

FROM: Faculty Senate Library Committee, Corey Johnson, Chair
TO: Faculty Senate Executive Committee
DATE: March 2007
RE: The Future of the WSU Libraries: Executive Summary

Introduction:

In September 2006, the FSLC received a charge from the Faculty Senate Executive Committee to address future Libraries' needs in the areas of services, resources and facilities. Ten groups of three library employees (trios) were formed to address the different parts of the charge. The trios submitted reports in December, each addressing the current state of affairs, and needs and goals we have for the next few years. The ten reports were reviewed by the members of FSLC and DAC (Director of Libraries' Advisory Committee). Both of these groups provided comments and input regarding this final report.

Current Status:

- In terms of overall budget, staffing levels, collections and salaries, the WSU Libraries fall far below our fellow land-grant/veterinary school institutions as well as our PAC-10 peers. We are at the bottom in all of these measures even when comparisons are made which account for differences in institutional size.*
- Compared with our peers, we have a very high percentage of library materials expenditures used for serials and for materials in electronic format.
- The WSU Libraries participated in LibQual+, the predominate national assessment of academic library quality, in four of the last six years. Our rankings are close to those of our peers except in those areas that depend on funding.
- Outreach, reference, instruction and access services efforts reach a significant portion of WSU students, faculty, staff and researchers each year. We are making a difference in terms of fulfilling both the teaching and research goals of WSU.

Addressing Current Issues and Future Goals:

- Over the past decade, the WSU Libraries have explored a variety of avenues to address a continued shortfall in resources including: the implementation of a development program to increase funding, participation in consortial purchasing efforts, cross training to deal with staffing shortages, promotion of the use of peer-reviewed open source journals, automation of library services, and better data collection and utilization to implement more efficient work practices.
- Future Goals include: securing an increased level of funding, the most vital component of a healthy future for the WSU Libraries, implementing the directives of the Libraries' strategic space planning report, ensuring a successful Terrell fundraising campaign for the Libraries, deploying and sustaining up to date computing technology, increasing participation in resource-sharing consortia, expanding open hours for the WSU Libraries, and promoting the use of peer-reviewed open source journals and our own Research Exchange.

The Libraries remain committed to the University goals of outstanding undergraduate education, research, and outreach, and to providing the best possible access to both information resources and information literacy.

* Data was not available for each peer institution for each area of comparison, but the vast majority had representative data for each measure

The Future of the WSU Libraries

Report to the Faculty Senate Executive Committee

March, 2007

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Overall Measures of Library Quality

Throughout this report, the WSU Libraries are compared to two groups of institutions: those that make up the PAC-10 athletic conference, and our traditional peers with similar educational missions, namely land-grant institutions with veterinary schools. These groups will be referred to as PAC-10 and Peer for the sake of brevity, and both groups together will be referred to as peers (lowercase).

The Association of Research Libraries (ARL) ranking is a standard measure of research library excellence. Although the ARL collects many statistics, only five variables have in the past been used to determine the ranking: volumes held, volumes added (gross), current serials, total expenditures, and total professional plus support staff. WSU has over the past ten years been consistently lower than our peers on any of the standard measures. The year 2000, when WSU was ranked 79 of 114 institutions, saw the smallest gap between WSU and the Peer mean of 50 and the PAC-10 mean of 36, but a steady decline since then left WSU in 2005 in 91st place in the ARL rankings, while the Peer mean hovered at 51 and the PAC-10 mean declined slightly to 42nd.¹ Even when adjusted for student FTE our numbers remain proportionately lower than our peers.

Because of the limits of the ARL Ranking, other approaches to measuring research library excellence have been developed. In 2004, all ARL libraries were asked whether they routinely use library patron surveys for assessment. Of the 54% of ARL libraries that responded, all use surveys, either occasionally or systematically. The WSU Libraries have evolved from the occasional end of the spectrum toward the systematic end.² One of the surveys used by the WSU Libraries is LibQUAL+, a service quality assessment which measures user perceptions of service quality ("what they think about what they think they got"). WSU participated in LibQUAL+ in 2001 (beta), 2002, 2003, and 2006. Both 2003 and 2006 have comparative data available.³ Not including WSU, 12 Peer and 5 PAC-10 institutions administered LibQUAL+ in 2003, but only 4 Peer and 3 PAC-10 schools participated in 2006. When it comes to service quality, the WSU Libraries receive the same (or nearly the same) rankings as our peers who participated in LibQual on every aspect *except* for those that depend on funding—print and electronic collections and services that depend on hardware or software. In other words, our services are good, but our collections and technology are not.

Economics – Budget and Staffing Trends

Current Budget Issues

The budget of the WSU Libraries does not compare favorably with budgets of our peers. WSU's total library expenditures are less than half the mean and median for the PAC-10, and less than 2/3 the total expenditures of the mean and median for our Peers. It is true that many of our peers in both groups are significantly larger institutions than WSU. However, even a comparison that allows for differences in size shows WSU bringing up the rear. The WSU Libraries' budget has not kept pace with increased enrollments system wide. In 2005, WSU spent \$722 per student on library

collections and services, compared to the Peer Mean of \$776, Peer Median of \$799, PAC-10 Median of \$964, and PAC-10 Mean of \$1014 per student. Increasing the total budget (staffing, ILL, equipment, supplies) to bring us into line with our peers would mean between \$1,044,163 (to reach the Peer Mean) to \$5,640,166 (to reach the PAC-10 Mean) additional annual funding (in 2005 dollars).

Addressing Budget Issues

The Libraries are not passively waiting for funding. Over the past decade, we have explored a variety of avenues to increase our financial support, including the implementation of a development program. Initially Libraries could only afford a half-time development officer, but five years ago the position became full-time. Although the funds raised through the development operations have, on average, continued to increase over the past five years, last year's development efforts—the highest recorded since 2000—only provided \$230,000. To put this in perspective, the price of one annual subscription to an academic journal can cost up to \$40,000. The Libraries' current development program isn't yet at the point where it can meet that level of demand.

The Libraries' development program continues to grow, but it is challenging in light of the fact that Libraries doesn't have a natural constituency and thereby has exceptionally limited access to prospects. By comparison, the average annual funds received by units with a constituency, e.g., CLA, CSI, CVM, is \$3,286,328; more than ten times what non-constituency units are able to bring in on an annual basis.

Additionally, for non-constituency units, messaging from the university is integral to success; donors and prospects listen closely to administration. At WSU, the strongest messaging is in support of athletics, diversity, and scholarships—all necessary and deserving areas—but there has been a noticeable lack of messaging for other essential units, including the Libraries.

Current Staffing Issues

Our review of the literature on the WSU Libraries' policies on faculty recruitment, retention, and review, showed that WSU's practices are in line with other libraries. As in a majority of ARL libraries with faculty status, WSU uses external reviewers in the tenure and promotion process.⁴ WSU faces the same recruitment and retention factors as other ARL libraries: salary, support for professional development, benefits package, cost-of-living, and opportunity for advancement.⁵ The ARL Salary Survey gives comparisons of librarian salaries too detailed to summarize here, but over the past 10 years, the highest ranking that WSU has had was 89 out of 114.

WSU Libraries' have experienced disappointing staffing trends over the past ten years. The total number of professional librarians and support staff at WSU has been, and remains, far below our peers. In 2005, the WSU Libraries had 131 FTEs, and our peer averages ranged from 212 FTEs to 286 FTEs. The number of librarians employed at WSU is also consistently below our peers, and we would need to have 27 more faculty positions to bring us in line with the lowest 2005 numbers for our peers. This means that we would also need 54 more support staff positions to bring us into line with the Peer median, the lowest measure of central tendency seen among the comparison groups.

Again, in an attempt to control for the size of the institutions represented, a comparison was made based on the number of librarians per student. Our peers have a lower ratio of students to librarians. In 2005, our peers had one librarian for every 259.5 to 369.5 students. WSU's ratio was one librarian for every 410.6 students. We sought to compare this ratio to that of students to non-librarian faculty, to determine whether a difference of such magnitude is something shared by our colleagues across campus. This is not the case. The non-librarian-faculty to student ratio at WSU is in line with our peers, approximately one faculty member for every 17.8 students. Our peers range from 17.8 to 14.6 students per faculty member. It is only in librarian-student ratios we fall so far behind.

Addressing Staffing Issues

The WSU Libraries have responded to low staffing levels by employing creative solutions. We have implemented cross training to provide flexibility, reallocated positions as they become vacant, and used "SWAT Teams" on large or unusual projects such as inventorying and classifying collections or inputting bibliographic records in the online catalog.⁶ We are committed to providing the

training necessary for our employees to acquire the skills they need to operate increasingly complex information systems.

Facilities

Current Status

The Libraries at Pullman consist of six separate buildings, two of which are standalone facilities, with the other four being residents of buildings belonging to various colleges. This distributed arrangement brings a number of challenges, but since three of the six are currently slated for renovation in the distant future, we have even more challenges in planning. Plans to renovate Holland and Terrell were drawn up during a larger planning exercise in 2004. The status of that project is unknown, but it is no longer listed on the 10-year capital plan. This is of particular concern due to the proposal for connecting the CUB to Terrell, which can only take place if Holland and Terrell are renovated. In addition, due to pending renovations of Wegner and the new biotech buildings, plans for our Health Sciences and Agricultural Sciences libraries are up in the air.

In terms of these facilities, even with the growth of electronic collections, we are close to being maxed out on space and are undertaking a number of projects to "weed" multiple copies to provide more space for new physical materials. We also face a number of challenges in regard to the way the spaces were designed. With changes in curriculum leading to more group study and the growth of the use of laptops and other technologies, many of our spaces, designed for solo work with print resources, are inadequate. We have done quite a bit of work to provide more group study areas, reusing furniture as possible, but with three of the six buildings slated for major overhauls in the future, planning major projects is difficult.

Goals for Library Facilities

- Implement the directives of the Libraries' strategic space planning document.
- Build an Information Commons to bring together resources and services typically found in a library's reference department and a student computer lab. An Information Commons features multi-media creativity stations for student class assignments. Although some aspects of an Information Commons are available in all Pullman libraries, a comprehensive service has not been implemented. This has been an element of the WSU Libraries strategic plan, but there is inadequate funding for start-up.
- Provide full wireless connectivity in all buildings.
- Create more classroom spaces to meet increased enrollments and increased requests for library instruction (extend Owen 319D into 319C; build extra classroom in Holland & Terrell).
- Advance the 24/7 library concept by expanding open hours.
- Install a fire suppression system in Owen Science and Engineering Library and fix roof and window leaks.
- Fix the heating and cooling systems in Holland Library.

Collections

Overall Collections Issues

The Libraries' materials budget compares unfavorably to the average budgets of our peers. For the past 10 years, the WSU Libraries' budget for materials has been slightly more than half of that at PAC-10 institutions and slightly more than 2/3 of budgets at Peer institutions with similar programs. These numbers are even worse given that WSU has the highest percentage of its total budget used for library materials compared to the PAC-10 peers.

In order to control for institution size, we examined how much the Libraries' spend on collections per student. Again, the materials budget has not kept pace with increased enrollments system-wide. Bringing WSU into line with the averages spent by our peers would mean between \$277,896 (to bring us to the Peer mean) and \$1,146,804 (to bring us to the PAC-10 Median) in additional annual collections funding (in 2005 dollars).

Compared to the collections of our peers, WSU's number of volumes held is small and is growing much more slowly. The lowest comparative number, the Peer median, is nearly one million more volumes than currently held by the WSU Libraries, while the PAC-10 Mean is more than double the 2.2 million volumes held by WSU in 2005. Our collection isn't growing in part because we aren't buying as many monographs as our peers. In fact, despite an expansion in the traditional book publishing industry, the Libraries purchased fewer monographs in 2005 than in 1995. We are also not binding as many journals as in the past, and this also contributes to the low number of total volumes held.

Acquiring materials is only one of the costs of building a collection. Preservation activities ensure that collections will last for future generations of scholars. A 2002 ARL study found that eighty percent of the respondents, including WSU, reported having a preservation program in place.⁷ While this is true, for the past 10 years the budget to preserve our expensive collections has been far below our peers. WSU's binding allocation is about half of the Peer Mean and both the Peer and PAC-10 Medians. The PAC-10 Mean is almost four times WSU's total allocation for all binding activities. We have begun using less expensive preservation methods, such as shrink-wrapping print journals that are also available in electronic format.

Current Serials Issues

Compared with other PAC-10 schools WSU has the highest percentage of the library materials expenditures used for serials and the highest percentage of its library materials expenditures used for electronic resources. Even given the Libraries' commitment to emphasizing electronic serials, ongoing increases in serials prices have had a disproportionate effect on our holdings. Serials inflation continues at rates well above the U.S consumer price index in most subject areas, and a large percentage of titles within any given subject area increase in price each year. Serials inflation has outpaced the Consumer Price Index and the Higher Education Price Index consistently for the past twenty years. Many members of the WSU university community have expressed concern about the cuts in journal subscriptions that the Libraries must undertake to cope with price increases.

It is instructive to consider the way collections monies have been spent, given the pressures of journal price inflation. For the past 10 years, the WSU Libraries have put a premium on preserving access to as many journals as possible, even at the cost of acquiring many fewer monographs. Even in 1995, we were attempting to preserve access to the journal literature, and so the WSU Libraries spent \$3.57 on serials for every \$1 we spent on monographs. At the same time, our peers were spending from \$1.50 to \$2.35 on serials for every \$1 spent on monographs. In 2005, even after cancellations, the WSU Libraries was spending \$5.16 on serials for every \$1 spent on monographs, while our peers averaged from \$2.22 to \$2.98 per dollar spent on monographs.

Addressing Serials Issues

The WSU Libraries leverage our buying power for electronic resources by aggressively pursuing membership in consortia such as the Orbis Cascade Alliance and the Greater Western Library Alliance (GWLA). These memberships have increased our access to electronic journals and subscription databases. For example, our subscription with Elsevier in cooperation with the University of Washington has provided electronic access to the 492 titles to which WSU subscribes as well as the additional 817 titles to which the University of Washington subscribes. Similar consortial arrangements with Blackwell Publishing and Sage via the Orbis Cascade Alliance have increased our access to all titles held by participating member libraries. We will continue to pursue such arrangements to increase availability of electronic resources.

To assist in providing the needed access to these resources, WSU Libraries was a partner in developing an electronic resource management (ERM) system with other libraries and Innovative Interfaces Inc. (IIL) from 2000 to 2004. We purchased the new IIL module in 2004 and have been at the forefront in implementation. We just completed a beta test of a new component to ERM which will allow us to load usage data for electronic journals and databases. We are the first IIL library to use the automated import of usage data feature. When ERM is enhanced with a subscription period field later in 2007, we will also be able to generate a cost per use for most of our subscribed titles. We anticipate further enhancements will allow us to easily couple this data with such factors as ISI impact factors as well as faculty publication patterns.

The emergence, growth and success of peer-reviewed open access journals may provide an alternative marketplace to counter the spiraling costs of subscription-based journals, and WSU could play a role in developing, publishing and contributing to these journals.

Systems – Technological Infrastructure

Current Status

The computer and networking infrastructure that supports the WSU Libraries patrons has become one of the most important services the library offers. Some patrons will never enter a library building or check out a book. Other patrons are relying on our publicly available computer stations to complete their assignments from beginning to end. Our online presence has become how many of our patrons get their first, and in some cases only, impression of the WSU Libraries.

The WSU Libraries does not have a dedicated funding source set aside for computer hardware. Replacement hardware is currently funded through the Libraries' Systems office, and sporadically through Omnibus Funding requests or end-of-year special allocations. We estimate that our current workstation replacement cycle has stretched to seven years. Fully 72% of our public machines fall below 2002 standards for Federal Depository Libraries, and of those, 83% are using pre-2000 technology. The overall number of public computers across the Libraries in Pullman has declined in the past three years because the machines were too old to run current operating systems. This is especially unfortunate because at the same time increased student enrollments have intensified the demand for our existing computers. The bottom line is the Libraries cannot implement Web 2.0 if we are still working on Web 1.0.

Future Goals

- Enable users to access library resources (including Griffin and subscription databases) via web-enabled portable devices.
- Integrate online library resources into electronic teaching and learning tools, including courseware, mySite and myWSU.
- Incorporate personalization/customization, tagging, and recommender functionality into library tools as possible. Work to consolidate and publicize Table-of-Contents and other alerting services in library databases and online journals using RSS, text messaging, or similar services.
- Expand integration of non-WSU online resources into our tools and services as we have done with Google Scholar and Windows Live Search. Prepare for the adoption of "semantic web" capabilities.
- Reduce the desktop replacement cycle from seven years to three years.
- Purchase and implementation of new Instructional hardware such as portable and classroom projectors, "SmartBoards," and laptop computers.
- Use distributed computing networks within the Libraries during off hours and idle periods to help with computer-intensive research projects.
- Extend the WSU Research Exchange to gather institutional research materials in one definitive online resource for collecting, housing, classifying, cataloguing, curating, preserving, and providing open access to digital content.

Access Services

Current Status

WSU Libraries have followed the trend in ARL libraries of combining and consolidating various services related to access into a single department providing circulation, stack maintenance, interlibrary loan (ILL), consortial borrowing, first level building security, media, print and electronic reserves, and copyright clearance.⁸ Because of our inability to keep up on monograph purchasing, ILL borrowing has more than doubled since 1995, even as the cost per borrowed item has increased. WSU is one of only a very few peers which has to charge patrons in order to offer an ILL service.

Addressing Access Issues and Future Goals

- Provide alternative delivery methods by expanding desktop and office delivery for all faculty, regardless of location.
 - Implement Odyssey for desktop document delivery when funding is provided.
 - Create a budget line that will allow for hiring and training staff to deliver/pick-up materials from faculty offices.
- Increase participation in resource-sharing consortia.
 - Investigate and develop international partnerships.
 - Continue to play an active role in Summit (Orbis-Cascade Alliance).
 - Work with Greater Western Library Alliance (GWLA), ARL, the Center for Research Libraries and other consortial partners to expand access to international materials.
 - Participate in GWLA technical task force pilot project to digitize pre-1975 government documents.
- Expand purchase-on-demand program for books and media.
 - The cost to borrow a book through interlibrary loan is approximately \$20. Often the cost to purchase is less. By broadening our criteria for purchase decisions, more items can be purchased and added to the collection at the time of request.
 - Evaluate current fee structures.

Reference Services

Current Status

Over the past decade, reference service at research libraries across the country has changed dramatically. During the past decade there has been a nationwide drop in reference questions received at traditional reference desks in favor of other avenues for seeking reference help. The availability of Internet search engines such as Google, off-campus access to databases and electronic collections, and increased emphasis on library instruction in classrooms have all contributed to this change. The use of reference services at WSU has not declined nearly as sharply as the use of reference services at our peer libraries. It is also important to note that while the overall number of questions has dropped, the amount of time needed to answer most questions has increased.

Another factor to note is that the number of reference questions received depends in part on the number of hours the reference desk is staffed. In recent years, the Owen Science and Engineering Library has had to scale back the hours of reference service due to faculty shortages, and reference statistics have seen a drop commensurate with the drop in service hours.

Addressing Reference Issues and Future Goals

- Experimentation with alternate reference services, some with prominent instructional and outreach components, has taken place in recent years. These included an information/ welcome desk near the entrance of the Holland and Terrell Libraries during the first week of every semester, providing research paper help in the CUB and in the Athletics Academic Center, and a Libraries presence at campus events such as "Up All Night" and ALIVE! An ARL study released in 2004 stated that fifty-five percent of respondents reported providing or having provided service in non-library spaces.⁹
- Reference and instruction librarians will continue to educate users on the Libraries as the source of reliable, scholarly, and dependable information sources in the Internet age.
- "Virtual reference" will be offered as a standard service through the use of instant messaging.
- Reference librarians will provide more electronic reference resources and improvements in the way the Libraries let users know about—and gain access to—these resources.
- Reference librarians will implement continuous reference assessment that tells us how we are doing, what we need to do differently, and new directions to consider.

Instruction

Current Status

The Library Instruction Department began in 1992 with one full-time librarian. We currently have 4.5 FTE faculty and reach about 10,000 students per year (more than triple the number from the earliest years). The number of full-time students receiving instruction expressed as a percentage of the total student body is significantly above both the mean and median for our Peers and nearly the same as the PAC-10 mean and median, demonstrating our commitment to the instructional mission of the University. The WSU Libraries are one of only a small group (25% of the total peer cohort) to offer a credit bearing course through the library. Each of the Library Instruction Department faculty spend an amount of time in the classroom that correlates to a “1 and 1” yearly teaching prep.

Distance learning has become increasingly important at WSU, and in another 2005 study, sixty-two percent of ARL respondents reported providing some type of information literacy instruction to off-site students. Within that group WSU Libraries are among the most active institutions, with a .5 FTE Distance Learning Librarian and an extensive website with interactive tutorials and other resources.¹⁰

WSU has also participated in Project SAILS, the Standardized Assessment of Information Literacy Skills. SAILS is based on the Association of College and Research Libraries' (ACRL) Information Literacy Competency Standards for Higher Education. These five standards were adopted by the WSU President's Teaching Academy as the information literacy component of the Six Goals of the Baccalaureate. Students at WSU who took the assessment after receiving information literacy instruction in General Education courses consistently performed at or above the levels of students nationwide who took the test.

Future Goals

The primary goal of the library instruction program at WSU is to reach as many WSU students as possible to aid them in the development of their information literacy skills. We have a number of ideas for reaching more students.

- Implement the Undergraduate Information Literacy Project (Teaching and Learning Grant) – This project consists of the development of five learning modules, each based on one of the five information literacy standards. Each module will include a set of tasks the students must complete. While the tasks will provide some important consistency concerning student experience, much of the research the students do will be open-ended and will feature individual inquiry and paths of learning. In the first year of this project, we want to enlist a small set of math, science, and engineering courses affiliated with the Freshman Focus program. We also desire participation from at least one Honors course and one Distance Degree Program course. In subsequent years, we hope to expand the project to include other disciplines and university programs.
- Embed Information Literacy in the curriculum – An effective way of supporting the information literacy goal would be to develop a four-year sequence of information literacy instruction and assessment, to be imbedded into the undergraduate curriculum. Washington State University at Vancouver is already starting this process, and while they are in the early stages, it appears to be a positive step towards producing graduates who can successfully navigate the increasingly complicated world of information.
- Assess Information Literacy
 - National Standardized Tests to Assess Information Literacy – There are currently two national standardized tests for assessing information literacy, SAILS (Standardized Assessment of Information Literacy Skills), and ICT (Information and Communication Technology Literacy) test from ETS. A standardized test could help in assessing the information literacy of WSU students. We participated in the test phase of SAILS; we should investigate both tests for use with undergraduates in the future.
 - Junior Writing Portfolio – As a general education requirement, the junior writing portfolio is an assessment of the students' writing abilities after completing no less than sixty credits. Currently, the portfolio is comprised of three essays composed in different courses, as well as two impromptu essays written during a timed session. An additional proposed component is the inclusion of a reflective essay introducing the three class

essays as they relate to two of the Six Learning Goals of the Baccalaureate. As information literacy is one of the six learning goals, we view the reflective essay as an additional access point for incorporating the assessment of information literacy into the curriculum.

Summary

“Aspiring to be Average” could be the theme of this report. By most standard measures, operations, collections, staffing levels, and salaries at the WSU Libraries fall far below our fellow land-grant-with-a-veterinary-school institutions as well as our athletic peers in the PAC-10. All other PAC-10 schools show the importance they place on their libraries by having a first level link to the libraries from their main home page. The link to the WSU Libraries has actually recently been downgraded from the second to the third level. The notable exceptions to our low standings are in how our users rate our service quality and in the assessed performance of information literacy skills in students who have participated in library instruction programs. Our services make a difference in the life and mission of WSU, and our people are what make our services function at all in such sub-optimal conditions.

An increased level of funding is a vital component of a healthy future for the WSU Libraries. Much of the documentation in this report details how increased funding would be put to use. Various measures are also presented that describe a pattern of funding shortfalls that now have reached between one million and nearly six million dollars, depending on how "average" we want to be.

Beyond funding, though, there are concrete steps the Libraries have already taken to chart the next ten years and beyond. We participated in the Appreciative Inquiry Process to learn about each other and find new ways to work together to reach common goals. We have created a new position, the Libraries Data Officer, to help us better manage what we learn about ourselves and how we use it. In another effort to promote both an assessment culture and a learning organization, last year we had several very successful "Learning Days" that provided opportunities for faculty and staff to share their areas of expertise with each other. Plans are underway to continue discussions on how best to use our personnel resources. In addition to completing another round of LibQual+, public services librarians recently completed a patron survey project gathering information about what our patrons want from the Libraries.

To sum up, the weaknesses of the WSU Libraries are amply documented herein. However, we have a significant strength that is not easily measured quantitatively. Our employees are creative, energetic, and dedicated to the mission of the university. With more resources at our disposal, there is no limit to what we can do for WSU.

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