use of technology.

- Pursue opportunities to digitize unique resources.
 - Explore MINDS for hosting thesis collection and other department cumulative research projects. (CD working group fall2010-)
- Continue to transition appropriate collections from print to electronic (or new platforms and resource tools as they develop). Appraise e-book possibilities, streaming formats, other "new" technologies. (ongoing-2011-)
- Review electronic item request form and fund reports, explore other uses of technology in CD reports.
- Pursue the vision of making UW libraries and collections into "one system, one library" so that one collection becomes reality. (CUWL directions). Promote "Universal Borrowing" and document delivery as enabling users to request material directly without mediation and as means sharing of resources. Apply request data from such services to improve collection's analysis. (2011)

1.4 Promote and increase the accessibility and inclusivity of collections such as videos/DVDs, government documents, special collections, reference resources, etc.

- CD coordinator will work closely with Reference to enhance holdings (ongoing-) also > 4.2 Maintain a dynamic reference service that responds to and anticipates the needs of users and changing reference technologies.
- Collection Dev. will collaborate in library-wide efforts, and any revisions to and development of new collection development policies and weeding plans. (1.2 subsets)

Goal 3: Improve the library's effectiveness through systematic, ongoing outcome-based assessment.

3.2 Establish systematic approaches to the assessment of services, collections and facilities.

- Develop a plan to evaluate library collections.
 - See 1.1; 1.2; and more
- Develop a plan to evaluate library services –
 - CD may utilize upcoming WiLS study of efficiencies of cataloging/acquisitions to enhance procedures in ordering, purchasing, and processing of library materials, tracking/reporting of expenditures, and general workflow as they interact with Collection Development.

Service Action Plan—IMC (2010-Spring 2011)

Goals and objectives	Discussion starts	Significant progress	Completed/ caught up
I. Write an IMC-specific collection policy (→1.2)			
1. Inquire about and coordinate efforts with Library-wide efforts to revise the collection policy	9/10/2010		1/30/2011
2. Draft the policy	1/30/2011		5/1/2011
3. Develop a plan for weeding	3/15/2010	3/30/2010	4/15/2010
4. Implement weeding plan	4/15/2010	9/15/2010	5/15/2011
II. Promote and increase the accessibility of the CD/DVD/video collection (→1.4)			
1. Develop a plan to make the collection more visible	3/10/2010	3/20/2010	3/30/2010
2. Implement the above plan	3/30/2010	4/15/2010	9/015/2010
III. Promote the development of the learning commons (LC) concept (→7.1)			
1. Explore how this concept can be applied to the IMC space	3/1/2010	Depends on the discussion of the LC concept Library-wide	
2. Seek to implement the ideas coming out of this exploration	Depends on the discussion of the LC concept Library-wide and the availability of resources		
IV. Coordinate/collaborate with Library-wide signage efforts (→7.2)	3/1/2010		5/10/2011
V. Further pursue the digitization of the Library's ¾" video tapes (→7.3)	Efforts started a year ago; current hang-up lies with Media Support		
VI. Identify additional resources for "streaming" (→8.1)	6/1/2010	7/15/2010	9/15/2010

Service Action Plan—Library Instruction (2010-Spring 2011)*

Goals and objectives	Discussion starts	1 st draft due	2 nd draft due	Final draft for review by the Lib. faculty at large	Revision completed	Final presentation to the Library faculty at large
I. Develop a plan to evaluate/assess library instruction (→ 3.2)						
1. Select suitable learning outcomes	2/8/2010	2/15/2010	2/22/2010	3/4/2010	3/15/2010	4/2/2010
2. Develop suitable assessment methods						
a. Faculty questionnaire	by 2/22/2010	to be determined	to be determined	4/1/2010	4/12/2010	5/6/2010
b. End-of-session quiz	by 3/1/2010	to be determined	to be determined	4/1/2010	4/12/2010	5/6/2010
c. Rubric components for the assessment of student products (to be used by class instructors)	by 3/8/2010	to be determined	to be determined	4/1/2010	4/12/2010	5/6/2010
II. Explore the further development of course, subject, and research guides (→4.2)	Fall/Spring 2010					
III. Monitor development of UWSP's General Education Program revision and promote the Library's role in Information Literacy (→4.1)	o n g o i n g (Axel)					
IV. Reevaluate instruction staffing (→4.3)	To be determined later; depends on how the General Education Program develops and what the number of BI requests will look like.					

* "BI sessions" only. Does not include LR 101.

Unit Goals for Interlibrary Loan Department 2010

1. Make ILL materials more accessible digitally
 - a. Scan and e-mail print ILL articles to UWSP University Library users
 - b. Explore creating an identifier for distance education students so that UWSP library items might be scanned and delivered to them
2. Test Mercury software
 - a. Look at new workflow possibilities using Mercury
3. Prepare for the ILLiad 8 upgrade
 - a. Implement database clean-up project
 - b. Learn and train on new interface
4. Review and revise ILL policy and procedure
5. Implement assessment of ILL services
 - a. Use a survey to gauge user satisfaction and user needs with ILL
6. Explore improving ILL electronic form and user account interface

Unit goals for LR101:

- set learning outcomes (use January Teaching Conference to start)
- devise a method for measuring learning outcomes
- consider making LR101 a graded course

Action Plan for Periodicals Department

1. Complete compact project. (Spring 2010)
2. Continue training periodicals staff in use of SFX Knowledgebase. (Spring/Summer/Fall 2010)
3. Update limited retention holding information (of current periodicals) in Journal Title A-Z list. (Summer 2010)
4. Develop plan to identify and properly store special/rare periodicals. (Summer 2010)
5. Begin development of procedures to gather and analyze usage statistics of online periodicals. (Fall 2010/Spring 2011)
6. Begin researching possibility of ERM (e-resource management) system to manage electronic journal subscription, registration, license, and access information. (Fall 2010/Spring 2011)
7. Review microfilm collection (Spring/Summer 2011)
8. Continue to transition periodicals from print to electronic. (ongoing)
9. Explore new service models to accommodate the transition from print to digital collections. (ongoing)

Unit goals for Reference

Dec. 11, 2009

LRC310

Present: Angel, Becker, Davis, King, Liao, Muraski, Nelson, Nichols, Reich, Schmetzke, Strupp, Wachter-Nelson

1. Develop a budget that includes print items and new electronic sources and products (Patti, Tom, KD?; short term)
2. Create LibGuides to support Reference sources and services (Patti, Aaron, and Terri; short term)
3. Investigate use of technologies beyond email to increase service reach (Patti, Aaron, and Terri; short term)
4. Evaluate and weed print collections in Reference Room (Patti, Colleen, and Tom; long term; might also fall under general discussion of space issues in the library)
5. Assess reference services (long term; once established it will become ongoing)
6. Promote Reference services, products, and collections on campus (long term ; part of library outreach/marketing efforts?)

Other issues: Others are welcome to join the effort to achieve any of these goals (assistance is not limited to those listed above)

Opportunities to learn more about assessment:

Dec. 17, 11-12, 203B DUC (south end of Laird Rm) the Community Rights and Responsibilities office in Student Affairs will present its assessment data. Since reference is a service, we might pick up some ideas about how to assess services.

The Jan. 21 teaching conference will focus on learning outcomes.

CAESE will sponsor three incremental workshops on assessment this spring semester. 3-4 per department are welcome to attend.

Action Plan for Technology WorkGroup

1. Upgrade Voyager, Iliad, Reserve
2. Coordinate Website redesign
 - Plan design, platform and integration of Guides - Libguides, Course guides
 - Provide means to integrate new digital, electronic collection resources
 - Incorporate SharePoint into technology projects
3. Plan series of internal workshops on new technologies
4. Participate in Learning Commons research and planning
5. Plan possible collaborations with IT in Media Services and Learning Commons
6. Develop links to online tools (toolbars, Libx, etc)
7. Investigate access via mobile technologies
8. Participate in UW System resource discovery activities
9. Plan for assessment of technology
10. Support library assessment activities – surveys, reports
11. Further define technology roles
12. Explore pros and cons of moving to Standard Campus Load
13. Improve access to library services and resources for DE students

To read the *Library Self-Study*, please click this link:

<https://campus.uwsp.edu/sites/library/department/Shared%20Documents/self-study.pdf>.

Self-study Library Summary

Introduction:

Brief summaries of self-study reports from Library departments, areas, and special committees follow this Library Summary. For additional summary comments, please see the overall Library SWOT. It should be noted that while there is general agreement on the summary and SWOT points, the narrative and analysis may not represent the viewpoints of all staff on all points.

Library Summary:

The UWSP Library staff is proud of the Library's long tradition of service. Service orientation appeared repeatedly as a strength in self-study SWOT reports from various departments and areas. The needs of users are central as hours are established, reference desks are staffed, databases are selected, the collection is built and organized, and the website is designed. Service desks on five of the six floors allow for staff assistance at user point of need. February 2008 self-study surveys revealed high satisfaction rates for service received at the Library by faculty (94%). Total satisfaction rates for students (with N/A responses removed) were 85%.

An experienced, dedicated staff is dealing with a number of retirements--with both the negative and positive aspects this brings. The loss of years of knowledge, institutional history, and sometimes loss of the position itself can undermine staff stability. New hires bring new ideas, enthusiasm, and provide the Library with the opportunity to evaluate and reconfigure positions.

The process of enabling students to do better research has become increasingly complex. To meet this need, library instruction is strongly supported. Sessions or presentations totaled 455 in 2007-2008 (adding sessions of bibliographic instruction for campus courses, the one-credit Library Resources 101, and an archival principles course). Nearly all library faculty teach and all recent hires have teaching as a part of their position description. Library faculty are increasingly stretched between the increased demand and need for teaching and the many other responsibilities their positions require.

In this time of fiscal austerity, conscientiously developing the collection in collaboration with campus departments continues as a priority. The campus self-study for the 1998 North Central Accreditation Report stated: "The hub of the University is the University Library, which probably does more with less than any other unit or major resource on the UWSP campus. The library has solid— and some exceptional—collections." While the Library still prides itself on doing "more with less" and has excellent collections in some areas both print and online, the Library collection is aging and becoming less than solid in other areas. The campus self-study for the 2008 Higher Learning Commission of the North Central Association accreditation stated: "faculty purchasing budget is at an all time low"

and "this dilemma coincides with the launch of several new academic programs." It should be noted that during the self-study the Provost added \$100,000 to the base Library budget starting in 2008-2009. The Library anticipates using this in part to address collection needs.

The Learning Resources Center, which houses the Library and other units, has great visibility and a central location on campus. A recent first floor remodel, second floor updating, and addition of the Food for Thought Café have added to the positive appearance of the facility. However, much of the remaining space is in serious need of renovation. Not only would this provide for a more welcoming atmosphere and allow for new uses of space, but in some cases would remedy unsafe conditions (trip-factor carpet and malfunctioning compact storage) and fully meet ADA standards. Sustainability initiatives are being explored and will continue to be of importance.

As the self-study progressed, the need for a systematic approach to short- and long-term planning of services, collections, staffing, technology, and space utilization became clear. In planning for future directions and change, more extensive assessment of user and nonuser wants and needs is essential.

Department/Area Summaries:

Access Services:

Operating under a new Access Services Librarian, the department will soon have a new classified staff supervisor of Interlibrary Loan (following a retirement) and is changing the space utilization behind the main circulation desk and the reserve area. Universal borrowing (patron initiated borrowing of books from other UW System libraries) is a heavily used service. ILL for articles and other non-UB materials continues as an appreciated and efficiently run service. E-reserve continues to develop, and circulating laptops are nearly always checked out.

In the department SWOT report, strengths included the services provided and the spirit in which they are provided. In the December 'point of service' survey at the main circulation desk, various services provided had satisfaction rates of 83-99%.

A note about the main circulation desk and true of all units hiring student employees: Most new work study students receive about six hours work per week, making it difficult to get the level of training needed for their jobs.

Administration Office:

Administrative staff members describe one of their strengths as their commitment to the success of the Library and its services. In addition to managing budget, personnel procedures, and building maintenance, they provide services for a number of other units housed in the Learning Resource Center (LRC). There are expressed needs for long-range planning, a more visible location than the current fifth floor, and enhanced technology training for the staff.

Archives and Area Research Center:

The Archives houses and provides reference service for three major collections: UWSP records, Area Research Center (Wisconsin Historical Society) materials, and Portage County Historical Society collections. It also provides records management services to the entire campus. Undergraduate research in the Archives has grown in

recent years, and staff continue to serve campus administrators, faculty, and staff as well as genealogists and other area users. The Archives self-study report delineates staffing, facility, and technology concerns.

The Archives staff states as goals: to improve our facility and increase our staff to better meet current and future needs as an archival repository and resource.

Bibliographic Instruction:

In the 2007-2008 academic year, 290 bibliographic instruction sessions were given, most to specific classes with instruction tailored to class assignments. This reflects a more than doubling in the past ten years. Still, only about one third of campus teaching faculty take advantage of library sessions according to the self-study faculty survey.

Based on the conviction that library instruction is crucial to student success, librarians would like more extensive promotion of library instruction. All recently hired librarians have a teaching component to their positions, but increasing demand is already stretching busy librarians. The creation of an Instruction and Multimedia Librarian position is being proposed.

Cataloging and Acquisitions:

This unit has as a goal the acquisition and organization of materials in a timely fashion. For years a knowledgeable and experienced staff effectively searched for the lowest price when purchasing and maintained high quality bibliographic records in the catalog. Retirements and a long-term disability leave in the past two years are straining remaining staff. The retiring faculty departmental coordinator was not replaced in cataloging and only one of the two retiring classified staff in cataloging has been replaced. The remaining two faculty members also have responsibilities in reference, instruction, supervision, and collection development. The newly hired classified staff cataloger, after training, will be contributing to the workflow.

As in other units, the classified staff computers used for department (acquisitions and cataloging) procedures can be frustratingly slow.

Collection Development:

Collection development is a collaborative effort between library faculty and campus departmental faculty under the management of the Collection Development Coordinator. The Library has made and continues to make conscientious efforts to develop the electronic, book, non-print, and journal collection to meet the needs of students and faculty. However, as the cost of resources, especially periodicals, has increased the acquisitions budget has remained flat some years and been cut others. This is reflected in the February 2008 survey of campus department chairs and library representatives: only 57% found their departmental library allocation satisfactory. The monographic print collection is aging with inadequate funds to update the collection. Of respondents from the same survey, 61% rate the book and other print collection as satisfactory or very satisfactory.

As part of UW System, the Library gains access to a number of databases, many with full-text journals, and other electronic resources. A new system-funded collection analysis tool will be used to identify collection strengths and weaknesses, suggest areas to weed, and inform collection building decisions.

Government Publications:

The UWSP Library holds one of the largest historic and current U.S. government documents collections in the state. Approximately 75% of available federal document items are selected and catalog records loaded in the Library online catalog. As government publications have gone increasingly electronic (although not consistently across agencies and departments), a vast number have been made accessible through the Library's Virtual Reference Desk. Electronic items that are part of the federal depository program are added to the online catalog in the same way print items are added. The Library also serves as a regional depository for Wisconsin documents, which have entries in the online catalog.

With the move to electronic, circulation of the in-house print collection has been dropping while reference questions asked in the department have retained their often complex nature. While fewer instruction sessions on documents have been given recently (as the librarian neared retirement), a rise in classes can be expected with a new hire.

Last spring, following an announced retirement date, the library faculty voted unanimously to retain the position—supporting the continued campus and public access to government publications print and electronic resources. In addition, a reconfigured position description was developed to more fully integrate the Government Publications Librarian into the services of the Library. Permission to fill this position is on hold until the completion of the self-study.

Instructional Materials Center:

The IMC maintains a collection of K-12 curriculum-related materials and the Library's non- print collection (video, DVD, CD). The IMC staff offer excellent service including reserve of AV materials and reference aid. The dropping budget for acquisitions is an area of concern. In addition, regular donations of review textbooks from school districts have ceased, so the textbook collection is aging.

A January 2008 focus group with six School of Education faculty probed why SOE faculty do not take more advantage of Library and IMC services. The IMC will be responding to the issues raised.

Library Resources 101:

Demand for the one-credit LR101 course has increased to the present four sections per semester including two hybrid sections (taught partially online). Six library faculty teach sections, with two faculty members off each semester. Library faculty time and availability to teach sections is limited by other duties as it is for general bibliographic instruction sessions.

Feedback from student evaluations has been largely positive with some students suggesting that the course was so valuable that it should be a required course. LR101 instructors state as a goal: to constantly change in response to changing technology and student information needs, to "stay relevant".

Marketing:

The need for more marketing of services or PR is mentioned in several department reports and SWOTs. The Library has a history of effective individual efforts and programs, but has lacked an organized, ongoing marketing program. During the last few years, the Library Director has taken an active role, and one half time faculty member is assigned as coordinator of marketing, in addition to her other job responsibilities.

Faculty and student surveys conducted for the self-study point to relatively low satisfaction rates for the degree to which the Library makes users aware of new services: faculty report 66% satisfaction (compared to 90% satisfaction overall with collections and services); students report 41% satisfaction (compared to 72% overall). After assessment of user needs, the marketing coordinator urges the formation of a working committee to promote awareness of Library services.

Media Lab

The Media Lab, located in the IMC and sharing the faculty supervisor, provides equipment, space, and assistance for producing media in various formats. With the equipment and processes increasingly out of date and the classified staff manager nearing retirement, the Media Lab is on the cusp of offering new services using the latest production technology. The library faculty are proposing the creation of an Instruction and Multimedia Librarian who, collaborating with a new qualified Media Lab classified manager, would offer multi-media production services and assistance (a campus need identified by a library faculty committee).

Periodicals:

The Periodicals collection has been developed in cooperation with campus faculty, but difficult cancellation decisions have become a fact of life. Costs for periodical subscriptions continue to increase exponentially with static library budgets, and the most often preferred online access to full text often comes with a higher price than print counterparts. Recent cancellations of print journals have concentrated on high cost/low use journals and elimination of duplicate formats (dropping print, keeping online.)

Library users now have access to approximately 15,000 journal titles online, and the Library subscribes to approximately 1000 print journal titles. Despite Library efforts to cut where it is least painful, only 55% of faculty surveyed for the self-study reported being satisfied or very satisfied with the Library's print and online journals. It has been difficult to support new faculty with journal requests, and the always inflating periodicals budget continues to cut into the book budget. Managing the periodicals budget remains a huge challenge.

Reference:

The main reference department provides a strong print reference collection, qualified staff to assist users, and a rich array of databases. The reference desk has a visible location on the first floor. The number of reference questions asked last year rose, after dropping for three previous years (based on a week's count each fall). Reference staff have observed that questions are becoming more time-consuming and in-depth. Stated weaknesses include the insufficient number of computers especially during peak hours and a reference room that needs updates. Lack of data on student information needs and student lack of awareness of library resources are challenges to be faced.

Technology

The technology team of two faculty librarians (each with additional duties) and two information technology academic staff provide administration and support of library systems, workstations, and library classrooms as well as design and maintenance of the library website. These demands leave inadequate time for planning, development, and keeping up with new technology.

Wireless access is available throughout the Library, and remote access is relatively seamless with the addition of the EZProxy server in 2007. A small majority of surveyed students reported the Library had enough computers. UWSP campus information technology staff work in close collaboration with and provide support for library technology.

The technology SWOT lists affiliation with UW System as both a strength and a weakness. On the plus side is being able to accomplish major projects that we would not be able to afford on our own. On the negative side, system level decision-making leads to loss of local autonomy.

Special Committees:

Facilities

The Learning Resources Center is a prominent, well-located building on campus, built in 1970, renovated in 1986, and first floor remodeled in 2002. A café was opened in 2006. The building houses a number of services in addition to the Library, including IT. The Library Director is working with building occupants to meet their diverse needs. A uniform signage project is underway. Multiple service points in the Library are a plus for users, but a staffing expense to the Library.

Several library public and staff areas have been updated, but other areas have been described as unwelcoming and seedy. Progress has been made, but there remain ADA issues that need to be addressed. Problems continue with building maintenance, cleanliness, and there are safety issues in some areas of the Library. In addition to replacing worn carpet and tired furniture on some floors, a plan to redefine the use of space in the building is needed. For example, while the need remains for some individual quiet study areas, more informal small group work areas with computers are needed for student projects.

Staffing

The Library staff consists of librarians (also referred to as library faculty), classified staff, academic staff, LTEs, and student assistants. All library faculty hold a parallel position on the organization chart under the Library Director, who reports directly to the Provost/Vice Chancellor (see Organization Chart appendix). Nearly all library faculty supervise a department or coordinate an area. Faculty have nine months contracts, with the exception of the Library Director and the Archivist who have twelve month. Library faculty undergo the tenure process, and scholarship and service expectations are comparable to those for campus departmental faculty. Professional development is supported for all staff, although funds do not stretch to meet all travel requests.

After years of stability, the numbers of librarians and support staff who are retiring have been increasing which results in the loss of expertise and knowledge and sometimes the loss of the position as well. Planning and possible reconfigurations are needed with staffing turnover.

To read the full Library Self-Study, please click this link:

<https://campus.uwsp.edu/sites/library/department/Shared%20Documents/self-study.pdf>

Self-Study Response
University of Wisconsin-Stevens Point
University Library
Draft for Review October 14, 2008

Introduction

In September 2007, Provost Mark Nook mandated a Library self-study that would include an outside evaluation team. On September 17, 18, and 19, 2008, the outside evaluation team visited the University of Wisconsin-Stevens Point (UWSP) to provide an external review of the Self-Study of the University Library. The visitation team included Kathy Pletcher, Associate Provost of Information Services, UW Green Bay, Larry Hardesty, recently retired University Librarian, Winona State University, and Anita Evans, Library Director, UW-La Crosse. The team members had the opportunity to meet with the entire library staff, the library faculty, the library classified staff, representatives of the classroom faculty, representatives of the students, and with the CIO. At the end of the meeting the review team met with the Library Director and Provost. These meetings confirmed the team's initial impression of the thoroughness, inclusiveness, and seriousness of the Self-Study. As a result of individuals' openness and candor, the team came away with a positive impression of both the Self-Study and the review process.

There are, of course, both strengths on which the UWSP Library can build to enhance its support of the mission of the institution and challenges it must confront if the UWSP Library is to achieve fully its potential.

Staffing

The visitation team finds the library staff friendly, cooperative, knowledgeable, professional and service-oriented. The library staff provides a solid foundation, as evidenced by their participation and leadership in the Self-Study and in building a stronger role for the Library in supporting the mission for the institution. Both the faculty and student groups with whom the visitation team met expressed appreciation for the quality service and hard work exhibited by library faculty and staff. Faculty members used phrases such as "amazingly helpful" in describing staff. The positive attitudes paralleled the Self-Study survey results. The long tenures of many librarians and staff members (both those currently employed and those recently retired) point to tradition at UWSP of a high level of professional and institutional knowledge.

The FTE for library faculty members, classified staff members and student employees is sufficient but needs to be realigned. Some of the staff expressed a belief that they are too few and overworked. However, the normative data from comparable institutions gathered for the Self-Study do not support the conclusion that the overall staff numbers are inadequate. There are underutilized strengths among the staff. There are also several

indicators that suggest either inefficiencies or, at least, not the best use of finite personnel resources.

The visitation team recommends some adjustments in responsibilities, within the context of existing and any new positions. For example, currently, it is not apparent to the visitation team that an individual librarian has specific responsibilities (and the expertise) for the management of electronic resources—licensing, evaluating interfaces and content, gathering data to decide on databases that could replace paper, responding to technical issues. The Media Lab needs someone with an updated set of skills to offer new services. The visitation team considers the Government Publications area overstaffed. Not more than one FTE should be required to oversee both the federal documents and Wisconsin documents collections. Furthermore, as described in more detail below, the visitation team concludes that the LR101 course takes too much librarians' time in relation to its impact on the student body.

Clearly, librarians, as reflected in comments during the meeting with library faculty members and from a review of the University Library Faculty Personnel Policies and Procedures, are dedicated to a teaching mission. Librarians as teachers is a component evaluated with any new library faculty member hire. During the interview with classroom faculty members, several observed that the quality of teaching has improved over the last 15 years. Despite this emphasis on teaching, there is no librarian whose primary function is Information Literacy Instruction with responsibility for its assessment. The visitation team believes a librarian with this responsibility could track the developments in the General Education program and the development of learning objectives, and take a proactive role to insure that the library literacy elements are reflected. Therefore, the visitation team recommends the creation of such a position, as existing positions are evaluated.

One concern expressed in the Self-Study and by groups and individuals with whom the visitation team met related to marketing, although the students and classroom faculty in the groups the team met with had some difficulty in providing specific suggestions on how to more effectively market the Library. The library faculty has a liaison program to academic departments, but its effectiveness appears to vary from librarian to librarian. It is also not clear to the visitation team if library faculty members are evaluated on their effectiveness as a liaison to academic departments. Currently no staff position is designated for marketing or outreach services. For increased effectiveness, as existing positions are redefined, the visitation team recommends reviewing and defining marketing and outreach services and assigning responsibilities in these areas. For example, outreach should go beyond simply marketing, and the librarian should develop services that extend outside of the Library walls and reach users wherever they may be.

In evaluating the best use of staff resources, the visitation team recommends the Library conduct a workload analysis to determine both bottlenecks and capacities to take on additional workload. A part of this analysis, of course, should include reducing unnecessary work and inequalities among responsibilities, which means establishing priorities based on shared objectives and goals and taking into account finite resources.

For example, the visitation team notes there may be an imbalance in how workload is distributed among library faculty members for class instruction and evening/weekend reference desk assignments. Each task should be reviewed in terms of how it benefits students and faculty members. What tasks can be eliminated or should be done differently? Can automation be used to reduce workload and/or improve accuracy and service delivery? What does the future hold? Such consideration may mean deferring the replacement of permanent positions until the staffing analysis and strategic planning process are completed. Temporary staffing may be necessary to ensure the efficiency of needed continued operations.

As faculty, most of the librarians have nine-month contracts and summer employment is optional. This situation results in some inefficiencies and inequities in responsibilities and a lack of appropriate supervision. Some classified staff members, apparently, are left largely unsupervised during the summers. In this situation momentum can be lost for typical summer projects, such as culling the collections, best done in times when the Library has fewer demands on it from its users.

While some library faculty members stated they would not be at UWSP if summer employment flexibility were not available, this flexibility must be balanced and used judiciously to insure that necessary library operations are not adversely impacted during the summer months to the detriment of the Library's and UWSP's missions. The visitation team recognizes that in some instances, the tenure demands on new library faculty members are such that flexibility is needed to finish a second masters (as required), do research, and write for publication. The UWSP library faculty and administration need to ask, "Is the second master's really necessary for the librarians to support appropriately the missions of the Library and the institution? Professionally, the MLS is considered the terminal degree. The requirement of a second masters reduces both the size of search pools and puts additional stress on newly hired librarians. Anyone offering solutions, of course, must consider carefully local culture and sensitivities to avoid undesirable ramifications. .

As with most organizations, internal communication could be improved. Both librarians and classified staff expressed an interest in knowing about any planned facility changes, particularly those that affected their areas. Also, several library staff members believed it helpful to know more about the budget. Most, however, recognized that Self-Study report data provided a positive direction in better communications about the budget.

Facility and Space Utilization

The Learning Resource Center is a large, impressive building. With its 133,000 useable square feet, the visitation team believes the space is adequate for library and selective other functions. The question is whether or not the space is being used most effectively, particularly looking at "prime real estate" in prominent or attractive locations? Several questions need to be answered. Could the Library provide better services if it had use of some of the spaces now occupied by other non-library offices and functions? Are some

of the non-library offices and functions supportive of or impediments to better library services? Can some library functions be consolidated to use less space and are some overly crowded?

One characteristic of the Learning Resource Center that immediately caught the attention of the visitation team is the number of service points, which, despite the vertical orientation of the library, seems excessive. While some of the staff members explained that the service points provide better service and student actually could check out items at several locations, multiple service desks are often confusing and impede the ease of “one stop shopping” for library users, which should be the highest priority. In addition, multiple service desks are staff intensive. The consolidation of service points to high demand areas would allow the reallocation of staff resources to alleviate the stress voiced by some staff, the provision of better services to the library users, and the more effective use of library space. In addition, the library staff should consider moving processing operations out of service points and into a central processing operation. Therefore, the visitation team strongly encourages the library staff to analyze use trends and re-examine the need for multiple service points.

University libraries often house some selective operations that are “related university services” which complement the mission of the Library and better serve student needs by their proximity to the Library. The placement of such other services should be strategic as to not diminish the functions and space requirements of the Library. For example, in recently years writing centers have become more frequently housed in the Library, as the two organizations (writing centers and libraries) often develop a highly effective symbiotic relationship in supporting an institution’s writing requirements.

Nevertheless, multiple non-library functions add complexity to library buildings through variances in cultures; hours; procedures; security (numerous people having keys to building and with possible access to the building at all hours); traffic flow problems with restricted areas, etc. Libraries often find themselves incorporating this information into building tours, building directories, hours lists, etc., adding workload to staff and making the space more complicated for users. In addition, other services in the building can reduce the needed flexibility of libraries in offering important services to their users.

Careful consideration should be made of the “fit” of other areas housed in the library building.

- Wisconsin Center for Environmental Education (including the Environmental Education Resources Library) and with affiliation to the College of Natural Resources.
- Instructional Technology (IT) functions on multiple floors.
- Museum of Natural History affiliated with the College of Letters & Science.
- Mary K. Kroft Tutoring-Learning Center.
- Wisconsin Institute for Peace and Conflict Studies
- Telephone Office
- Other offices such as Patricia Ploetz, Center for Academic Excellence and Student Engagement

- Food for Thought Café

Is the placement of these units in the library building “marriages of convenience or compatibility?” In the case of the Wisconsin Center for Environmental Education, Wisconsin Institute for Peace and Conflict Studies, the Telephone Office and the Museum of Natural History, it is not apparent to the visitation team that they enhance library services to users---nor even have to be in the Library.

On the other hand, with some careful planning, the possible relocation and/or expansion of student related services, such as the Tutoring-Learning Center and the Center for Academic Excellence and Student Engagement, there could be some positive synergies with the Library resulting in better services to the students. The Library Café has been a positive recent addition. The space, however, may be too generous and some consideration should be given to reallocating some of the space to other library functions.

In addition, IT is very scattered and a consolidation of its services and offices also would offer some important opportunities for students and faculty. For example, relocating the IT Help Desk to a more accessible and visible location would benefit students and faculty, while demonstrating a collaborative relationship between the Library and the IT department. As a note of caution, to achieve the best synergies the efforts to collaborate and cooperate must be intentional. Just putting people in close proximity with each other and expecting positive results may not achieve desired effect.

The “Ideas” room provided the visitation team’s with its first impressions of the building. This is a fine example of rethinking library space for collaborative learning and integrating learning technologies using flexible furniture—a good collaborative effort with IT staff. Recent changes as outlined in the Self-Study and “Library renovations offer new opportunities” (*The Pointer* v. 53, #2, Sept. 18, 2008) represent major improvements to library spaces. The library staff involved students in helping to select chairs, and the library staff should continue to involve students in planning new services--soliciting their ideas for redesigned learning areas within the Library. The reference area has great potential for expansion of 21st century library learning spaces along the model of a learning commons.

Also, classroom faculty members told the visitation team that they appreciated the opportunity to use library spaces for events, such as student organization book sales in the lobby area. The size of the lobby area lends itself to public events which may further enhance the role of the Library in the intellectual life of UWSP.

Some library areas do not have adequate space. For example, the university archives/ARC area seems cramped without adequate areas to accommodate both users and materials processing. Since users are essentially in the work area of the archives staff, there is probably not adequate security for the collection. In a less practical sense, but also very important, the public part of the archives should be a show area with attractive furniture, displays, etc. to provide the appropriate ambiance for the users. A cursory review of the area suggests the possibility of building out beyond the current

walls. Of course, further study is needed to determine the impact on the function of the building and architectural constraints and possibilities.

Also, ideally the Special Collections materials could be better integrated with the university archives/ARC area. Disbursement of collections in multiple locations within the library often confuses library users. In addition, currently these collections are not particularly well serviced. The several special collections (including the Kennedy Assassination collection and the Native American collection) appear to be unusual collections of materials not closely related to the mission of the institution. Before these collections are moved or integrated into other collections, they should be evaluated for retention.

While not an unattractive building (and probably structurally sound), the building is long overdue for major renovations to reflect changes in library functions and needs and for cosmetic changes to bring the Library aesthetics and atmosphere from the 1970s to the 21st century. As noted in the Self-Study, out-dated furniture and worn carpeting need replacement and signage improved. Something must be done about the compact shelving units that not only do not operate correctly, but also pose a safety hazard to users. The visitation team readily identified several areas of needed change--and even the students noted several possible areas of improvement, such as putting covers of DVDs and videos in a public area for library users to browse; having lockers available for students; purchasing bean bag chairs.

Library staff members, who work in the building daily, are aware of most of the needs. Various individuals interviewed mentioned such things as new carpeting, a dedicated library instruction classroom, more study space by windows, more isolated nooks and crannies (such as in the Student Center), etc. While there is no shortage of locally-generated good ideas, there is a need for a comprehensive review. Out of economic necessity, changes now are incremental and piecemeal. With a more comprehensive approach, however, the Library could become a focal point for the repositioning of the mission of the institution.

Therefore, the visitation team recommends the University contract with an architect or librarian who specializes in library design to conduct a space utilization study. The consultant should assess how space is currently used and make recommendations for changes that will make the most effective and efficient use of the space. The consultant should consider such factors as: office workflow, patron traffic patterns, stack arrangement, location and redundancy of service desks, etc. The consultant should examine non-library functions that are currently located in the building. In particular, the natural history museum's location on the first floor of the Library should be reviewed. For better results, the staff may want to use charrette process, which allows staff to examine how functions are spatially related and to plan spaces accordingly.

Library Programs and Services

The Self-Study points to the Library's focus on service: "The UWSP Library staff is proud of the Library's long tradition of service." The testimonies given in the various constituent groups confirmed this dedication to the visitation team. The classroom faculty members interviewed valued library instruction and noted the improvement in the quality of presentations. A high percentage of the students reported having instruction in the use of the Library at the lower level, but much less so at the upper level as they need instruction specifically related to their major field of study.

Therefore, while the librarians emphasize their teaching role, there is a need to re-examine the library instruction offered in relation to available resources (including human resources) and to the library's and institution's missions. The visitation team recognizes that LR101 is a course that is valued by many of the students who take it and these students often advertise its value to other students. Also, the course has an appeal for the librarian instructors: working with small groups of largely well-motivated students, pursuing topics in relative depth, and getting to set the curriculum without having to negotiate time and emphasis with a classroom faculty member. Nevertheless, the visitation team's concern is that the number of students enrolled in the course annually (80-145) does not warrant the intensive library faculty time devoted to it. The Self-Study did a good job identifying some inherent weaknesses of such courses: they are very time consuming to keep up; students sometime take the class simply because they want a one-credit course; and students often have difficulty integrating what they learn into other coursework (although the library faculty members who taught the course did indicate that they strove to make it immediately relevant to other discipline classes student are taking).

The visitation team's recommendation for eliminating LR101 is not the result of either a lack of quality of instruction or a lack the dedication of the library faculty members involved in teaching it. It results from the visitation team's recognition that the time involved in teaching it both could be reallocated to help alleviate burnout among the library faculty members and redirected to initiatives that would have a broader impact on students. Such initiatives could include increasing library instruction to upper class or graduate students, working to make information literacy instruction a requirement for English 150, and offering new distance education initiatives. Some library faculty members noted the increasing workload involved in library instruction, and, as stated earlier, the visitation team received the impression that the workload may not be equitably distributed among the library faculty members. The recommendation also results from an awareness of the anticipated growth in the student body in coming years and the increasing number of students needing library instruction, as already reflected in the library instruction statistics. Course integrated instruction, as compared with a separate course, can provide a more agile (and arguably more effective) response to the increased need for library instruction. In addition, course integrated instruction provides library faculty members more opportunity to collaborate and cooperate with classroom faculty members.

In summary, considering the concerns about workload, the questions about the efficiency of LR101 and how it detracts from the more important broader effort, the visitation team recommends the suspension of offering LR 101 for a few years to determine the positive impact of shifting staff resources to the general information literacy program and related efforts.

With the retirement of the Media Lab staff member, the Library has an opportunity to re-examine the services offered, their current use, and how the staffing and space of that area support the priorities of the Library. The Media Lab appears to offer largely out-dated services and many of its users are not part of the university community. The visitation team concludes it is difficult to justify the Media Lab's continuation in its present form. Nevertheless, with an update of its services, particularly offering computer-based media services and hands-on production (webpage design, video editing, and services as noted in the Self-Study) opportunities directly to students, it could play an important role on campus. Such changes would not only involve employing staff who have the skills and inclinations to provide the needed services, but also close collaboration and cooperation both with IT and academic departments who would encourage their students to take advantage of such services. The Library might consider, if the entire operation is not maintained as a separate unit in the Library, moving some of its functions to other areas. For example, this service could be combined with IT's electronic media services to provide better support for instructional technology across campus.

The Library's hours are comparable with similar comprehensive institutions, and the visitation team sees no need to increase hours. However, some students lamented that extended hours were not available except in the computer lab. The visitation team does not have a recommendation in this area.

Library Collections

Although a high percentage of classroom faculty members in the survey indicated satisfaction with services and help, a considerable percentage expressed dissatisfaction with library resources. Responding to the statement, "My department's annual allocation for purchase of library materials is satisfactory," forty-three percent responded that they either disagreed or strongly disagreed. Both classroom faculty and students praised the UB service, but the disparate number of UB materials lent and borrowed (for 2006/07 1827 loans to 4106 borrows) also suggests that more resources could be directed to collections. Also, the Library should review its collections for currency and coverage. The Self-Study noted that weeding has not been part of the library culture. This results in a cluttered collection that looks out of date and, as a result, may discourage use. Unneeded collections also exert unnecessary pressures on space: are there duplicate collections such as the ERIC microfiche that can be eliminated in one location?

The Government Publications collection is at a 75% depository selection level, which is high compared to similar institutions. The visitation team recommends a review of the

current accession list of government publications, cancellations to reduce the depository level, and a major weeding effort undertaken to eliminate little used and dated materials that are not required by virtue of depository status. Whenever possible the electronic version of titles should be preferred over print format in order to expand availability of the document resources and to reduce the space needed by the print format. The Government Publications Department has functioned almost as a separate library. Therefore, the visitation team also recommends that the Library carefully examine if government documents services, processing, and collections can be further integrated into the other functions of the Library.

Students expressed the desire to have access to the video/DVD collection: information on the packaging cannot be browsed since it is a closed stacks collection. This is a valid concern and may be readily addressed through an arrangement whereby the packaging/cases are shelved in a public area and the DVD and videos, if security is a concern, are behind the desk.

Governance and Decision-making: The Role of the Library Director

The Library Director at UWSP appears to have less formal authority than the visitation team members have experienced or generally observed elsewhere. While library directors generally work through persuasion and positive reinforcement, the library director is the single individual held responsible by the administration for the direction of the library. The library director has the responsibility for providing leadership to the library, and, to successfully carry out this responsibility, the library directors needs the appropriate authority. The library director clearly needs hiring, evaluation, and termination authority, all within the usual processes and tradition of faculty governance at UWSP. The team does recognize a role of library department members in peer personnel processes. The separation of authority from responsibility, as it appears with the Library Director at UWSP in some instances, especially personnel matters, violates good management principles and impedes the effectiveness of the library in serving the mission of the institution.

Currently there is no formal classroom faculty advisory group. The Library Director and others mentioned the importance of such a group, which can serve as a useful discussion/sounding board. The composition of the committee is usually reflective of the college structure. For example, some universities have a Library Committee which is a formal committee of the Faculty Senate, with the Library Director serving as an ex officio member. Members, of course, do not speak for the entire classroom faculty, but they bring an important perspective to the table. The visitation team recommends that the Library seek to establish such a formal group. While establishing formal group should be the first priority, the Library Director could accomplish some of intended purposes through informal methods, such as hosting brown bag lunches for influential faculty members either campus-wide or by department/division, and taking newly elected student leaders out to lunch to gain insights to any of library-related concerns.

Public Relations and Outreach

Classroom faculty members in the group with whom the visitation team met told the team that they appreciated having the opportunity to use library space for special programs and projects, such as a book sale in the lobby for a student fundraiser. The lobby space and the Food for Thought café offer opportunities for special programming. Again, such uses can serve as an entrée to facilitate the Library becoming more central to the intellectual life of the institution.

Still, there remains some ambiguity regarding library services. For example, students in the group with whom the visitation team met expressed uncertainty regarding the purpose of the “Ideas” room—some thought it was a classroom. They articulated a strong interest in knowing more about what the Library offered. When the visitation team inquired about the student newspaper as a vehicle to disseminate information about the library, the students expressed strong doubts about its effectiveness. Some students, however, suggested that more information be given to classroom faculty to relay to students in classes.

The video orientation to library building could be made more effective as an introduction to the Library. For example, it starts with the basement and gives prominence to services other than library services, e.g. Telephone Services. This approach dilutes the Library’s distinctiveness and the identification of the services it uniquely provides. The video also needs updating to highlight new study spaces and services. The library staff needs to determine clearly what message the video tour is intended to convey and to revise it to convey that message. The screen recently mounted by the Circulation Desk is an important improvement in raising user awareness of library events, etc.

From the description of the workload of librarian liaisons, the visitation team observes that clearly not all the librarians have adequate time to devote to individual departments regarding collection development, library instruction, and other communications. Adjustments in staff workload in other areas would open up time for more liaison and other outreach activities, including short presentations at department or college meetings. More time could be spent ensuring the Library is represented at strategic times through the school year at various events and programs. For example, if there is an information fair for campus residence hall directors, is the Library represented at that event? Apart from formal groups, there are “fun” activities to get feedback on library services, and sometimes they can be done at relatively modest expenditures of either funds or staff time. For example, at the University of Rochester, the Library gave students disposable cameras and asked them to take photos of what they liked best and least about the Library.

Budget

Overall, the library budget seems comparable to similar institutions, although historically it has been less centralized than at similar institutions. Obviously, the Library Director, with her staff, has done an exceptional job of reviewing the budget over the last few years and in organizing the budget information to reflect a clear and accurate statement of expenditures. The budget should be more centralized so resources can be allocated more effectively to support Library and the UWSP priorities.

The base funding for collections and access declined in FY04 by \$91,022, although this has been mitigated by one-time additional funding. This is especially problematic in that the inflationary rate for materials often exceeds 8% per year. The \$100,000 provided by the Provost showed excellent support from his office. The Library Director indicated at least \$35,000 of the \$100,000 from the Provost will go to collections/access in the first year. In addition, in the constituency sessions, the visitation team heard the perception that the allocation to support periodicals in some areas is inequitable. As stated earlier, a considerable percentage of classroom faculty members surveyed expressed dissatisfaction with the collections budget.

Summary and Further Recommendations

Overall, the Self-Study accurately reflects the Library. The Self-Study obviously served as a very positive process for the Library. It had broad and committed participation and it gave the entire library staff an opportunity to work together, often with those outside their units. This participation should continue with the implementation of the strategic planning process recommended by the visitation team.

The Library should engage in a strategic planning process without delay so as not to lose the momentum generated by the Self-Study. The Library has already completed an important initial component in a strategic planning process through its S.W.O.T analysis. There are other components to a strategic plan. For example, the visitation team did not see in the Self-Study (and this is understandable) what is typically called an environmental scan. Environmental scan models are available from the Association of College and Research Libraries (ACRL) and from other academic libraries. Typically they examine recent and projected directions of academic libraries, e.g. impact of technology, availability of personnel (impact of retirements and recruitment); directions of the institution (e.g. new programs, waning programs, mission of the institution); and, particularly important for a library serving a state institution, local and state resources (projected student enrollment, projected increased or decreases in state funding, availability of local support).

Beyond the environmental scan, the next steps in a strategic planning process involve the development of a vision and strategic directions that will guide decision-making over the next three to five years. Once the Library establishes the strategic directions (involving

members of appropriate constituency/stakeholder groups), the Library should develop an action plan for the next two years that will help them move forward in a positive direction. The Library probably would find it highly beneficial to use an outside facilitator to assist in the strategic planning process. The facilitator can assist the Library Director in providing an outside perspective in determining the process and those who need to be involved.

Communications and participation are important in each step of the strategic planning process and its implementation. The visitation team recommends that the following constituencies and stakeholders should be involved in the planning process: library faculty, academic and classified staff, selected student employees, student library users both undergraduate and graduate, faculty from a variety of disciplines and rank, administrators and community members. The strategic plan and action plan should be disseminated widely on campus, including publishing the plan on the Library's web site—with opportunities for campus constituencies to respond, perhaps via a blog. Progress on the action plan should be assessed and reported on each semester. Beyond these salient points, the visitation team cannot outline in detail the strategic planning process in this document.

The University of Wisconsin-Stevens Point Library is at a crossroads, and the Self-Study and its follow up offers an important opportunity to more fully realize its potential in offering the services and resources of an academic library of the 21st century in step with the UWSP Chancellor's 2015 vision. The visitation team believes, for the most part, the answers to the challenges are within the library staff. They know what their mission is, what challenges they face, and they are now presented with an opportunity to step up and address them for the betterment of all.

Library Response to the
Self-study Visitation Team Report
December 16, 2008

Introduction

Following the receipt of the visitation team report, all Library staff met in department/unit groups and as a Library faculty group to discuss the report and recommendations of the team. These discussions were summarized in writing and sent to the Library Self-study Steering Committee, who served as the writing team for the response.

The Library found the self-study and the external review to be valuable experiences, and we thank the team for their efforts. We appreciated having Library strengths, including quality service provided by the staff, affirmed in the team report. Areas of weakness or areas of recommended change were nearly all ones with which we have wrestled, and it was reassuring to have them acknowledged in the report. In a few cases, we feel the team did not gain an adequate picture, perhaps due to the brevity of the visit, to support recommendations. Those are also noted in the following response.

Staffing

The visitation team recommended examining the current job alignment with an eye to providing services more efficiently and using underutilized strengths. Our strategic planning will examine staffing, and action has been taken on some specific team recommendations:

Government Publications: If allowed to fill this open position, the job description calls for one librarian to oversee federal and Wisconsin documents as well as do outreach and assist in main reference and instruction.

Information Literacy: Currently a library faculty member coordinates bibliographic instruction. There is interest in expanding his role to include assessment and involvement in campus-wide academic planning (if it is possible to lighten his work load in other areas). He has begun coordinating library input in the campus General Education Program revision process.

Marketing: The team recommends the assignment of outreach efforts to a librarian. A half-time librarian currently has marketing in her job description, but other duties have often placed outreach efforts on the back burner. The Director is also taking an active role. The need for more emphasis on outreach efforts will be discussed as part of the staffing strategic planning.

Workload analysis: While not opposed to analyzing work patterns, the library faculty disagrees with the examples given of imbalance--teaching load distribution and reference desk assignments. When fully staffed, the work load distribution in these two areas is well-balanced, in our opinion, given the variation of other duties among faculty. The team suggests temporary staffing during the staffing analysis and strategic planning stage. However, this will be difficult to implement given the specialized knowledge (i.e. government documents) or extensive training needed for these positions.

Nine-month contracts for library faculty: We understand the difficulties in continuity, completing summer projects, and sometimes supervision that uneven summer contracts can create. Most faculty have for years acted professionally in regard to summer contracts and their responsibility for supervising a unit. This question will continue to be addressed especially for positions that are needed year round and in the context of new hires.

Second master's degree for faculty: This question led to discussion of alternative uses of a second master's (e.g. not required for tenure but required for promotion). We recognize this requirement limits candidate pools when hiring. However, we value the breadth that additional education adds to our work and assert the merits of being members of the University faculty. Further study is needed.

Staffing summary from the Library: Although the faculty has continuously evaluated positions as faculty retirements occurred, the loss of past positions (technology librarian, for example) as well as the prospect of losing future positions undermines those efforts. We cannot continue to provide excellent service or continue to provide the resources, instruction, and hours we do and develop new initiatives with fewer and fewer faculty and staff. We suspect even the most conscientious workload analysis of library faculty and staff will not turn up large numbers of hours spent unwisely. We will, however, be looking seriously at staffing patterns and the Library mission as a part of strategic planning.

Facility and Space Utilization

Consolidation of service points: The consolidation of service points and processing activities were issues strongly recommended by the visiting team. Library staff members are not currently in agreement on these topics and further discussions and service/space evaluations are needed to study these issues. This will be included in the Library's strategic plan.

LRC comprehensive space review: The visiting team pointed out the proliferation of various campus services and programs within the Learning Resource Center and recommended an evaluation of space utilization. The library staff members have been concerned about this issue for some time and would welcome a comprehensive review of the facility with the goal of housing appropriate and complementary services (e.g. the Tutoring-Learning Center, IT, and Assistive Technology) within the LRC. Input from the IT and Tutoring-Learning Center self studies and external reviews will be invaluable during this review. The library also welcomes the opportunity to use the expertise of consultants who specialize in library design to help construct a viable building plan.

Updating of library spaces: Recent improvements in the LRC facility were recognized by the visiting committee. The Library has made tremendous progress in the improvement of the facility in service, study, and staff areas, but there is still a considerable amount of work to be done. The Library is currently addressing the replacement of furniture, carpet, and compact shelving and the addition of aesthetic improvements as part of the ongoing goal to update the Library. Further analysis of potential faculty and student group study/research areas and classrooms will be included in future space planning and in the Library's strategic plan.

Archives updating: The space constraints of Archives have been a concern for some time. The Library recognizes the potential benefits of expanding and improving the Archives collection and patron spaces. Plans are already underway to improve current spaces with new carpet, furnishings and compact shelving. We will explore the possibility of assigning the Archivist to supervise Special

Collection services and collections. The expansion of the Archives area will be part of the overall building plan evaluation.

Library Programs and Services

Library Resources 101 (LR101): The library faculty is committed to assessing and streamlining the LR101 course. While the team suggests suspending the course, the faculty finds this recommendation contradicts the Library's and our institution's teaching mission. The course is highly valued by students, evident in student evaluations, and goes into greater depth than the "one-shots" that often characterize information literacy programs. The faculty will cut back to three sections on a trial basis, continue to use D2L, and discuss other pedagogical methods to improve the course.

Library Instruction Program: The team recommends a shift in focus for the Library instruction program to include new information literacy initiatives, increased upper-level instruction and distance education. The faculty and the current coordinator of bibliographic instruction agree that assessment and more involvement in campus-wide academic planning should be expanded. Making information literacy a requirement for all English composition courses, as suggested, may not be easy to implement as it requires not only additional library staff time but also the cooperation of, and additional commitment from, all ENG 101/102/150 instructors. The library faculty currently provides instruction to 70% of the English composition courses, and they can only address certain aspects of the broad set of skills subsumed under "information literacy." Data of the past three years show that, on average, 22% of all library instruction sessions were provided to courses at the 300 level (junior) or higher. Access Services currently provides some services to distance education students, but strategic planning should also look at better ways to meet the needs of distance education.

Media Lab: The library faculty and staff agree with the visiting team recommendation that the revamping and renewal of the Media Lab—its mission, services, equipment, staffing and supervision—should be considered in the upcoming strategic planning process. Current and anticipated changes in staffing provide the opportunity to meet these needs. If approved, an Instruction and Multi-Media Librarian would provide the expertise and leadership needed to revamp the Media Lab and its services.

Library Collections

Library Resources : As the team noted, campus dissatisfaction with current allocation levels mirrors that of the library faculty and staff. Inflation and lack of funding increases have taken their toll on our collections, despite efforts to cut duplicate formats and resources no longer used. This year, we did receive an additional \$100,000 added to our base budget by the Provost. The Library appreciates this increase, but adequate budgeting for electronic and physical collections on a continuous basis still remains a challenge. For example, periodical subscriptions increase 7-10% annually making it very difficult to maintain current subscriptions with no proportionate increase in the periodicals budget line. The periodicals review project continuously examines and reviews usage and duplication (print and online) in an effort to streamline our periodicals to provide access to as many titles within budget constraints.

Universal Borrowing (UB) : The Library promotes Universal Borrowing heavily and, as a result, it is a service greatly appreciated by our campus. We feel that our UB numbers show our commitment to the UW System “One system, one library” philosophy.

Weeding: The library faculty and staff agrees and is conscious of the team’s mentioned need for weeding and a systematic assessment of the collection to fill gaps and develop the collection in new curriculum areas. A weeding project is currently underway in Government Documents.

Government Publications : The library faculty is in general agreement with the recommendations of the report concerning government documents. Most of the team’s suggestions are already taking place, and we are awaiting approval to fill the position. The position description moved the Wisconsin documents supervision into the same position as federal documents, expanded the duties to include instruction and main reference duties, and called for outreach to departments.

Video/ DVD collection : The library faculty and staff recognize that the video/DVD collection is currently not browsable by students and agree that efforts to make this collection more visible and accessible to all should be made.

Governance and Decision-making

Role of the Library Director: The unintended difficulties the new Library Director experienced in trying to work within a strong tradition of faculty governance revealed the need for clarification of the Director role and for continuing collaborative efforts.

Faculty advisory group: The organization of such a group, serving as a sounding board and advocacy group, is worth pursuing. We believe a group who is not a part of the Faculty Senate structure but could send issues to Senate as needed would be most efficacious.

Public Relations and Outreach

The visitation team suggests more emphasis on outreach for library liaisons, more programming, and a librarian assigned to outreach (with more of a priority attached), and these will be explored. This was also an area identified by the Library in the self-study for further exploration and development. Specific concerns of the team included communication about the Ideas Room (just opened the week they arrived and now more fully publicized for student use) and the video orientation (done as a student project and will be considered for production and updating by the library).

Budget

The visiting committee recognized the library’s budget as comparable to similar institutions. With the addition of \$100,000 to the base budget this year, the Library’s budget issues have temporarily diminished. Library faculty members are examining specific collection needs and are making plans for the addition of new electronic and print resources. Current campus and system-wide budget constraints have caused library administration to be cautious with the allocation of new funds. Careful consideration is needed to assess the feasibility of maintaining new long-term commitments in the

current economic environment. Library faculty will continue to work closely with campus faculty to meet program needs and build a relevant collection.

Summary and Further Recommendations

Strategic planning: While the Library has had a continuing goal of providing excellent services, collections and other resources, the lack of strategic planning was identified at several points by the Library in the self-study. We agreed with the visitation team in proceeding with strategic planning without delay and have formed a Strategic Planning Steering Committee. They are already meeting to discuss specific ideas about strategic planning voiced by the visitation team and organize the process. Our challenge is developing a worthwhile plan for the Library, its services and resources, in its context of support of the mission of the University of Wisconsin—Stevens Point.

Strategic Planning - Vision Statements

A vision statement outlines what the organization wants to be. It concentrates on the future. It is a source of inspiration. It provides clear decision-making criteria. A vision describes what will be achieved if the organization is successful.

Examples of Library Vision Statements

- [UW-Eau Claire](#)
- [UW-Green Bay](#)
- [University of Iowa](#)
- [University of Chicago](#)
- [University of Rhode Island](#)
- [Oklahoma State](#)
- [University of Illinois](#)
- [Concordia](#)
- [Indiana State](#)
- [Case Western Reserve](#)

Vision 2015 - "UWSP: Connecting to the Future"

Building on traditions of excellence and service to Central Wisconsin, UWSP will CONNECT TO THE FUTURE by:

- Providing challenging learning and leadership experiences that prepare students to be GLOBAL CITIZENS
- Projecting our history and values in the LIFE AND LOOK OF THE CAMPUS
 - Experience of the liberal arts and sciences
 - Responsibility of personal and community wellness
 - Stewardship of natural resources
 - The power of communication and the arts
- Partnering with others for a VIBRANT ECONOMY

CUWL: One System, One Library

Now is the time to reinvest in UWS Libraries. The libraries have employed the concept of One System, One Library to maintain and improve collections and achieve efficient services in an environment of flat or reduced budgets and rapidly increasing costs. It has been ten years since the libraries have received an increase of state funding. Additional funding is critical to fully implement the vision of building a more robust One System, One Library that provides world-class library services to students, faculty, staff and Wisconsin residents.

Vision: The University of Wisconsin System (UWS) libraries will advance successful teaching, learning and research through building a robust One System, One Library.