

**UNIVERSITY LIBRARIES**  
**BOWLING GREEN STATE UNIVERSITY**  
**STRATEGIC PLAN**  
**2003-2005**

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## EXECUTIVE SUMMARY

Against the backdrop of changes affecting libraries, including the erosion of library funding, new and emerging technologies, accountability, and heightened user expectations, library deans and directors increasingly engage in strategic planning to review and reengineer their operations to face this new reality.

At Bowling Green State University (BGSU) several major initiatives provided a logical timeframe to review the University Libraries' (UL) mission and to define strategic directions in support of the University's vision to become "a premier learning institution in Ohio and one of the best in the nation." To this end, President Ribeau has identified the academic plan as a major focus to guide the intellectual inquiry, engagement and achievement that will transform BGSU into a premier learning institution.

This campus-wide change from passive learning to outcome-based learning grounded in a level of inquiry and engagement that will develop in students "the skills to make critical assessments and informed decisions throughout their lives"<sup>1</sup> provides the UL with new and excellent opportunities to become an active partner in teaching and learning. However, in the face of diminishing resources, strategic planning becomes even more critical if the UL are to be a full partner in the University's transformation.

Strategic planning assumes an outcome that will lead to changes firmly rooted in the strengths of the organization while also exploring opportunities to innovate and improve services and programs. In recent years the UL have been in the forefront of implementing new technologies that have generated significant changes in services, programs, and products. These changes have generated new work processes, additional job responsibilities, and different user expectations that have severely taxed the UL's resources. Unfortunately, the UL also have suffered budget cuts that threaten their ability to provide essential library services while expanding into the new digital frontier.

Deeply committed to maintaining quality in essential services as well as introducing innovations to support BGSU's aspiration of becoming an engaged learning community characterized by "a continuous flow of ideas...[that] invigorates the process of inquiry and heightens individual and institutional achievement,"<sup>2</sup> the UL have come to the realization that they simply cannot afford to keep doing things the same old way. Every aspect of the UL operations will be subject to scrutiny as library resources are realigned in support of the vision of *Becoming a Premier University* articulated in the BGSU Academic Plan (2003).

Toward this end, the UL developed a Strategic Plan which will guide them toward achieving greater efficiency through changes in organizational structure, new technologies, assessment, collaboration, and communication with their users. Within a framework of ten strategic directions, the Strategic Plan identifies supporting goals and objectives while highlighting the University's critical role bringing many proposed UL initiatives to fruition. The strategic directions include:

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<sup>1</sup> Bowling Green State University. *Academic Plan*, 2003, 7.

<sup>2</sup> *Academic Plan*, 8.

- Building a Flexible Organization
- Achieving Leadership in Information Literacy
- Making the User-Centered Library a Reality
- Measuring Up: Assessment of Library Effectiveness
- Optimizing Information Technology: the Present and the Future
- Managing Collections and Access
- Pursuing Funding Initiatives
- Transforming the Bricks and Mortar
- Valuing and Reflecting Diversity
- Reaching Out / Reaching Up: Communication

The Strategic Plan is the culmination of a library-wide process spearheaded by a Strategic Planning Task Force that was formed in Summer 2002. Their charge was to draft a Strategic Plan by the mid-year retreat in January 2003. The Strategic Planning Task Force subdivided into functional groups and used a variety of strategies including focus groups, e-mails and surveys to solicit feedback from all library units and departments. The chair of the Strategic Planning Task Force provided regular updates at the monthly all-staff meetings. The Writing Group, a subgroup of the Strategic Planning Task Force, was responsible for sorting the information and formatting the plan. Three strategic directions were identified at the mid-year retreat for initial implementation. They included: Making the User-Centered Library a Reality; Building a Flexible Organization; and Achieving Leadership in Information Literacy.

Building on the UL's strengths of innovation, flexibility, technological leadership, service excellence, and unique expertise in a number of areas, the Strategic Plan provides a pathway for all of the UL's departments and units to formulate, implement and assess goals and objectives. Following this path will move the UL from an isolated learning place to an integrated learning environment that embodies the Academic Plan's vision of "a supportive [University learning] environment in which talent – in all areas – can emerge and excel,"<sup>3</sup> and one in which students and faculty are prepared to "function in a diverse and increasingly interdependent world."<sup>4</sup>

It is our goal to use the Strategic Plan as a significant guide in our decision-making processes and operations. We are now preparing to implement the strategic directions.

Iorraine J. Haricombe, Dean  
University Libraries

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<sup>3</sup> *Academic Plan*, 6.

<sup>4</sup> *Academic Plan*, 17.

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**University Libraries consist of:**

**Center for Archival Collections  
Curriculum Resource Center  
William T. Jerome Library  
Music Library and Sound Recordings Archives  
Northwest Ohio Regional Book Depository  
Ogg Science and Health Library  
Popular Culture Library**

## **UNIVERSITY LIBRARIES VISION**

### **Preserve the Past, Honor the Present, Envision the Future**

The faculty and staff of the University Libraries embrace the academic endeavor, the preservation of our cultures and heritage, and the highest levels of service to our community of users. The University Libraries will anticipate and exceed the needs of our users, foster excitement in the process of discovery, and function as a catalyst and participant to advance learning, scholarship and the creation of new knowledge.

## **UNIVERSITY LIBRARIES MISSION**

Bowling Green State University Libraries are dedicated to serving the students, faculty, and staff of Bowling Green State University. In support of the University's mission to advance scholarship, critical thinking, and cultural and global awareness, the University Libraries serve and cooperate with scholars and institutions worldwide, and with the diverse and multicultural communities of Northwest Ohio.

As a user-centered institution, the University Libraries are committed to building, organizing and maintaining a collection of quality resources to support the academic and research interests of our constituencies and the mission of the University. The University Libraries provide equitable access to a wide range of information resources. The University Libraries promote the University's mission of developing culturally literate and technologically sophisticated citizens by providing services and instructional programs designed to assist users in identifying, locating, assessing and utilizing recorded knowledge.

## **UNIVERSITY VISION AND VALUES**

Bowling Green State University aspires to be the premier learning community in Ohio, and one of the best in the nation. Through the interdependence of teaching, learning scholarship and service we will create an academic environment grounded in intellectual discovery and guided by rational discourse and civility.

Bowling Green State University serves the diverse and multicultural communities of Ohio, the United States, and the world.

The University embraces five core values:

- Respect For One Another
- Cooperation
- Intellectual and Spiritual Growth
- Creative Imaginings
- Pride in a Job Well Done

# UNIVERSITY LIBRARIES CORE VALUES

Emulating the core values of BGSU, the University Libraries affirm the following:

## **Service quality**

- listening to our users
- collaboration to make users our priority
- professional and respectful interactions with our users

## **Valuing and reflecting diversity**

- inclusive recruitment and hiring practices
- diversity programming recognized on campus and beyond for its excellence
- cultural exchange activities
- cultivation of a supportive workplace environment

## **Equal access to accurate information**

- judicious selection of relevant materials
- onsite and remote access
- timely and accurate bibliographic records

## **Intellectual freedom**

- diverse collections
- respect for different viewpoints

## **Open communication and sharing of information**

- representation in decision-making processes
- professional/collegial relationships

## **Responsible stewardship**

- stewarding all our resources
- efficiencies in work processes

## **Accountability**

- honoring our commitments
- being institutionally and personally responsible

## **Partnerships**

- collaboration in the library
- collaboration with the BGSU community and beyond

## **Full participation in university governance**

- representation at all levels by faculty and staff

**Preservation of information**

- collaboration to select library and archival materials for storage and preservation
- using cost-efficient quality supplies, equipment, and processes to ensure optimum preservation of library and archival materials

**Leadership**

- innovation
- continuous organizational learning
- teamwork
- assessment and transformational change
- UL staff research and scholarly activity

## ENVIRONMENTAL SCAN

### State Climate

#### **Higher Education in Ohio**

Much has been written about the dire straits of funding for higher education in Ohio. Never a leader nationwide in support for public colleges and universities, Ohio currently is beset by a range of intractable problems from a federally mandated change in the method of funding K through 12 schools, to increasing demands for support of the elderly, to a diminishing industrial base--all these in addition to its share of the economic woes experienced by the rest of the nation in the wake of stock market scandals, terrorist attacks, and other mounting political and societal problems.

The tax base is down; support for higher education has been reduced as well as being re-directed with the aim of reducing duplication in programs and reinforcing support for centers of excellence among Ohio institutions of higher learning. The result for BGSU and for the UL has been a precipitous decline in purchasing power arising from University-wide budget cuts coupled with the unrelenting upward spiral in the cost of materials, equipment, and salaries fueled by inflation.

The UL's operating environment is complicated by the fact that two key partners in the provision of library materials and services--the OhioLINK statewide library network and the Northwest Ohio Regional Book Depository (used by BGSU, Medical College of Ohio and the University of Toledo to house library materials that are best stored remotely rather than on campus)--tend to incur cuts in state subsidies at the same time that the UL's budget is reduced.

#### **OhioLINK Fiscal Resources**

In fiscal year 2001/2002, when OhioLINK's funds were cut substantially by the Ohio Board of Regents, an unfortunate number of centrally-funded research databases had to be cancelled outright or put on a "pay-to-play" basis (a funding model in which only those member libraries to whom the content is vital subscribe and access is limited to subscribing institutions). Judicious selection of databases to fall under the axe limited the cuts to those resources with low-use throughout the state. Extensive cuts in more heavily-used resources were for the most part avoided through some truly inspired innovations:

- The "NPR model" (an agreement under which a small number of OhioLINK members whose budgets were in fairly good shape teamed up to pay the bill for certain resources to which all OhioLINK member libraries were extended access).
- Some fierce re-negotiations with OhioLINK vendors for price concessions below the agreed upon, existing consortial discounts.

- A ground-breaking agreement between OhioLINK, Ohio public libraries (OPLIN), and the State's public schools (INFOhio) that resulted in an unprecedented low price for a database with both full text and indexing covering a wide range of academic subjects.

Unfortunately the outlook for the current fiscal year is nowhere near as sanguine as last year's. Further price concessions from vendors are extremely unlikely. Inflation continues unabated. Equipment costs, salaries, and other fixed expenses cannot be trimmed without serious degradation of services to member libraries and their patrons. Fully expecting another round of budget cuts from OBOR, OhioLINK anticipates a significant decrease in operating funds and a somewhat smaller decrease in capital funds with which to work.

Member libraries have been warned that they likely will be expected to either do without some resources that survived last year's cuts or substantially increase the dollar amount of their contribution to OhioLINK coffers or--in the most extreme cases--subscribe locally at the vendor's full price to resources no longer offered for consortial purchase.

### **Regional Library Depositories Financial Picture**

At the Fall 2002 depository system budget meeting, a total budget cut of eleven percent for the Northwest Ohio Regional Book Depository (NWORBD) was announced along with cuts for other such facilities in the State. Depending on the ongoing state of the economy in Ohio, this cut could either be ameliorated or made more severe in the latter part of the upcoming biennium.

The short-term impact on member libraries (BGSU, UT, and MCO) is anticipated to be minimal. Rather than cutting deliveries and other services, it is likely that discretionary expenses such as the student budget will be pared down, and equipment replacement cycles will be extended. The high and ever-increasing cost of utilities may in part drive how much other expenses need to be curtailed.

Of more concern than short-term changes at the NWORBD are long-term impacts. Unless the state budget picture radically improves, the benefit to the UL of having a depository increasingly is in jeopardy. Funding for a planned second module of the Book Depository is uncertain at best. A post-election capital plan allocation may not materialize. Even if construction funds remain available, nothing has been allocated for planning.

The NWORBD is projected to be full to capacity in 2007/2008. If the second module is not built, the UL will be hard pressed to find space. Extremely scarce study space in on-campus library facilities may need to be sacrificed for book stacks. Failing further reduction of study space, the only viable alternative may be radical changes to the amount of resources acquired in paper format. The latter course of action could place an unacceptable strain on the OhioLINK document delivery system if the ratio of available items to requesters becomes seriously out of balance.

## **University Climate**

(Most University data is from the BGSU Office of Institutional Research. Additional library-focused data is from over 500 BGSU respondents to a Spring 2002 LibQual+ survey)

### **BGSU Student Overview**

Enrollment on the main campus of BGSU has increased from 15,569 FTE in 1998 to 16,514 FTE in Fall 2002. More than ninety percent of the students are undergraduates. The student body is mostly middle class, between the ages of eighteen and twenty-one, and from Ohio. A significant number are from small schools and find the size and complexity of the UL intimidating. Approximately 65 percent of students receive some type of financial aid and more than half have a job. The number of undergraduate students of color increased from 3.8 percent in 1990 to 8.6 percent in 2002.

In Fall 2002, 25.8 percent of students were enrolled in the College of Arts and Sciences and 24.9 percent were enrolled in the College of Education and Human Development. In 2000-2001, 26 percent of bachelor's degrees were awarded in education and 16 percent in business or marketing.

The number of undergraduate class sections meeting after 4:30 P.M. increased from 11 percent in 1995 to 13 percent in 2002. The percentage of undergraduate students taking at least half of their classes in the evening has increased from 6 percent in 1995 to 8.6 percent in 2002. Both graduate and undergraduate students have asked the UL to expand evening hours, although undergraduates want the UL to remain open past midnight during the week and graduate students want the UL to have longer Friday and Saturday hours. The UL have extended hours until 2 A.M. beginning four weeks before final exams and continuing through finals week. In Fall 2002, the UL extended library hours to 9 P.M. both Friday and Saturday nights throughout the entire semester.

Fifty-two percent of students live off-campus or commute. The UL were among the earliest to offer virtual, real-time reference services and have continued to offer additional online services and resources, such as online Interlibrary Loan requests, electronic reserves, and remote access to research databases.

In the LibQual+ survey conducted Spring 2002, 3.92 percent of undergraduates responded that they used the physical Library daily, 43.14 percent used it weekly. However, 9.15 percent used the UL's electronic resources daily, while 43.14 percent used them weekly. The services or resources for which undergraduate respondents had the highest expectations were:

- Convenient business hours
- Making electronic resources accessible from my home or office
- Comprehensive collections of full text articles online

- Easy-to-use access tools that allow me to find things on my own
- A library website enabling me to locate information on my own
- Modern equipment that lets me easily access the information I need
- Employees who are consistently courteous
- Employees who have the knowledge to answer user questions
- Convenient access to library collections

In the LibQual+ survey, 12.21 percent of graduate students used the physical Library daily, while 56.4 percent used it weekly. However, 35.47 percent used the UL's electronic resources daily and 51.16 percent used them weekly. The services or resources for which graduate student respondents had the highest expectations were:

- Comprehensive collections of full text articles online
- Making electronic resources accessible from my home or office
- Ease of using library's online article indexes
- Convenience of borrowing books from other colleges
- A library website enabling me to locate information on my own
- Convenient access to library collections
- Convenient business hours
- Complete runs of journal titles
- Timely document delivery/interlibrary loan

In common with college students throughout the United States, students at BGSU are increasingly comfortable with learning and communicating in an electric environment. However, there continue to be students who are unfamiliar with computers and who require more intensive assistance from the UL staff to use electronic resources. Although many students begin their research online rather than come to the UL, they often do not understand how to efficiently and effectively search for information in research databases or on the Internet. Very few students know how to evaluate the information they find.

Students, regardless of their level of computer expertise, expect more resources to be available full-text online than in past years. For example, the OhioLINK website reports that the number of full-text journal articles downloaded by BGSU library users from the OhioLINK Electronic Journal Center grew from 10,204 in September-October 2000 to 37,627 in September-October 2002.

All of these trends stretch the UL's resources at a time when the shrinking budget is compounding both the loss of purchasing power due to inflation and the loss of staff due to the hiring freeze. Maintaining traditional library resources and services while continuing to devote some resources for innovative responses to emerging needs will be a difficult challenge for the UL in the next decade.

## **BGSU Faculty/Staff Overview**

In Fall 2001, there were 786 full-time faculty and 296 part-time faculty at the Bowling Green campus. Between Fall 1997 and Fall 2001, the number of full-time faculty rose from 646 to 786. The student to faculty ratio in Fall 2001 was nineteen to one.

In the late 1990s special retirement incentives were offered to senior faculty. As a result, between Fall 1997 and Fall 2001 the percentage of full-time faculty who were tenured fell from 61.4 percent to 48.5 percent. During the same period the percentage of full-time faculty with fewer than five years of service at BGSU rose from 35.6 percent to 42.7 percent while the percentage with twenty or more years of service fell from 21.8 percent to 15.5 percent. In part due to the number of new faculty being hired, the percentage of female faculty rose from 33.4 percent to 40.7 percent.

Following national trends, the percentage of full-time faculty who were non-tenure-track rose from 18.3 percent in Fall 1997 to 25.0 percent in Fall 2001. This is reflected in the percentage of full-time faculty who were instructors, which rose from 9.8 percent to 18.3 percent.

With so many non-tenured faculty the UL have an even greater need than before to communicate effectively with the faculty. The tenure-track faculty who are not yet tenured are focusing on obtaining tenure. Those who are in temporary, non-tenure-track positions are concerned with finding their next job. Faculty in both groups have little time to explore library resources and, in the second group, little incentive to do so.

Faculty members are heavy users of the UL's online resources. In a national survey, faculty members reported that almost 74 percent of the time they devoted to finding information for teaching and research was spent in their offices searching for information online. Less than ten percent of this research time was spent in a library. With so many library services and resources online, teaching faculty, who already feel overworked, have less and less need to come to the physical Library. The UL have attempted to improve communications with teaching faculty through such means as meetings and an online newsletter, but marketing library services and resources to teaching faculty will continue to be an important function.

In the LibQual+ survey conducted Spring 2002, 6.3 percent of faculty responded they used the physical Library daily, while 36.22 percent used it weekly. However, 29.92 percent used the UL's electronic resources daily and 40.94 percent used them weekly. The resources and services for which faculty respondents had the highest expectations were:

- Convenience of borrowing books from other colleges
- Ease of using library's online article indexes
- A library website enabling me to locate information on my own
- Employees who have the knowledge to answer user questions
- Employees who are consistently courteous

- Readiness to respond to users' questions
- Comprehensive collections of full text articles online
- Timely document delivery/interlibrary loan
- Easy-to-use access tools that allow me to find things on my own
- Complete runs of journal titles

In Fall 2002, there were 1,233 graduate assistants employed at BGSU. Almost 700 of these students were teaching classes. In Fall 2000, 11 percent of classes were taught by graduate assistants. Graduate assistants provide an additional opportunity for students to interact with teachers of diverse backgrounds as 27 percent of graduate assistants in Fall 2002 were international students and an additional 9.2 percent were persons of color.

In Fall 2001 there were 619 administrative staff members and 1,225 classified staff members working at BGSU's main campus. In the LibQual+ survey, 0 percent of staff responded that they used the physical Library daily, while 11.36 percent used it weekly. However, 4.55 percent used the UL's electronic resources daily and 34.09 percent used them weekly. The resources and services for which staff respondents had the highest expectations were:

- Employees who are consistently courteous
- Readiness to respond to users' questions
- Employees who have the knowledge to answer user questions
- Making electronic resources accessible from my home or office
- A library website enabling me to locate information on my own
- Dependability in handling users' service problems
- Modern equipment that lets me easily access the information I need
- Employees who deal with users in a caring fashion

### **BGSU's Role in OhioLINK**

A founding member of the OhioLINK consortium (a statewide network of over 83 libraries), Bowling Green State University Libraries are in the fortunate position of having long-standing representation on OhioLINK committees. Thus the UL's voice is heard in every policy-making discussion and operational decision made on behalf of member libraries. This circumstance works in BGSU's favor when it comes to: (1) obtaining the information needed to anticipate impacts on collections, access to resources, and patron services, and (2) representing local concerns, perceptions, and needs.

OhioLINK committee and subcommittee participation extracts a substantial toll on staff work loads compounded by the time spent commuting monthly and sometimes more frequently to meetings in Columbus. While there is a significant cost attached to OhioLINK membership, both in terms of staff time and in terms of joint funding of most consortial subscriptions, the net effect is a monumental package of resource and service benefits provided to local constituencies accessed either onsite or remotely:

- Some 140 research databases combined with a growing number of digitized sources for data and images suitable for research and teaching, books published electronically, and audiovisual materials.
- A common software interface for a generous proportion of the research databases along with: (1) the opportunity to suggest enhancements for upcoming new releases of the software, and (2) training sessions, instructional materials, and publicity pieces to aid staff in reaching and assisting users.
- Consortial discounts enabling the leverage of local budgetary resources to both preserve the UL's purchasing power and obtain content (text) to support scholarly pursuits and the teaching/learning enterprise at a level totally unparalleled for an academic library of the UL's size and character.
- A statewide borrowing and lending system in which requests initiated by end users are handled with a minimum of staff intervention. An innovative courier service that has facilitated delivery of materials in three-to-four business days in contrast to traditional interlibrary loan which historically takes two weeks or more. This service has truly revolutionized the idea of providing access rather than ownership in some specialized academic areas and sub-disciplines.
- Access to professional assistance via online interactive chat mode as well as traditional reference service rendered at onsite service desks, on the telephone, or via email. As of Fall 2002, statewide chat reference assistance is available seven days a week at peak reference hours.

## **Development**

The BGSU Office of Development seeks private funds for scholarships, faculty endowments, capital projects, international programs and other special initiatives. Currently, the economy is having a negative impact on major gifts, however, donations to educational causes are on the increase nationwide. Similarly, the average donor gift amount is on the upswing. There is also a dramatic increase in competition for donors among non-profit institutions.

BGSU has developed a strong, loyal and active alumni donor base. A new type of donor is emerging interested in fresh initiatives and in being more involved through active stewardship. While BGSU has a Foundation, the endowment level is smaller than comparable institutions. Thus, an important initiative for the Office of Development is to educate alumni and other prospective donors to the importance of private giving.

These national and local trends and developments present an excellent opportunity for the UL to intensify their involvement and to increase their success at fundraising and development.

## Academic Plan

The Academic Planning Team at BGSU was formed by President Ribeau in July 2002 and charged with developing a planning document “that will shape the preparation of students and expand the opportunities of scholars within a context of diversity and globalization.”<sup>5</sup> The report was released in February 2003. In it, the Planning Team describes three components of BGSU’s character and five themes for transformation. All units, departments, and colleges are asked to make their decisions and assess their work with these themes in mind.

The three components of BGSU’s character are inquiry, engagement, and achievement. These characteristics are seen to cut across all groups and departments in the University. The five themes that will guide BGSU for the next 50 years are:

- Leadership in Learning
- Critical Thinking About Values
- Embracing the Arts
- Understanding Cultures and Nations
- New Media and Emerging Technologies

A significant number of current UL efforts--integrating information literacy into the curriculum, identifying research competencies for entering students, promoting diversity, and employing appropriate technologies--dovetail with the Academic Plan’s five themes and the basic elements of the University’s character.

Progress toward integrating information literacy skills and concepts into the curriculum of all academic disciplines--achieved through joint efforts with the Center for Teaching, Learning, and Technology, active participation on the General Education Committee, and partnerships with academic colleges--demonstrates the UL's capacity to take a leadership role in advancing learning.

The UL's high school outreach projects, intended to aid area teachers and school librarians in identifying and inculcating basic library research competencies, exemplify one of BGSU’s fundamental values. Such community partnering can provide invaluable tools for enhancing the University’s success, in this case easing the transition from high school to the more complex college learning environment and ultimately supporting the University’s recruitment and retention goals.

The UL Multicultural Affairs Committee’s sponsorship of programs such as the Undergraduate Art Contest--events that showcase and explore diversity issues--has enormous value in advancing the third theme of embracing the arts and the fourth theme of promoting understanding of other cultures and nations.

Reference chat and other online services, as well as the inclusion of many digital books, documents, and articles in the UL's collections, place the UL at the forefront of efforts to

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<sup>5</sup> Sidney A. Ribeau to BGSU Faculty and Staff, 3 July 2002.

leverage the power of new media and emerging technologies to enrich and to transform the academic environment.

Mindful of the University's focus on stimulating and strengthening inquiry, engagement, and achievement, the UL will formulate their decisions and will plan their future initiatives in accordance with the five themes elaborated in the Academic Plan, thus aligning their resources in support of the University's highest academic priorities.

### **Capital Planning**

The Office of Capital Planning at BGSU is the central venue for planning and managing all new construction and renovation projects. Additionally, the office also performs space audits, manages all space, property, classroom upgrades, small improvement projects and reports on the use of space to the Ohio Board of Regents. Long-range planning and building project program development are also important responsibilities of Capital Planning. The campus master plan slated for completion in 2003, suggests opening the campus to Wooster Street directly south of Jerome Library, positioning the building as an important campus focal point.

Prior to 1995, capital projects were centralized and managed by the State of Ohio and higher education improvement bonds were used to finance the projects. A systemic change adopted in 1995 by the State of Ohio created a new budget line item, the Capital Component appropriation to support capital projects. A formula is used to determine campus appropriations. This decentralization of the process facilitates the local campus as the funding decision-making entity. The Board of Trustees and their appointed designees compose the capital planning group and make the final decisions on building or renovation projects. New construction, maintaining the physical plant, and responding to the challenge of technology are the three main components of the capital plan.

### **Technology**

Information Technology Services (ITS) is an integral part of the University's technological environment. Technical support is provided for all BGSU computer systems including but not limited to public labs and department offices. ITS oversees the installation and maintenance of the campus network and telephone system. Department and individual computer purchases and repair services are also available.

ITS is heavily involved with the BGSupernet Project, an infrastructure that supports advanced data, voice and video networks. The office also supports Blackboard 5, an e-learning software platform selected by BGSU as a course management system and web communication portal. ITS sponsors the Student Technology Center (StudentTech) to help students utilize campus technology through an on-site assistance center, tutors, tutorials and workshops. The BGSupernet Project along with a National Science Foundation grant will provide the backbone to support BGSU's participation in the Internet2 consortium, which in turn has significant implications for the role of the UL in supporting research endeavors on campus.

## **Fiscal Resources**

The BGSU learning community has been challenged by a sharp decline in state subsidies and the corresponding vigorous statewide competition for other types of funding. Additional pressure comes from the disparity between BGSU's success at recruiting students and the ability to keep them enrolled. Despite such positive phenomena as a modest tuition increase, matriculation agreements forged with two-year colleges, efforts to focus on the types of applied research targeted by the Taft Third Frontier Initiative, and success at increasing externally sponsored grant activity, this campus does not have the means to offset cuts in state subsidies without instituting draconian measures.

The mandated give-backs in operating and materials budget funds imposed on all campus entities for this academic year and the previous one, combined with a hiring freeze in effect for non-teaching units, have partially sapped the UL's ability to continue providing the full range of resources and services necessary to sustain robust research agendas and exemplary teaching within the campus community.

In addition, there is increased emphasis on fundraising and external grant activity at all levels and in all sectors of the University. Lacking their own natural donor base of alumni, the UL are at a significant disadvantage compared to academic colleges and departments. Worse yet, external grant monies often require matching funds requirements along with a focus on novel programs and activities that may in some sense be in competition with provision of the basic and traditional resources and services still needed by a vast majority of library users.

BGSU, like other Ohio campuses, is reeling under the impact of combined financial pressures. Two more significant ones must be noted. Astronomical increases in the cost of every type of supplies and materials, in equipment, and in recruiting and retaining qualified staff continue unabated. Exacerbating this problem is the rising cost of utilities under de-regulation.

## **University Libraries Climate**

### **Development**

The University Libraries Centennial Campaign was launched in March 2002, with a twofold goal: (1) to focus on the spatial and environmental needs of the UL's unique and special collections, and (2) to raise significant funds towards the construction of secure and appropriate storage, exhibit and study areas for these collections.

Important partnerships have been forged with key personnel in the BGSU Office of Development and the Alumni Association. The UL Fundraising Committee hosted a successful presentation and tour for the two offices, highlighting the UL Special Collections and emphasizing critical space and building issues that hamper access to and security of the collections. The committee members are working closely with the Office of Development to identify major external funding sources with the goal of raising substantial capital funds for a major library building renovation and expansion projection.

### **Academic Plan**

The Academic Plan's five themes for transformation will serve to: (1) focus the UL's planning efforts, and (2) guide the allocation of UL resources to aspects of operations tightly linked to the University's mission-critical priorities.

#### *Leadership in Learning*

The UL are changing from a primary focus on providing a center for independent learning to an expanded role within BGSU's premiere learning community-- that of active engagement in educational programming and collaboration with campus and community partners to achieve demonstrable skills and measurable student learning outcomes. The UL thus become more than the heart of the physical campus. The UL are transformed into the lifeblood of the University community through their provision of resources and services to both onsite and remote users.

The Academic Plan identifies outcomes-based education as a critical component of leadership in learning. The UL invest significant resources in competency-based information literacy instruction to support BGSU's goal of graduating information literate students. There is a sharp increase in demand for information literacy instruction, both individual and group sessions. The challenge for the UL is to expand assessment of student learning outcomes and to integrate its tenets systematically into every aspect of library operations.

The UL collaborate with the Center for Teaching, Learning, and Technology in offering information literacy sessions to faculty to facilitate the use of online library resources in course design. The Academic Plan argues that principally by "introducing students to meaningful inquiry through formal research projects and traditional coursework," can

teachers inculcate in them the “genuine passion for inquiry”<sup>6</sup> that is the hallmark of every great institution of higher learning. By training the trainers (faculty) in information literacy concepts, librarians are instrumental in integrating these concepts into every academic discipline.

Another significant learning initiative based in the UL is the common reading experience. BGSU’s emphasis on graduating students with good communication skills fits well with the UL’s role of encouraging reading. Good writers and speakers must first become active readers. Since its inception, a librarian has coordinated the common reading program in collaboration with the first-year experience program.

### *New Media and Emerging Technologies*

The UL achieve an expanded role in the educational process by augmenting their traditional functions of collecting, organizing and disseminating information resources to include a greater focus on media--exploring and investing in technology that will foster a more engaging learning environment with a greater degree of interaction, customization, and personal control for the library user.

The UL are a campus leader in developing projects utilizing the BGSU information infrastructure to benefit the BGSU community. The local online catalog, the OhioLINK central catalog, and numerous information databases are among the resources most heavily-used by the BGSU campus. The UL are poised for desktop delivery of 500 Films for Humanities and Sciences through OhioLINK’s Digital Media Center. The UL’s special collections provide a rich resource for digitized images. The growing use of laptops and wireless technology in the UL’s instructional sessions has raised the bar considerably with regard to student engagement and their acquisition of knowledge and transferable skills that can be used throughout their college careers and afterwards.

BGSU’s priority of providing learning experiences beyond the traditional classroom lecture is strongly supported by the UL. The UL have taken a leading role in serving students onsite and offsite through online resources and services in support of the University’s commitment to distance education and independent learning. All of the aforementioned outcomes support and advance the University’s goal of molding young people into culturally literate and technologically sophisticated citizens.

Pioneering efforts at other research libraries (Ohio State and Case Western Reserve) point to new roles and directions for university libraries as institutional repositories for the collection, digitization, and electronic preservation of scholarly output. Implementing similar innovations at BG would be very much in the spirit of the Academic Plan’s exhortation to “use emerging media technologies to excite our students, enrich our community, and expand our reach.”<sup>7</sup> Should the University fail to make sufficient

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<sup>6</sup> *Academic Plan*, 6.

<sup>7</sup> *Academic Plan*, 19.

investment in technology to address emerging needs for digital resources, then the UL's resources (human and financial) may need to be diverted from other functions in order to support key technological initiatives adequately.

### *Critical Thinking About Values*

Both in its balanced collecting strategies and in its instructional efforts, the UL truly are a vital part of the University's effort to create "an environment that encourages reasoned investigation of various value conflicts that arise in the context of our academic disciplines."<sup>8</sup> Critical thinking skills are the bedrock of the information literacy effort, one of the UL's main foci for the foreseeable future. Librarians teach not only how to develop a clear statement of the research problem, select the best database(s), and formulate strategies for finding resources pertinent to a given topic but more importantly how to evaluate sources for such factors as impact, authority, possible biases, and scholarly versus popular tone and content. In addition, librarians teach each new cohort of students how to optimize their use of electronic sources, avoid plagiarism, and cite both paper and digital sources so that their references are properly documented and can be located.

### *Embracing the Arts*

Collections of sheet music, books about music, recordings documenting the world-renowned New Music Festival, and popular sound recordings in the Music Library/Sound Recordings Archive are valued and utilized not only by the BGSU community but also by national and international scholars, students, and devotees of the arts. In like fashion, the Popular Culture Library--supporting popular fiction, television, and films among its varied collection emphases--enjoys a national and international reputation for excellence in resources supporting popular literature and the performing arts.

### *Understanding Cultures and Nations*

At several points in this text, the UL's stake in contributing to a diverse campus environment comes into play. The UL's values statements touch on the need to be inclusive in staff recruitment and hiring and in cultivating an environment for staff and patrons alike that is reflective of the dignity of all individuals and the richness of other cultures. The list of current UL's efforts in support of Academic Plan themes mentions programming that addresses diversity needs. The UL Strategic Direction about diversity will be supported by action steps including development of an internship program with Third World countries aimed at giving the BGSU community a window on the wider world. Last but not least, the UL librarians intentionally include as much diversity in the collections as is affordable and pertinent to the needs of the campus community. Academic libraries and the UL in particular have long subscribed to the view that "Cultural and cross-national inquiry is essential for students and faculty to function in a

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<sup>8</sup> *Academic Plan*, 16.

diverse and increasingly interdependent world.”<sup>9</sup>

### **Capital Planning**

The UL Building Committee, formed in March 2002, includes membership from the Center for Archival Collections, Access Services, Information Services, Special Collections and the Administrative Offices. This group is collaborating closely with the Office of Capital Planning to develop a program plan to address the environmental and spatial needs of the UL. A template, provided by the Office of Capital Planning was used to develop unit program statements. The unit statements will provide the groundwork for developing a UL's program statement for rehabilitation, renovation, and/or expansion of the Jerome Library.

The Building Committee is evaluating a number of possible directions and will prepare a RFQ (request for qualifications) in preparation for consultant bids. After a consultant has been hired and has submitted a report, an architect will be selected. Then building plans will be completed and the bidding and construction progress can begin. All of this, however, is largely contingent upon successful fundraising activities and adequate allocation of funds through the Office of Capital Planning.

The campus master plan slated for completion in 2003 suggests opening the campus to Wooster Street directly south of Jerome Library, positioning the building as an important campus focal point.

### **Technology**

Information technology forms the backbone necessary to support projects central and critical to the UL's mission. The UL staff are often at the forefront in developing new electronic services or digitization projects. Staff from the Library Information Technical Services unit (LITS) regularly communicate with campus ITS personnel and actively serve in leadership roles on technology-related committees outside of the UL.

Recently, the UL offered two new services, Electronic Reserves or “E-Res” and ILLiad, both heavily dependent on technological support. E-Res allows BGSU faculty to place materials on reserve electronically and students access required readings through a password-protected portal. ILLiad is the UL's online interlibrary loan management system and is available for use by BGSU faculty, staff and students. In addition, the UL pioneered chat reference service (synchronous or digital reference) locally and played a pivotal role in developing and staffing the statewide rollout of this service.

To utilize and showcase the technological capabilities of the BGSUPernet, the UL library user education coordinator developed DataLine BG, a modular instructional website with streaming video. Designed to improve students' research skills, this site is heavily used by general studies writing students and faculty. In order to take full advantage of the new

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<sup>9</sup> *Academic Plan*, 17.

infrastructure's capabilities, however, the UL will need University financial and technical support to develop new user-centered web products, such as dynamic pathfinders.

The BGSupernet Project along with a National Science Foundation grant will provide the backbone to support BGSU's participation in the Internet2 consortium. Internet2's potential for advancing research and teaching on this campus will significantly affect UL resources and services.

### **Fiscal Resources: Materials Budget (Books, journals, and multimedia resources)**

The boost to the UL's purchasing power afforded by OhioLINK membership and its phenomenal ability to wrest significant consortial discounts from vendors partially offset budgetary pressures in the past academic year. In addition, the current year's local subscription costs were lowered by the cancellation of journal titles duplicated in electronic formats. No unique subject content was lost and scholars were assured continuing access to a permanent archive of information.

Very careful stewardship will be required, however, in identifying sufficient cuts and cancellations to keep the budget balanced. The context for cost saving decisions must continue to be preserving as much access as possible to an adequate amount and range of library resources for teachers, learners, and researchers. Nevertheless, effective calendar year 2004, subscriptions to some journals that are not duplicated in any other format will need to be cut.

The patron-initiated statewide borrowing system is only effective as long as member libraries collectively continue to purchase a critical mass of books sufficient to meet the needs of OhioLINK's patrons. Peer institutions that failed to make strategic budget cuts last year are now scrambling to cut enough expenses to pay their bills. In the worst cases, some have put the acquisition of all monographs indefinitely on hiatus.

As OhioLINK central faces additional budget cuts in fiscal year 2002/2003, the impact of local budget cuts on patrons will be compounded by a reduction of funds from OhioLINK coffers. Local libraries will pick up subscriptions to as many former OhioLINK databases as they can; but absent a large infusion of funds, it is certain that users will have to do without some of the resources on which they have come to rely.

The deleterious effect of inflation on library budgets is exacerbated by a growing tendency among serials publishers to emphasize electronic formats over paper subscriptions and to greatly increase prices to offset the costs of producing enhanced subject content and/or delivering increased functionality. Prices on virtually everything are going up and journal prices are increasing exponentially.

In addition to the insufficiency of the UL materials acquisitions budget (book and journal allocations), parallel pressures on personnel budgets also have an impact on collections and services. Having reduced permanent staffing levels to the bare bones decades ago and being heavily-dependent on student assistants for key user services, many UL units are

hard-pressed to keep essential services such as book check out and reference assistance functioning at a desirable quality level since the inception of the campus-wide hiring freeze.

What is worse, patrons have no way of knowing about some of the materials the UL have acquired but are unable to process. One of the most frustrating deficits is the inability, given staff shortages, to provide to the public access to a sizeable proportion of our unique special collection resources. Manuscripts, sound recordings, posters and countless other treasures that bolster BGSU's national reputation among specialized collections lie in storage areas hidden from users because they are not listed in the catalog or other finding tools.

### **Human Resources**

The 1998 Integrated Postsecondary Education Data System revealed that the ratio of non-student library employees to students is 6.1, barely above the lowest quartile of doctoral degree granting institutions. The UL are staffed by 23 FTE faculty, 77.5 FTE staff, and 47.6 FTE student employees. A recent UL staff survey revealed that two-thirds of respondents indicate that they enjoy working for the UL because they like their co-workers and/or supervisors.

Over the past ten to fifteen years, a number of the UL positions have been permanently eliminated or reassigned due to budgetary conditions. Most recently, the UL have not been able to fill some positions due to a hiring freeze and indications are that these positions may never be filled. This is particularly problematic as a recent staff survey indicated that eight staff members expect to retire within the next five years and two others are considering retiring during that time.

With the UL already very tightly staffed, the inability to replace staff who leave--much less to add additional positions--threatens to hamper the UL's ability to respond to the diverse needs and expectations of the University community with appropriate resources and services for on-campus and remote users.

## **STRATEGIC DIRECTIONS OF THE UNIVERSITY – 2002/2003 Edition**

The University Planning Council believes that BGSU can move toward its Vision by pursuing the following directions:

1. Champion students' success in achieving the University learning outcomes and in developing as principled and engaged citizens.
2. Promote an environment that is conducive to faculty and staff success and satisfaction.
3. Build an identity for BGSU combining critical exploration of values with personalized attention and the opportunities of a major university.
4. Secure greater funding from non-enrollment sources, including private giving and externally sponsored activities.
5. Become a more effective partner with external organizations and become more engaged with the issues, challenges and opportunities presented by our region, nation, and world.
6. Promote enhanced educational opportunities such as evening, weekend, degree completion and distance-learning programs in order to facilitate the success of traditional and non-traditional learners.
7. Promote diversity as reflected in the United States within the University and provide students with opportunities to increase their global awareness.
8. Develop increasingly strategic and integrated approaches to planning, decision-making, budgeting, and communications within the University.
9. Create an environment where technology enhances and improves teaching, learning, and university operations.
10. Continuously improve recognition for BGSU's research and creative activities.

## **GOALS OF THE DIVISION OF THE EXECUTIVE VICE PRESIDENT (MARCH 2002):**

1. Develop strategic plans for areas that are clarifying their mission and goals in relationship to new goals/directions of the University.
2. Continue to work on policies affecting various university operations, such as human resources, distance education, equity, diversity and immigration services.
3. Capitalize on the University's new telecommunications infrastructure through creative use of technology in classroom and administrative applications.
4. Concentrate on various fund raising efforts that bring new resources to the division.
5. Review use of Human/Fiscal resources to assure that new priorities are staffed/funded.
6. Establish Distance/Education as an ongoing priority of the University.
7. Fill University training needs in areas of equity, diversity, human resource development, technology and distance learning.
8. Work with other Divisions on making International programs grow and thrive.
9. Continue to look for ways the Division can contribute to Regional Economic Development.
10. Compensation plan: Update and Implementation.

## STRATEGIC DIRECTIONS OF THE UNIVERSITY LIBRARIES

- **Building a Flexible Organization**
- **Achieving Leadership in Information Literacy**
- **Making the User-Centered Library a Reality**
- **Measuring Up: Assessment of Library Effectiveness**
- **Optimizing Information Technology: the Present and the Future**
- **Managing Collections and Access**
- **Pursuing Funding Initiatives**
- **Transforming the Bricks and Mortar**
- **Valuing and Reflecting Diversity**
- **Reaching Out / Reaching Up: Communication**

[**Bold objectives indicate items to be focused on in the near future**]

### STRATEGIC DIRECTION: **Building A Flexible Organization**

**Goal:** Develop a flexible organization with the staffing levels, skill sets, training, and attitudes to meet current and future challenges – to launch innovations that address emerging user needs while maintaining mission critical traditional services and resources key to University faculty and staff success and student retention.

#### **Objectives:**

- **Develop a human resources plan for the UL which fully supports the research and curricular needs of the University community.**
- Enhance diversity in staffing and in the image presented to the public by recruiting and retaining highly qualified members of under-represented groups.
- Increase the total number of UL staff to support the research/curricular needs of the BGSU community and to maintain and enhance mission-critical library services.
- Examine long-standing reliance on student staff and--in cases where an inappropriate level of responsibility has been assigned to student positions or where training students represent an excessive and continuous burden on the UL's permanent staff--work on a long-term plan to shift some student work to additional permanent positions.

- Encourage cross-functional and common functional communication between and within library departments.
- Foster a culture of openness, helpfulness, and advocacy within the UL.
- Create an organizational culture that fosters training and education as a necessary part of the job.
- Cultivate and support the UL human resources grounded in an understanding of public service, technical service, and technological issues.
- Institute organizational changes to accomplish the following:
  - Empower staff to make decisions at the appropriate level.
  - Eliminate undesirable duplication of functions/processes.
  - Position the UL to pursue opportunities that are a good fit with its strengths.

#### **University Challenges:**

Recognize that the UL's under-staffing compared to peer libraries has an adverse effect on faculty success and student learning outcomes. Find robust solutions to address this problem.

Exempt the UL from the general hiring freeze imposed on non-academic units.

Allocate more positions to the UL to reduce over-reliance on student employees. Incorporate consideration of workload implications of the UL staff contributions to OhioLINK into deliberations about staffing needs on campus. OhioLINK activities include not only participation and leadership of committees and subcommittees but also aspects of daily operations (e.g. database building, statewide circulation of materials, and chat reference).

Realistically assess the costs and benefits to the University community of creating new positions in the UL to address new initiatives and emerging needs (including but not limited to a position to coordinate and increase library support for faculty and students involved in distance education.)

## **STRATEGIC DIRECTION: Achieving Leadership in Information Literacy**

**Goal:** Maintain current course-integrated instructional program and work toward increasing the UL's involvement in teaching for-credit courses or modules of such courses in order to enhance the UL's contributions to student learning outcomes, student retention and self-reliant learning.

### **Objectives:**

- **Develop a plan to reconcile the University's emphasis on student success and lifelong learning with the limited number of UL staff.**
- Develop a plan for the UL to partner with other campus entities in integrating information literacy initiatives into academic disciplines and interdisciplinary coursework in order to prepare self-reliant learners, reinforce critical thinking skills, and promote inquiry-based learning activities.
- Investigate and initiate collaborative information literacy initiatives with off-campus organizations and/or individuals.
- Assess opportunities to strengthen the UL's role in learner-centered instruction.

### **University Challenges:**

Recognize that effective use of sophisticated and complex library resources is not intuitive for users and that a high quality library instruction program requires extensive commitments of the UL staff time and energy.

Recognize that the UL faculty and staff's ability to increase teaching loads is constrained by the mandate to maintain traditional library services twelve months of the year.

Promote as a long-term goal increasing the number of full time positions within the UL.

Provide appropriate incentives to the UL faculty and staff who want to teach including but not limited to the following: release from regular responsibilities; other workload adjustments; additional pay.

Provide financial support and opportunities (release time) for professional development to all UL staff who teach.

## **STRATEGIC DIRECTION: Making the User-Centered Library a Reality**

**Goal:** Reflect BGSU's core values, aspirations, and strategic priorities by providing user-centered programs, resources, and interactions that deliver specific user-defined benefits to the UL patrons.

### **Objectives:**

- **Articulate a UL user-centered service philosophy and research culture that supports the mission of the university.**
- **Investigate options to incorporate recommendations from user input such as survey data analysis in re-vamping current services and in implementing new services.**
- Continue to survey users' needs, considering multiple learning styles and user preferences when evaluating current services and when designing new services.
- Provide reliable electronic services for users.
- Examine service to remote users and make ongoing enhancements.
- Provide appropriate technological assistance and trouble shooting for remote users.
- Develop a consistent rationale for what fee-based services the UL will offer and for the price structures of such services.

### **University Challenges:**

Financially support the data gathering and analysis required for monitoring, designing/re-designing, and maintaining user-defined library services at a level over and above customary UL operating budget allocations.

Recognize that keeping abreast of user needs and of the UL's effectiveness in addressing such needs is a labor-intensive enterprise that requires extensive financial and staffing resources to do properly.

Exempt the UL from any future University budget cuts or give-backs.

Partner with the UL to provide the infrastructure and the equipment for onsite users as well as technical support for remote users.

## **STRATEGIC DIRECTION: Measuring Up: Assessment of Library Effectiveness**

**Goal:** Regularly assess the UL's programs, collections and services to assure on-going alignment with users' expectations, the University's mission and professional benchmarks.

### **Objectives:**

- **Develop a multi-year plan to regularly examine and evaluate the UL's programs, collections, and services including a library-wide assessment of learner-centered outcomes-based instruction.**
- Cultivate and support the UL faculty and staff research and scholarly endeavors.
- Actively participate in and respond to University program review requests.
- Continue to participate in the LibQual+ project to assess users' perceptions of the UL's services and resources.
- Actively participate in OhioLINK committees that offer opportunities to measure the UL's activities against peer institutions and to participate in statewide assessment and testing.

### **University Challenges:**

Provide sufficient financial and personnel resources to implement the UL program review recommendations.

Allocate new funds for innovative and transformative user-requested programs, collections and services.

Recognize the important role of the UL staff in OhioLINK and present the need for continued and enhanced funding to state legislators.

## **STRATEGIC DIRECTION: Optimizing Information Technology: the Present and the Future**

**Goal:** Utilize information technology to enhance and transform delivery of resources, services, and communications central/critical to the UL's role in supporting the academic plan themes.

### **Objectives:**

- **Develop a technology plan to support mainstream and emerging information technology.**
- Maintain high-functioning information technology equipment and environmental conditions conducive to learning.
- Maximize technology to design and implement appropriate new user-centered services to add convenience, functionality and cost efficiencies.
- Support professional development activities for the UL staff to enhance their IT skills and to enable them to apply new technological skills.
- Take advantage of automated systems and processes to achieve cost-effective work processes.
- Optimize the BGSupernet infrastructure to create and offer technologically advanced products to staff and users.
- Promote the effective use of technology to further partnerships within the UL, campus ITS, OhioLINK, vendors and other consortia.

### **University Challenges:**

Recognize that neither technology nor user expectations stands still for long, that the UL operations are critical to advancing the University mission, and that Information Technology forms the backbone necessary for the UL to achieve its mission.

Commit a significant amount of resources for technology in the UL over and above the UL's operating budget and internal IT staffing levels – funds for initial equipment purchases and timely replacements as well as campus technical support for installation and maintenance.

Support ongoing professional development in all aspects of technology for the UL staff.

Foster a campus-wide information technology culture of openness, helpfulness, and advocacy for user needs.

Provide campus leadership and guidance regarding equipment replacement cycles, software compatibility issues, management of intellectual property rights, and other IT-related issues.

## **STRATEGIC DIRECTION: Managing Collections and Access**

**Goal:** Provide information resources with the most relevant content, highest functionality, and most-convenient formats (including emerging technologies) for teaching, learning, and research for both onsite and remote users. Employ the most cost-effective means available for acquiring collections and providing access.

### **Objectives:**

- **Employ use statistics and user assessment instruments to create collections and access that support curricular and research needs.**
- Collect, catalog, and make available a broad range of formats.
- Select local purchases (hard copy and electronic) to address needs of our local end users and also to honor commitment to statewide cooperative collection building by concentrating on areas of current collection strength and ongoing curricular relevance.
- Maintain a balance between budgetary allocations for electronic access to content and the acquisition, cataloging, and preservation of tangible materials within our general collection and our special collections.
- Stand by BGSU's financial commitments to OhioLINK.
- Create, enhance, and maintain high quality bibliographic records for internal and external users.
- Develop, analyze and implement strategies to address areas of uncataloged materials not available for research and retrieval via the online system.
- Manage, evaluate and articulate physical access and preservation needs for all collections.
- Evaluate and articulate the role of the Northwest Ohio Regional Book Depository in support of teaching, learning, and research.
- Educate the BGSU community about the challenges higher education is facing in the area of scholarly communication and its impact on libraries.
- Enhance access to materials, both print and electronic, by maintaining the integrity of the patron database.

## University Challenges:

Recognize that managing collections and access to informational resources world-wide is crucial to building a competitive research infrastructure that effectively supports faculty and undergraduate research. The ability to do this is highly sensitive to combined pressures of inflation, budget cuts on campus and within the state, and escalating costs of material from publishers and online vendors.

- Exempt the UL budget from any future University budget cuts or give-backs.
- Commit to a materials acquisitions budget that at a minimum keeps pace with inflation.
- Work with the UL to identify a donor base and to build endowments for both general and specialized collections.
- Adopt as a long-term goal joining with academic libraries and universities nationwide in studying, publicizing, and addressing problems associated with the high cost of academic and scholarly publishing.

Financially support the UL obligation to preserve access to materials and content not only for current users but also for future teachers, learners, and researchers.

- Provide the UL with sufficient funds to acquire, catalog, house, and preserve paper-based material for which digitization will never be commercially viable.
- Provide UL with resources for archiving digitized content--resources that include but are not limited to the following: equipment upgrades, software upgrades, technical support, and conversion funds for digital content that is not cost-effective to maintain in its original format.

## **STRATEGIC DIRECTION: Pursuing Funding Strategies**

**Goal:** Pursue a variety of innovative funding strategies (including but not limited to non-enrollment funding sources) in order to secure a larger and more-stable pool of resources for providing the facilities and resources that foster the passion for inquiry that is the hallmark of an effective learning community.

### **Objectives:**

- **Articulate a comprehensive development plan for the UL encompassing donor relations and development work, grant submissions, capital planning activities, and pursuit of other funding sources for enhancing collections, staffing, and physical facilities.**
- Reconfigure the Fundraising Committee as a standing committee and rename it the Development Committee.
- Evaluate the existing institutional framework and set as a high priority the allocation of a specific position whose major focus is coordinating elements of funding strategies and in particular fostering cooperative activities among the Development Committee, the Facilities Committee, and the entity responsible for the UL marketing and communication endeavors.
- Provide fundraising and marketing professional development opportunities for faculty and staff.
- Annual or biennial fundraising events should be planned, implemented, and evaluated by the Development Committee.
- Coordinate activities between the Development and Facilities Committees to support strategic initiatives.
- Create, in graphic format, a timeline of major events in the history of the UL to show donors the context for their contributions to the success of the UL.
- Establish a nationally-based group to promote library strengths and advocate support for the UL.

### **University Challenges:**

Adopt construction of a special collections addition and renovation of facilities for the general collection as a high priority for capital planning.

Identify the UL as a high priority for funding and include the UL as an integral part of BGSU's development and fundraising campaigns and activities.

Consider how to give the UL a share of donor-prospect pools.

## **STRATEGIC DIRECTION: Transforming the Bricks and Mortar**

**Goal:** Address inadequacies of decades-old UL buildings for housing and preserving collections, facilitating efficient and effective staff work flows, and providing aesthetically pleasing, comfortable, and functional space for studying, doing research, and obtaining services/consulting with the UL staff.

### **Objectives:**

- **Collaborate with appropriate campus individuals and offices to articulate a plan that documents building needs and funding strategies for addressing space-related issues and concerns.**
- **Implement both short-term and long-term strategies for providing a variety of aesthetically pleasing and functionally designed spaces.**
- Re-configure the Building Committee as a UL standing committee and rename it the Facilities Committee.
- Coordinate activities between the UL Development and the UL Facilities Committees to support strategic initiatives.
- Update and distribute the disaster recovery plan for the preservation of materials and the safety of individuals.

### **University Challenges:**

Recognize that for a certain proportion of the UL's collections it will never be economically feasible or pedagogically sound to convert the materials to digital formats.

Commit adequate amounts of University resources to maintaining and improving the bricks and mortar aspect of the UL. Library buildings will remain essential centers for access to electronic services and to tangible resource collections that facilitate the efforts of faculty members to extend our knowledge and the ability of students to pursue meaningful inquiry.

Act on documented facilities needs before materials incur further damage and before the execrable physical environment begins to make staff productivity and even staff retention significant problems.

- Work with the UL in the short-term to plan and carry out relatively low cost and low impact solutions to building deficiencies

- Elevate the UL in the capital planning priorities in order to complete major building renovations and begin construction of new facilities sooner than the projected 2008 academic year.
- Commit sufficient University technology resources to upgrading/extending wireless connections and electrical connectivity in the UL to maximize staff and patron use of the University infrastructure.

## **STRATEGIC DIRECTION: Valuing and Reflecting Diversity**

**Goal:** Foster an inclusive, multicultural environment which supports the academic plan themes of multiple realities of a complex, culturally diverse world.

### **Objectives:**

- **Affirm the UL's commitment to the principles and practice of diversity by recruiting and retaining a culturally diverse staff and by promoting cultural exchanges where possible.**
- **Strengthen collections and access to resources that are sensitive to the needs of the disabled, minorities, and individuals from different cultural and/or language backgrounds.**
- Sponsor programs about the multicultural experience.
- Encourage collegial relationships among the UL staff by respecting differing viewpoints, tolerance and civility.

### **University Challenges:**

Train the UL search committees about methods of increasing the number of under-represented individuals in applicant pools.

Provide the UL with sufficient funds to place paid advertisements in national media designed to recruit individuals from under-represented groups.

Make incentive funds available to the UL for hiring qualified candidates who are members of under-represented populations.

Portray a public image of BGSU as an institution that welcomes students and staff from under-represented groups enhancing the ability of the UL to recruit and retain a culturally diverse staff.

## **STRATEGIC DIRECTION: Reaching Out/Reaching Up: Communication**

**Goal:** Coordinate, enhance, and emphasize marketing and communication activities on behalf of the UL in order to improve the effectiveness of our dialog with the BGSU administration, other members of the learning community, and the general public. This will help ensure that the UL are an integral part of the flexible, competitive infrastructure necessary to support BGSU's commitment to being a premier learning community.

### **Objectives:**

- **Develop a marketing and communication plan to effectively promote the UL's services, staff expertise, and collections. Make quality and consistency in promotions a major focus in the plan's implementation.**
- Centralize marketing and communication activities within the Administrative Offices of the UL.
- Create, in graphic format, a timeline of major events in the history of the UL.
- Educate university administration about the impacts of OhioLINK: benefits accruing to BGSU and demands placed on library staff, services and financial resources.
- Investigate and initiate collaborative partnerships with on and off campus organizations and/or individuals.
- Create a dialog with the UL users to effectively publicize services/resources and regularly survey user needs

### **University Challenges:**

Partner with the UL in gathering data about user characteristics and user needs.

Recognize the significant staffing implications of doing effective promotion/public relations for an academic library in the Information Age for the following kinds of purposes:

- Raise user awareness of the wealth of the UL's resources and services available to support inquiry, learning and critical thinking.
- Establish and maintain good donor relations
- Make the case for robust resource support of both local and OhioLINK commitments
- Explore and address common concerns such as impacts on higher education stemming from escalating costs of academic and scholarly publishing