1. **Vision Statement** – The library staff met during the Fall of 2007 and considered vision statements from several schools and looked at the Westmont College Vision statement and after several versions settled on the statement below. The first phrase has been added to the top of the library home page. This phrase links to the complete statement which appears on a Library Information page [http://library.westmont.edu/libinfo.php](http://library.westmont.edu/libinfo.php) along with our circulation policies and Friends of the Library information.

   “The Roger John Voskuyl Library supports the Westmont College mission to foster a culture of scholarship and Christian development. It is committed to collaborate with the College’s constituencies to promote the intellectual, spiritual, and cultural development of students, faculty, and staff. The Library provides access to organized information sources, instruction on gathering, evaluating, and using information in a place, both physical and virtual, for study, research, and the development of skills for life long learning.”

2. **Job descriptions** – See Appendix A.

3. **Program Goals:**

   a. **Student learning outcomes** revised to align them with the last sentence of the Library vision statement.

      i. Our students will be competent,, independent, information-literate library users who incorporate their library skills into the pursuit of life-long learning:

         1. Students will know how to develop an **effective research strategy** for their assignments.
         2. Students will competently **utilize basic scholarly tools** to access information.
         3. Students will **locate appropriate sources** by searching electronic databases and traditional indexes and abstracts, successfully navigating the organizational architecture of a library.
         4. Students will **follow the laws and regulations** that apply to the access and use of information.
         5. Students will **acknowledge the use of others’ work** in their final products.

   b. See the attached chart outlining the learning standards, how and where they are met and their links to the college learning standards. (Appendix B)

4. **Department Liaison Program:**

   The Library staff made a concerted effort to step up its efforts with the Library Liaison program this year. We met with as many departments as we could, as often as we could. During the 2007-2008 academic year, librarians met with the following departments: Advising and Disability Services, Art, Biology, Chemistry, Comm Studies, Econ & Business, Education/Liberal Arts, English, Internships, Kinesiology, Music, Philosophy, Religious Studies, Sociology/Anthropology, and Student Life. This was a total of 15 departments out of a possible 27. While not yet 100%, we met with significantly more departments than we did during the 2006-2007 academic year, and we received useful feedback.
Several departments had questions for their liaisons, but not necessarily requests or issues that required any attention. Some departments brought issues to the meetings with the liaisons and we were able to help resolve them. The Chemistry department, for example, had specific questions related to the availability of End Note, which the Library subscribes to. Later in the semester, the Instruction librarian conducted an instruction session for a Chemistry lab section, introducing and demonstrating End Note for the students. The Economics and Business department requested that we halt the subscription to the ValueLine, but a change in professors necessitated the reactivation of the subscription, which we were able to accomplish in time for the Spring semester. Intercultural Programs donated a collection of books, videos, and CDs to the Library last year and we have completed adding them to the collection. They are housed on shelves right outside the Intercultural Programs office (located on the Library’s upper leve), providing easy access for students visiting the office. The ICP office will continue to donate items to the collection.

We are gaining valuable insight from these meetings with the departments. We are developing a better understanding regarding which formats faculty prefer (sciences prefer electronic journal access over books). We are learning about gaps in our collection (Education department wants more curriculum materials and journals, preferably electronic). We are now aware that off-campus access to our electronic resources is somewhat inconsistent and we need to monitor that more closely. We are also learning that meeting with the departments is challenging because we have to work with so many individual schedules. If schedules will allow, we hope to meet with more departments this year.

Overall, we believe that we are off to a good start with this Liaison project. We are receiving instructive feedback that will help us improve our services to both the academic and non-academic departments. Liaisons plan to meet again with departments they visited last year, while reaching out to those departments we missed. By proactively meeting with faculty, we hope to anticipate their needs before they become critical issues, and to foster a collegial partnership between the Library and the academic departments.

5. SAILs – The SAILs test was developed at Kent State University. It is administered online in the computer lab. The test covers the following research skills: Developing a Research Strategy; Selecting Finding Tools; Searching; Using Finding Tool Features; Retrieving Sources; Evaluating Sources; Documenting Sources; and Understanding Economic, Legal, and Social Issues.

Since we have only administered this test once so far in Fall 2007, we can only compare ourselves to other schools of our type (baccalaureate-liberal arts colleges). The 100 First Year students who took the test in August, fared about the same as their cohort elsewhere. We asked one local demographic question; “Have you ever had library research instruction?” Students could answer with one of the following responses: “Yes – at my high school” “No, I haven’t.” or “Yes, somewhere else.” Most of the responses were “Yes – at my high school” or “No, I haven’t.” A copy of the complete report is on the library web server http://library.westmont.edu/pdfs/fall07fy.pdf. The most significant differences in the results are below.
1. Custom demographic question indicated that 64.2% of those taking the test had some sort of library research instruction mainly in high school, prior to coming to Westmont.

2. “Selecting Finding Tools”
   a. Compared to other baccalaureate-Liberal arts colleges Westmont differed significantly only in the area of “selecting finding tools” where the students scored slightly better than their cohort at other colleges. Note: we had only first year students in our test group and the comparison group includes all grade levels. This might indicate a higher level of preparation among our entering students.
   b. Those who indicated they had had some library research instruction only performed a little better and not significantly so.

3. “Understanding economic, legal and social issues.”
   a. Westmont students performed worst at “understanding economic, legal and social issues” but the difference was not as significant as the above when the standard error was factored in.
   b. Those who had had library research instruction performed somewhat better than the total group, those who had not performed about the same.

4. “Using Finding Tool Features
   a. Those who said they had not had library research instruction (in high school) scored better on “using finding tool features” than those who said they had. Though not considered highly significant statistically, the difference is the largest among all the skill sets.

We look forward to administering the test to First Year students again in Fall 2009 to see if there are any significant differences in the incoming students. We also will administer it to as many Seniors as we can in Spring ’09 to see if there are differences between the two groups and see how we compare with other institutions. Though this will not be a comparison of the same group of students, it will give us some idea of how much change or improvement students in general achieve after four years.

6. **ARC discussions on revising the Technology Learning Standard** – During the spring 2007, the ARC discussed possibly revising the Technology Learning Standard to include some more specific references to technology related topics. We did some brainstorming on what general concepts and skills might be included. We had some interesting discussions on what is encompassed by “technology”. But the alternative standards that were proposed either impacted other learning standards, requiring them to be revised or resulted in the loss of some of the coverage of the current standard. It was agreed that the current standard should stand pending a wholesale revision of the other standards.

7. **Research Instruction** - At the end of each in-class Research Instruction session, the instructor hands out a short questionnaire to gain some idea of how the students perceive the class. For 2007-08, there were over 300 students
represented in these surveys. We will continue to use these forms in the upcoming academic year. To produce the charts of results, we entered the content of the forms into Access and then wrote queries to extract the data into Excel spreadsheets. The graphs were generated from these spreadsheets. The results are summarized below:

a. Only one respondent said that he did not find the session useful for his class work.

b. Almost everyone felt they were able to follow the presentation.

c. 37.94% have not had previous library research instruction, 62.06% have had previous library instruction in high school or here at Westmont in a previous class.

d. Location of previous library instruction?:

![Pie chart showing previous library research instruction](chart.png)
e. Feel more knowledgeable about library research?

Feel More Knowledgeable about library research?

- Yes: 97%
- No: 2%
- No response: 1%

f. More or Less likely to consult a reference librarian:

More or Less Likely to Consult a Reference Librarian?

- More: 66%
- Same: 27%
- Less: 4%
- No response: 3%
g. Rate the instruction session:

Rate the Instruction Session

- Great: 37%
- Good: 52%
- Satisfactory: 9%
- Fair: 1%
- No response: 1%

h. Reasons for rate of session – see next page for sampling of free text responses to this question. (Appendix C).

8. Multi-year Plan – see Appendix D/E
Appendix A

**Job Descriptions**

1. Director
2. Associate Director
3. Access Services Librarian
4. Administrative Assistant to the Director
5. Assistant Librarian Technical Services
6. Assistant Director for Technical Services
7. Assistant Librarian for Technical Services and Reference
8. Assistant Director for Reference and Instruction
9. Technical Services Assistant II for Technical Services
10. Technical Services Assistant II for Access Services – Part time
WESTMONT COLLEGE
Westmont College
Santa Barbara, CA

ADMINISTRATIVE AND MANAGERIAL POSITION GUIDE

Position: Director of Library and Information Services

Function: Gives administrative leadership to programs and personnel in the library.

Term: Appointed by the Provost and approved by the President. Either party may terminate employment with fifteen day’s notice.

Accountability: Directly accountable to the Provost.

Salary: According to Schedule.

Status: Has faculty status and vote as defined by the Faculty Handbook.

Qualifications: Shall have a graduate degree in library/information science; a graduate degree in a subject area is required (the doctorate is preferred).

Shall have a minimum of three to five years experience in a library administrative position in a similar college.

Must understand thoroughly the objectives of the library/information services in the college program, and the needs of those who are served. The director must be committed to the educational philosophy and Christian character of the college.

Responsibilities and Duties:

1. Formulates and administers policies, rules, and regulations for the purpose of securing the most complete use of the library by members of the college community.

2. Participates in the formulation of educational policies of the college through the Senate and appropriate committees.

3. Participates in the Senate library committee.

4. Advises the Provost on matters related to library/information services.
5. Keeps the library staff informed of pertinent matters as communicated by the college administration and the Senate library committee.
6. Selects a harmonious administrative, technical, and public service staff, and recommends their employment to the Provost.
7. Makes recommendations to the Provost on all matters pertaining to status, promotion, change in position, or dismissal of members of the staff.
8. Guides the development, in conjunction with the administration, students and faculty, of the various collections of the college library, and is responsible for all the collections of the library.
9. Represents the college library to its users, the general public, and educational and library groups.
10. Makes reports to the Provost, the President, the Board of Trustees, and library agencies as required.
11. Assists in securing gifts for the library.
12. Prepares and executes the annual budget for library operations.
13. Cooperates with librarians and scholars in making resources available for research.
14. Develops, plans, and promotes the improvement of physical facilities of the library.
15. Oversees cataloging and care of college-owned materials, including the archives.
16. Oversees collection access and building use policy.
17. Oversees development and care of special collections.
18. Oversees adequate reference services.
20. Oversees development, maintenance, and presentation of electronic resources.
21. Oversees development and maintenance of Web pages and other public expressions of library/information services on the Web.
22. Oversees development of library instruction in all modes—e.g., course-related, and on-line instruction..

NOTE: The above list is not in order of priority.

Revised 10-04-02
JOB DESCRIPTION
Westmont College
ASSOCIATE DIRECTOR, LIBRARY & INFORMATION SERVICES

ADMINISTRATIVE AND MANAGERIAL POSITION GUIDE

Position: Associate Director, Library & Information Services

Function: Gives support to the library director and library programs and personnel.

Term: Recommended by the Director, appointed by the Provost and approved by the President. Either party may terminate employment with fifteen day’s notice.

Accountability: Directly accountable to the Director.

Salary: According to Schedule.

Status: Has faculty status and vote as defined by the Faculty Handbook.

Qualifications: Shall have a graduate degree in library/information science; a graduate degree in a subject area is preferred.

Shall have a minimum of three to five years experience in a library administrative position in a similar college.

Must understand thoroughly the objectives of the library/information services in the college program—along with the needs of those who are served.

Responsibilities and Duties:

1. Reference
   a. Provides reference service as scheduled.
   b. Provides leadership to the reference staff.
   c. Keeps the reference staff informed of changes and additions to database products.
   d. Provides information on new database trials.
   e. Oversees student reference advisor program—trains them in the use of various database products; and acts as a resource as they perform their duties.
2. Administration

b. Creates Access databases as needed to support administrative activities of the library.
c. Electronic Resources

   i. Manages subscription databases
      1. Coordinates delivery with suppliers.
      2. Trouble-shoots problems.
      3. Manages annual renewal process.
      4. Keeps records of payments, and subscription terms
      5. Publicizes new products to faculty.

   ii. Voyager System Administration
      1. Provides main contact point for questions on usage of online catalog.
      2. Monitors the vendor (Ex Libris) for updates, revisions, and new products.
      3. Acts as system administrator.
      4. Creates Voyager Access queries and reports and assists other staff with their creation of these.
      5. Schedules updates, and patches Ex Libris with support.
      6. Provides main contact for information to and from online vendor (Ex Libris). Monitors availability and performs upload of MARC records from updates from e-book vendors.

   iii. Library Web Pages
      1. Designs and maintains library Web Site.

   iv. Software installation
      1. Arranges for delivery and installation of software packages as needed.
      2. Assists staff with workstation upgrade installation.

v. Other tasks as assigned.

Rev. 9-21-07
Access Services Librarian

Accountable to: Director, Library & Information Services

Qualifications

1. Masters in Library Science or equivalent, five or more year’s college experience.
2. Must be motivated, enthusiastic, diplomatic, and persistent.
3. Must have strong oral and written communication skills.
4. Must be able to work with the particular stress of multiple staff members and software and equipment changes.
5. Must have general knowledge of circulation procedures.
6. Must have general knowledge of interlibrary loan procedures.

TASKS

General

1. Oversees environmental concerns of the library building.
2. Oversees copying and faxing facilities—including staff training.
3. Maintains general physical decorum of the building.
4. Oversees interior library displays and events, including liaison and scheduling.
5. Supervises security of the building—ensuring staffing at opening, during hours of service and closing of the building.
6. Advises the Director, and as appropriate the Associate Director, on policy and procedural decisions affecting library use.
7. Responsible for building management decisions in the absence of the Director and Associate Director.

Circulation

1. Recruits, hires, trains, and oversees 20 to 25 selected students who perform circulation tasks seven days per week during the school year (approximately 93 hours per week), including management of the library on evenings and week-ends.
2. Recruits, hires, trains and oversees 2 to 3 selected students during the summer who perform circulation tasks and special assignments five days per week.
3. Oversees charging and discharging materials with an automated circulation system.
4. Works closely with electronic resources librarian regarding circulation concerns.
5. Oversees relationship with community cardholders.
6. Oversees fines and billings for lost or damaged books, resolving problems as needed.
7. Administers reserve materials system, including e-reserves.
8. Oversees circulation of media materials and listening room equipment.
9. Oversees and co-ordinates an inventory of the collection on a regular basis.
10. Provides appropriate reports for the library administration.
11. Oversees work of part-time or full-time senior support staff, including two Technical Services Assistants.
12. Regularly consults with librarians on matters jointly affecting access services, and other library functions.

InterLibrary Loan

1. Acquires materials requested by faculty and students that are not owned by Westmont through standard interlibrary loan procedures, and through special community and consortial relationships.
2. Loans materials through standard interlibrary loan procedures, and through special community and consortial relationships, when requested.
3. Understands the rules of interlibrary loan, and uses the best and least expensive sources of supply.
4. Grooms relationship with UCSB with special care.
5. Places highest priority on relationships with our faculty and students.

Staff Development

1. Co-ordinates, with the Associate Director, the recruitment, scheduling and service mission training of student reference advisors.
2. Develops work assignments for staff that integrate the service mission of the library with selected research needs, e.g., library collection and evaluation in the preparation of conspectus, directed faculty research and outreach to varied constituencies.
3. Arranges co-operative staff/task partnerships with Technical Services staff to troubleshoot collection-related problems and needs.

Liaison

1. Offers library liaison to the Political Science department.
2. Recommends titles/subscriptions for acquisition generally, but with specific emphasis on political science and government.

Revised 12-11-2007
Assistant to the Director /
TSA II Access Services

Library & Information Services

**Position summary:** Provide administrative support to the Director of the Library, and serve as Technical Services Assistant-Interlibrary Loan for Access Services.

**Qualifications:** Must be high school graduate with a minimum of three years responsible secretarial experience required. College degree and 2-5 years of comparable experience with a senior executive preferred; basic library competency, excellent computer skills including proficiency with Microsoft Office applications, Clio ILL software, OCLC ILL software; developed and efficient verbal and written communication and interpersonal skills; demonstrated success at managing multiple tasks with frequent interruptions while meeting deadlines; strong organizational skills with detail orientation and problem solving ability; ability to use sound judgment; ability to balance the need for attentiveness to detail and the big picture and to work without the need for close supervision. 60-65 wpm accurate typing required.

**Responsibilities:**

**Assistant to the Director**
- Provide administrative support for the Director of the library
- Act as a resource to employees, faculty, staff and students on matters relating to the library, troubleshoot, research and/or resolve questions, issues, or challenges that arise
- Assist director with research projects
- Prepare student Temporary Employment Agreements and maintain records
- Facilitate the collection and signing of staff and student timecards in a timely manner
- Process invoices for payment using Vendorlink, track expenditures and maintain financial records
- Compose, edit and proofread documents, reports, minutes and emails using correct grammar and punctuation
- Maintain active and archived departmental files, records and pertinent databases
- Perform general office duties
- Answer, screen and direct phone calls; deliver accurate messages in a timely manner; and facilitate telephone communication in the library including training and messaging
- Screen and greet guests
- Maintain departmental calendar
- Schedule appointments, meetings and events
- Coordinate public relations events for library staff and students
- Purchase office supplies and maintain inventory
- Prepare work orders for building maintenance and repair as needed
- Distribute departmental mail

**TSA II Access Services-Interlibrary Loan**
- Handle advanced ILL searches and unusual requests
- Maintain Clio database and report Interlibrary Loan activity
- Act as liaison with borrowing and lending libraries and faculty, staff, and student patrons
- Manage UCSB ILL Corporate Account and processing of loans
- Prepare and monitor ILL invoices and payments
- Monitor IFM billings, prepare CLSA Reports
- Select, hire, train and supervise student employees for 20 hrs./week
- Supervise and assist with routine lending and borrowing Interlibrary Loan tasks, except initial borrowing requests
- Facilitate the return of borrowed materials in a timely manner
- Manage borrowing and lending overdue and renewals
- Prepare ILL statistical reporting
- Keep up with current ILL training

**Reports to:** Director of the Library and the Assistant Director of Access Services

**Pay Range:** $

10/2007
JOB DESCRIPTION
Westmont College
Assistant Librarian

Accountable to: Director, Library & Information Services

Qualifications

1. Master’s Degree and/or two year’s experience in an academic library or similar setting.
2. Excellent communication skills, written and oral.
3. High level of skill in use of database management software.
4. Proven ability in problem solving in work situations.

Responsibilities: Technical Services

1. Creates Temporary Employment Agreements (TEAs) and creates work schedules for students. Prioritizes work that needs to be done.
2. Trains, manages, and supervises student workers on procedures, processes and programs. Assigns specific tasks, coordinates work assignments and directs workflow.
3. Supervises bindery activities, including determining which items will be sent out for professional binding, and which will be done in-house, and teaches book preservation techniques to student workers.
5. Shares responsibility (with the Technical Services Librarian) in evaluating departmental procedures for efficiency and effectiveness. This should be done in conjunction with keeping the procedure manual up to date.
6. Orders supplies needed to keep Technical Services and Media operating.

Responsibilities: Media

1. Oversees the Media Department.
2. Manage the cataloging, labeling, storing, etc. of all archival audio and visual media including chapel tapes (both master and sub-master).
3. Provide rentals, as needed.
4. Create a manual stating the procedures and processes for Media.
5. Work with media jobber (currently Ambassador) for ordering media items (videos, CDs, DVDs, etc.)
6. Attend to the dying formats in Media and transfer to newer/better formats as necessary and possible. Ensure no content is lost because of the format, the processing, or the transfer.

Responsibilities: Serials

1. Manage subscription to all print serials; maintain them on the shelf.
2. Manage most subscriptions to single electronic journals.
3. Liaison with vendor (presently EBSCO) for orders, and manage around five journals we order directly.
4. Keep ROGER up to date for both print and online journals, including databases we own and all journals in them.
5. Manage the binding of journals whether professional or in-house.

Responsibilities: Cataloging and Database Maintenance

1. Do original and copy cataloging.
2. Apply database maintenance procedures.
3. Assist in setting policies and procedures for Technical Services.
6. Assist as needed with orders and gifts.
7. Assist and provide advice and guidance to the archivist in organizing and cataloging the archival materials.

Responsibilities: Liaison to Faculty

1. Accept assignment(s) to provide liaison activities with academic departments.
2. Prepare reports as necessary to the coordinator of the Library Liaison Program.

Rev. 10-29-07
Assistant Director for Technical Services
Accountable to: Director, Library & Information Services

Qualifications

1. Master’s in Library Science or equivalent, three or more year’s college experience.
2. Must be motivated, enthusiastic, and persistent.
3. Must have strong oral and written communication skills.
4. Must be willing to work with a large number of student staff members, including software changes, and hardware changes.
5. Must have broad understanding of cataloging, and the current rules of cataloging,
6. Must be able to catalog all types of materials—print and non-print.

TASKS

General

1. Sets departmental goals with the help of senior Technical Services staff.
2. Hires, with support from the director, and oversees professional and paraprofessional support staff.
3. Hires, trains, and oversees student workers with support from senior Technical Services staff.
4. Evaluates work of student workers with help of senior staff.

Cataloging

1. Selects, edits, and maintains all bibliographic records.
2. Develops and verifies classification numbers for all materials.
3. Develops and verifies appropriate subject headings for all materials.
4. Verifies and maintains authority records for the catalog.
5. Identifies, with cataloging staff, database problems, and supervises corrections.
6. Sets goals and priorities for the department with the cataloging staff.

Collection Development

1. Evaluate and manage the library’s print collection.
2. Acquire an awareness of the collection as a whole, and of individual sections.
3. Identify areas of the collection that have special need for development.
4. Read and organize publisher catalogs for use in selection.
5. Supply access to book reviews and other selection tools for the faculty.
6. Maintain current review of standing orders with a view to continuation or de-accessioning.
7. Identify potential standing orders, and assess faculty interest.
8. Select materials to maintain a balanced, viable collection.
9. Maintain communication with academic departments regarding print and non-print needs and requests.
10. Evaluate and organize the rare book collection.
11. Develop and maintain policy for access to the rare book collection.

Acquisitions

1. Oversee the distribution of budgeted funds for the academic departments primarily for printed materials.
2. Communicate with academic departments regarding available monies and orders.
3. Provide selection materials to faculty in departments.
4. Build orders for each department, and maintain order records.
5. Build invoices and maintain invoice records.
6. Receive and evaluate gift books and materials.
7. Communicate with potential donors; determine what gifts should be added to the collection; facilitate recognition of accepted gifts.

Liaison

1. Develop and maintain communication with assigned department(s).
2. Assist departments with the identification and solution of library-related problems.
3. Assist departments in the development of library collections.
4. Provide assigned departments with direct representation.

Rev. 11-05-07
Full Time Technical Services and Reference

Qualifications:
- MLS or equivalent degree with experience in technical services and reference.
- Proficiency with computer applications such as Microsoft Office and Mozilla Firefox. Experience with Voyager software preferred.
- Detail oriented with an ability to solve complex problems.
- Understands the need for precise work.
- Basic understanding of the differences between print and non-print resources.
- Willingness to follow set policies and learn new procedures.
- Excellent oral and written communication skills.
- Experience working in Technical Services and reference preferred.
- Understanding of LCSH, LC Classification, and authorities also preferred.

Responsibilities:
- Catalogs print and non-print items—both copy and original cataloging.
- Participates in database maintenance.
- Manages the editing, labeling, distribution, copyright, and reproduction of chapel recordings and other Westmont productions. Responsible for cataloging of Westmont recordings.
- Maintains online and paper record of permission forms for recordings.
- Provides video rentals as requested.
- Assists with the transfer of audios and videos to better and/or newer formats; and assists in dealing with problems from transferring media items.
- Provides research and reference assistance to students, faculty, staff, and community members.
- Serves as an evaluator of new online products.
- Trains and supervises student reference advisors.
- Attends library staff meetings.
- Other duties as assigned.
- Expectations for workplace demeanor include but are not limited to: working collaboratively and harmoniously with co-workers, patrons and others by sharing ideas and resources willingly, constructively and positively; listening to and objectively and respectfully considering the ideas and perspectives of others; readily admitting and correcting personal mistakes; meeting commitments; keeping your supervisor and others who may be affected informed about work progress; addressing problems willingly and constructively to discover practical and lasting solutions acceptable to all parties; working promptly toward reconciliation and forgiveness during conflict; respecting the diversity of our community in words and deeds.

Reports to: Asst Librarian 8-06-08
WESTMONT COLLEGE
VOSKUYL LIBRARY
JOB DESCRIPTION

Reference and Instruction Librarian
Accountable to: Associate Director, Library and Information Services

Qualifications

1. Master’s in Library Science or equivalent; three or more year’s experience.
2. Must be motivated, enthusiastic, diplomatic, and persistent.
3. Must have strong oral and written communication skills.
4. Must have mastery of appropriate reference holdings for a college library.

Reference

1. Provide reference assistance to students, faculty, staff, and community members at the Reference Desk.
2. Create and update subject electronic research guides as needed.
3. Hire, train and supervise student Reference Advisors.
4. Maintain the reference collection, selecting new print materials, evaluating and weeding older materials, and adjusting shelving as required.

Instruction

1. Provide instruction to classes in the usage of Library resources, upon request, compiling data on the use of this service.
2. Serve as instructor for the General Research Instruction tutorial (APP-001-1, 1 unit, online).

Management

1. Coordinate and manage the Library Liaison Project.
2. Serve as Liaison to several academic departments.
3. Implement and manage assessment activities as part of Program Review.

Continuing Education and Growth

1. Participate in continuing education workshops and seminars.
2. Serve as part of Library Disaster Preparedness Team.
3. Serve on campus-wide committees and/or faculty committees in areas that affect the Library.
4. Participate in digitization activities that the Library is currently pursuing.
5. Acquire skills in archiving in order to serve as a bridge between the Library and the Archives.
6. Participate in Library space planning activities; i.e., reallocation of space, facility improvement, and building safety.

Other Duties

1. Participate in various other tasks as needed or assigned.
Technical Services Assistant II
Job Description

Full Time Position Summary: Serves Technical Services.

Qualifications:
- Minimum of Associate’s degree; B.A. preferred.
- Proficiency with computer applications such as Microsoft Office and Mozilla Firefox. Experience with Voyager software preferred.
- Detail-oriented, with the ability to problem solve.
- Understands the need for precise work.
- Basic understanding of the differences between print and non-print resources.
- Willingness to follow set policies and learn new procedures.
- Excellent oral and written communication skills.
- Able to work with and supervise students in college setting.
- Experience working in Technical Services preferred.
- Understanding of LCSH, LC Classification, and authorities also preferred.

Responsibilities:
- Assists in keeping print and non-print serials up to date.
- Assists in working with the serials vendor including working with the annual invoice, claims, and problems.
- Assists with book, serial, and media orders—both direct and through vendors.
- Ensures information in both the online catalog and Serials Solutions is current and correct.
- Maintains the print periodical collection by checking-in, shelving, and organizing periodicals for both the current and non-current shelves.
- Verifies access to journals which are purchased online.
- Assists with database maintenance.
- Assists with copy, and original cataloging of print and non-print items.
- Assists in training and supervising student workers.
- Assists with assigning work to students, overseeing assignments, and managing workflow.
- Assists in keeping manuals up-to-date.
- Sends information about gifts to OCA.
- Keeps up-to-date on computer technology, standards, and current advances in Technical Services.
- Attends library staff meetings.
- Other duties as assigned.
- Expectations for workplace demeanor include but are not limited to: working collaboratively and harmoniously with co-workers, patrons and others by sharing ideas and resources willingly, constructively and positively; listening to and objectively and respectfully considering the ideas and perspectives of others; readily admitting and correcting personal mistakes; meeting commitments; keeping your supervisor and others who may be affected informed about work progress; addressing problems willingly and constructively to discover practical and lasting solutions acceptable to all parties; working promptly toward reconciliation and forgiveness during conflict; respecting the diversity of our community in words and deeds.

Reports to: Asst Librarian
8-06-08
WESTMONT COLLEGE

Technical Services Assistant II-Access Services
Library and Information Services

Position Summary: Works with and trains student staff to manage the circulation desk, reserves and inter-library loans for faculty and students.

Qualifications:
• Two or more years working at a college or university library or equivalent required. A Bachelor’s degree desired.
• Able to work well within a chain of command—both receiving and giving direction, delegation of tasks and follow-up.
• Capable of handling detailed tasks on a regular and continuing basis.
• Proficiency with MS Office Suite.
• Experience using e-mail, and online reference databases. (Knowledge of Voyager software, and ILL ordering software, such as Clio is preferred.)
• Able to train others in a professional environment.
• Knowledge of circulation and inter-library loan procedures preferred.

Responsibilities:
• Works closely with access services librarian in maintaining a good library environment and managing various activities associated with circulation, reserves, and inter-library loan requests.
• Trains incoming student staff in professional, library, and circulation procedures, as well as training intermediate and supervisory level staff in more advanced tasks, e.g., inter-library loan ordering, advanced Voyager procedures.
• Uses Voyager to perform circulation and reserve tasks; uses appropriate OCLC modules to order, troubleshoot, and monitor status of ILL items.
• Oversees activity at the circulation desk, such as charging and discharging items; book searches; notification of patrons regarding holds and recalls; offers assistance to library patrons as needed.
• Processes course reserves and provides liaison with faculty in circulation and reserves matters (includes electronic and print items.)
• Processes and issues community and temporary faculty cards; troubleshoots erroneous patron records.
• Handles fines/lost book fees, including billing procedures through Microsoft Access. Performs follow-up liaison to Business Office.
• Assists with opening of the library facility weekdays, providing instruction to student staff as needed.
• Provides reports of circulation; lost book/fines, patron holdings and others as assigned.
• Prepares signage for public places to notify users of modifications of hours.
• Other duties as assigned.
• Able to work effectively with co-workers, customers and others by sharing ideas in a constructive and positive manner; listening to and objectively considering ideas and suggestions from others; keeping commitments; keeping others informed of work progress, timetables and issues; addressing problems and issues constructively to find mutually acceptable and practical solutions; and respecting the diversity of our work force in actions, works and deeds.

Reports To: Access Services Librarian

04.2008
<table>
<thead>
<tr>
<th>Student Learning Outcomes Students will...</th>
<th>1. locate appropriate sources, navigate the library architecture.</th>
<th>2. competently utilize basic scholarly tools to access information</th>
<th>3. know how to develop an effective research strategy</th>
<th>4. follow the laws and regulations that apply to the access and use of information</th>
<th>5. acknowledge the use of others’ work in their final products.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the Learning Outcome mean?</td>
<td>Ability to: Choose appropriate hard copy and online sources for their subject, moving easily from the identification process to the actual location of the items.</td>
<td>Once they have identified the proper tools, they should be able to know how to utilize the various search options presented and interpret the results with the eventual goal of acquiring the item.</td>
<td>Understand the difference between “and” and “or” and “not”. Know the difference between a subject heading or descriptor search and a keyword search.</td>
<td>Be able to make ethical decisions relating to the use and misuse of logins/passwords.</td>
<td>Be familiar with the Westmont plagiarism policy. Know the importance and mechanics of acknowledging the use of other’s work.</td>
</tr>
<tr>
<td>Where are the learning outcomes met? I-introduced D-developed M-mastered</td>
<td>I: In-course research instruction. I: From online instruction materials on the library webpages. I/D: The online class AP001. I: One-on-one at the reference desk. M: In the completion of course assignments over the four years.</td>
<td>I: In-course research instruction. I: From online instruction materials on the library webpages. I/D: The online class AP001. M: In the completion of course assignments over the four years.</td>
<td>I: In-course research instruction. I: From online instruction materials on the library webpages. I/D: The online class AP001. M: In the completion of course assignments over the four years.</td>
<td>I: In-course research instruction. I: From online instruction materials on the library webpages. I/D: The online class AP001. M: In the completion of course assignments over the four years.</td>
<td></td>
</tr>
<tr>
<td>How are they assessed?</td>
<td>Voluntary surveys, SAILs SAILs Analysis of BI class surveys – for subjective assessment. SAILs Perhaps analysis of BI class surveys.</td>
<td>Server log analysis SAILs</td>
<td></td>
<td>By professors as they grade assignments.</td>
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<tr>
<td>Benchmark</td>
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</table>
### Appendix B

#### Library Program Assessment 9/15/08

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>1. locate appropriate sources, navigate the library architecture.</th>
<th>2. competently utilize basic scholarly tools to access information</th>
<th>3. know how to develop an effective research strategy</th>
<th>4. follow the laws and regulations that apply to the access and use of information</th>
<th>5. acknowledge the use of others’ work in their final products.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calendar for future assessment</strong></td>
<td>SAILs test of seniors in Spring ’09.</td>
<td>SAILs test of seniors in Spring ’09.</td>
<td>SAILs test of seniors in Spring ’09.</td>
<td>SAILs test of seniors in Spring ’09.</td>
<td>Poll faculty ???</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Who will do?</strong></th>
<th>Library staff</th>
<th>Library staff</th>
<th>Library staff</th>
<th>Library staff</th>
<th>Library staff</th>
</tr>
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</table>


Appendix C

Reasons for Rate of Session

**Fair**
- It got kind of long.
- More in-depth I need her to slow down, kind of lost me.

**Good**
- a lot was review but it was helpful cause it was very enlightening.
- clear and understandable
- covered common suggestions
- descriptor search
- Dian's great, down-to-earth, eager to help
- gave good info
- Good info and teaching
- good information but kind of a lot all at once.
- heard it before
- Helpful and informative
- helped me to better understand the different methods or research.
- helpful and reasoning
- Helpful, informative
- I did not know anything about academic library researching before.
- I felt better informed.
- I learned and feel better about my project
- I learned what I needed to.
- I was able to follow along.
- I was sleepy
- Informational
- informative
- Informative but necessarily rushed

**Great**
- Because I didn't have any idea and now I know how to use the library.
- because she was nice and concise
- citations are now simple
- clear
- clear and directed
- clear and short
- clear explanation
- clear explanation and instruction
- Clear well described.
- clear, understandable
- Covered basics
- Diane was approachable and smart.
- easy and understandable
- easy to follow along.
- easy to understand
- easy to understand everything was useful and made sense.
- examples and topics
- explanatory
- extremely helpful
- Found new things.
- good pace, very informative and helpful.
- good explanations - took time to help

**Good librarian**
- great presentation!
- great presentation!
- helped me find research
- helpful
- I didn’t’ expect it to learn anything and this really did help.
- I feel very well-informed

**It was helpful information**
- it was helpful
- It was informative
- It was lots of info.

**It was very informative**
- I've heard most of it before so I was a bit bored.

**learned how to research**
- learned new information
- librarian knew what she was
- Lots of information
- lots of stuff
- More than enough information was given which is positive
- new info learned
- positive lecture
- Presented clearly
- PsycInfo was a little confusing, but we got it.

**refresher course**
- review
- she covered a lot at a good pace
- she helped with whatever we needed
- she is sweet
- she knew what she was talking about.

**She was quite patient and helpful.**
- She's funny and helpful
- short and quick
- Some confusion about the new site.
- Some of the articles were not available

**Sometimes she explained things too fast**
- somewhat boring
- teacher

**The material was informative and clearly presented.**

**very explanatory**
- Very informative
- well organized
- well prepared

**clearly presented.**
Reasons for Rate of Session

I learned a lot.
I learned how to get the most out of "my research"
I learned how to research using JSTOR
I learned more…
I learned new things, relearned Old things, found ways to research within this specific major class vs. English or bio class
I really needed it.
I really probably will set up an appointment to have one-on-one help!
Informative
It provided a significant amount of places for research.
It was easy to understand
it was very helpful
it was very informative and very easy to follow
know how to do effective research.
Lots of info
Lots of info put clearly
nice
Our instructor was incredibly helpful
Refined my understanding of the Westmont databases from questions I had earlier, the first time I had this.
she explained anything that would seem important for this class.
She spoke clearly and was very Knowledgeable
She was really nice.
She was so nice and helpful and Makes me want to ask for help!
She was very knowledgeable
The instructor was very patient at answering all questions.
The librarian was very clear as well as a good instructor
Thorough explanation
told me what I need to know
touched on what I need to do.
tried to help us as much as possible.
very thorough and easy to understand.
very approachable and willing to answer questions.
very clear
very clear and easy to follow
very clear and helpful
very helpful
very helpful
very helpful
very helpful to the class
Very informational
very informative
very thorough
Very willing to help
was very clear

Satisfactory
Could see, could hear
Informing yet boring
irrelevant to class
It was helpful as it was meant to be.
it was just average
not that interesting/stimulating
She explained it in a way that was understandable.
very knowledgeable
was first lesson
1. **Enriching the User Experience.**

User support and expertise in information literacy and technology is the key contribution the library can make to the college’s learning mission. Professional reference staffing needs to be available for a larger percent of the number of hours we are open. Our professional reference staff provides service nearly 45% of the time. All of this time is during the daytime hours. Our challenge is to provide more hours of professional reference service, and to do so into the evenings, and some Sunday hours. We have capable student reference advisors, but we need additional professional reference staffing.

The contemporary academic library needs to be able to provide spaces in a marketplace-like manner. In this case, the marketplace supplies a supportive learning environment with a diversity of resources and services. It has aspects that are both physical and virtual. It is a place for both contemplation and engagement. All disciplines are gathered there along with teachers and students. Some places in the contemporary academic library need to be set aside for contemplation, some for collaboration. Furniture design and placement need to take into account those concerns as well as service points and traffic flow. Most important is that our library needs group study spaces to accommodate the collaboration activity.

2. **Create and Sustain a Flexible Information Space.**

The library will utilize technologies that will promote discovery of library content. Specifically, we are evaluating federated searching to provide seamless access to the library’s collection through a single search. We will constantly assess and renew systems and applications to ensure that library services will change to meet the demands of the college. To that end we will explore the options for our ILS (Integrated Library System) infrastructure in a timely manner. It will be necessary to renew server technology to ensure performance and stability. We will also plan storage management to provide for the growth of digital requirements.

We will actively work with Information Technology to create an Information Commons, which will involve rearranging some of our space.

We will identify shifts in computing requirements (laptops, desktops, PCs, Macs, etc.)

We will assess IT infrastructure: logins, wireless, to determine what infrastructure we require.

We will measure efforts to build the information collection: analyze electronic resources through vendor logs, etc.

We will evaluate and assess Inter-Library Loan: use comparative data to assess funding. We will particularly use this to assess whether we should seek to participate in programs such as Link+.
3. **Build and Sustain Information Collections.**

Our purpose will be to encourage the discovery of self-directed resource-based learning. Another way of saying this is that we are encouraging life-long learning.

While print collections will remain a core and important pillar of the library’s provision of scholarly information, increased emphasis will be placed on digital resources in a wide variety of formats and media. In our collection, emphasis will be on current electronic journal subscriptions and archival journal collections, database search tools, and electronic reference materials. Some effort has been made to collect e-books, but at present this is not our priority. The library will continue to work with other libraries in consortia towards sustainable group purchases and subscriptions.

Our goal is to build strong scholarly collections to support research and learning. We seek to encourage discovery which is self-directed and based in resources which we hold, or which we can acquire through Inter-Library Loan.

Major factors impacting the process of building and sustaining collections are: inflationary pressures on both electronic and print serials collections and book acquisitions; increased demand for new resources; and the development of totally new services (such as paying for copyrighted materials through special licenses).

We will need to increase our resources budget to support library acquisitions in the formats and media required to maintain sustainable access to scholarly information. To do this we will have to increase spending on specialized resources, increase investment in digital licensing and copyright permissions.

We will continue to collaborate and invest with consortia to maximize our library’s purchasing power. This has been ongoing since the early 1990s. Our consortium (SCELC) has gotten larger and stronger, and has more “clout” with publishers of on-line products.

We will renovate the special collections area of the library, which will accommodate both special collections and archival collections in compact shelving units. We await approval of our funding request.

We need to explore and invest in a long term plan which would ensure perpetual access to physical storage of information resources off-site. This would allow us to remove lesser used materials, while retaining access to them.

We will attend to preservation issues that may involve digitization of special collections.

We will begin cooperating with digital initiatives that involve academic research.

We will regularize and confirm a digital initiatives library position to provide support for digital collections, institutional digital repositories, and open access publication services.
Multi-Year Strategic Priorities—2008/09—2013/14

We will ensure adequate operational support for creating and maintaining digital collections, metadata, and electronic resources management.

4. Transform physical space and environment.

Our library building was built long enough ago that, though we have made many alterations, most have been pragmatic, and have not had in mind a broad-based, comprehensive view. The designers of the building had a totally inadequate view of what would be required of a building that required data and electrical build-outs. The designers had no idea of what demands would come from increasing the number of students by 50% nor of what social dimensions would result from students of the Millenium generation nor what learning styles these students would exhibit. Nor did we have an idea of what limitations these students would bring to us, coming as they have from schools that have no librarians, even if they have libraries. Nor did we anticipate the impact of students who have grown up with computer gaming, and Google, and IM, and iPhones. Thus, we are concerned both to update our physical surroundings, but also to update our instructional task.

Academic libraries have seen a rapid expansion and evolution from their traditional role where information is held and managed, to their current role as a provider of educational technology and collaborative social space for teaching and learning.

But libraries have also been transformed into an important and active meeting and working space for faculty and students engaging in research, study, discussion, and resource sharing enabled by technology.

Some general design principles:

- Recognize and support the expanding and changing role of the library in the campus community within the social sphere.
- Connect the library to the physical fabric of the campus.
- Re-purpose existing spaces to align them with the library’s strategic priorities.
- Inter-Connect floors to create new possibilities in a 3-dimensional learning commons.
- Add new space for meeting, conference and group study space.
- Create supportive convivial environment (food, comfort, resources for interaction and learning).
- Provide adaptive, robust physical supports for student learning

Furniture design and placement suggestions:

- Configure service points to be adjacent to activity that needs support.
- Design space for good traffic flow.
- Study and learning spaces should accommodate a full range of research and learning options (quiet, collaborative, classroom).
The following areas represent our observations:

**Welcome.** In the interest of a more welcoming building, we need to consider placing a coffee bar in Voskuyl. Along with this is the necessity of acquiring appropriate flooring and furnishings for the coffee service area. This step will also require plumbing the location chosen, and providing adequate electricity.

**Furnishings.** Also in the interest of being more welcoming, furniture throughout the Voskuyl building—in both public areas and office areas—needs to be replaced and updated. Student study cubicles need to be replaced or removed. Their appearance is unattractive, their locks are unreliable, and keys can no longer be serviced on campus. Due to increasing the number of shelving units we have already put in place (to accommodate print materials), we have insufficient space for student carrels, tables and chairs. Removing the cubicles would allow us to address seating in these areas.

**Electrical and data.** Our forty-year old building was completed in 1968 with little or no preparation for the Information Age. The building was not provided with adequate electrical facility for requirements as understood today, nor was it designed with provision for data pipelines necessary for hard wiring information network apparatuses.

**HVAC.** The building also has inadequate HVAC systems. The climate control features, such as they were, were added to the building after the major construction was completed. We are left with HVAC features that cannot be controlled from any of the thermostats in the building. Our goal would be to put in place a system that would allow area control of heat and cooling, particulate control (filtration), and humidity control to protect our collections.

**Windows.** The building also has very large expanses of glass. None of the original glass is tempered, as is presently required by law for new construction. We have replaced a few panes which have broken under various circumstances (earthquake, etc.). We have also covered the panes with UV filter film which has given some protection, but window frames now need to be replaced. We should be thinking about replacing all the windows so we can take advantage of double-paned tinted windows that are better at resisting UV rays, will insulate, and will not shatter if broken.

**Fire Suppression.** The building has only hand fire extinguishers. All three floors of the building need appropriate fire suppression equipment. For the most part, overhead sprinklers will suffice, but the server room, and the Stauffer and Stamps labs, and the IT work rooms would probably need to be equipped differently.

**Noise Insulation.** The library tends to be very noisy. Doors to the outside, and doors inside the building are noisy. Walls are not well-insulated. Attention needs to be given to classrooms (such as VL204, and VL203). The walls insulation needs to be improved.
Restrooms. The building has men’s and women’s restrooms on each of the three floors, none of which are ADA compliant. We need to address this situation. This area may not have to be addressed until our library annex is built.

5. Collaborative Relationships to Achieve Goals

The library will establish, reinforce, and sustain partnerships with key academic departments to contribute to the creation of learner-centered environments. These environments are enriched with high quality information resources.

Collaboration must be achieved at many levels. The first and most important level, is on campus, where we must form a close alliance with the faculty. Our liaison program through which we are attempting to reach out, and encourage faculty to reach in is crucial. Among the issues for the liaison program is that we must be sure information flows to the departments—not just the chair—but every member of the department. It is especially important that part-time instructors be apprised of holdings, that they know what the B.I. (Bibliographic Instruction) program can do for them, and that they communicate to us where our collection size or type or depth is inadequate. Through the faculty we work to integrate the literacy instruction efforts into the curriculum. Through the faculty we discover how useful our efforts are.

Collaboration must be achieved with the Student Life Office as well. The Student life department holds the keys to being in touch with every class of new students. Our purpose in collaborating with student life is to find the way to connect with each new class of students. For example, we give first-year students the SAILS test (a test of information literacy) in the fall of the year. We need the cooperation of student life to make connections with the students to take this test.

Collaboration is also required with external organizations. We have had fruitful collaborations with SCELC (Statewide California Electronic Library Consortium) since the early 1990s. We have had an even longer association with OCLC, Inc. Our library database is a part of their greater database. More locally, we collaborate with GCLN (Gold Coast Library Network). Through this organization (or its predecessor, TIE), we have formed strong connections with libraries throughout the three county region that includes Ventura, Santa Barbara, and San Luis Obispo counties. It is a multi-type library organization. It is a 501 C (3), so is permitted to raise money for purposes stated in the By-Laws.

6. Fostering a Culture of Assessment

An assessment capacity is critical to ensuring that resources are effectively used, and services are meeting the needs of the campus community. An evaluation and assessment program will be implemented by the library to measure success. Internal, institutional, and comparative measures will be used to inform development, planning and budgeting.
Multi-Year Strategic Priorities—2008/09—2013/14

In order to measure the success of strategic priorities, we will:

- Use the ARL LibQual + assessment tool.
- Assess the use of library facilities “library as place”—LibQual +.
- Assess the quality of student experiences (NSSE).
- Continue to evaluate student learning outcomes using the SAILS instrument. (Standardized Assessment of Information Literacy Skills.)

In order to develop our staff. . . .

We will develop our staff, and increase hours committed to a variety tasks. We will set standards of excellence, and provide expertise in these areas:

1) Collection Development
2) Information Literacy
3) Research Assistance
4) Special Collections
5) Integrating into an e-learning environment
6) Copyright and Digital Rights
7) Metadata and cataloging
8) Digital Collections
9) Information Systems and Technology

The library remains committed to staff training and development. Fostering leadership capacity and succession planning will be key investments in the library’s future. Recruitment may be necessary in a few specialized areas.

1) We will continue staff training—both professional staff and support staff.
2) We will restructure and increase staffing devoted to course-related library instruction.
3) We will give more hours to technical services to boost their capacity.
<table>
<thead>
<tr>
<th>Activity</th>
<th>2008/09</th>
<th>2009/10</th>
<th>2010/11</th>
<th>2011/12</th>
<th>20012/13</th>
<th>20013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Building</strong></td>
<td></td>
<td></td>
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<tr>
<td>1. Design and cost out coffee service area on main level</td>
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<td>2. Plan and execute group study spaces on the upper level</td>
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<tr>
<td>3. Design and cost out space for learning commons on main level</td>
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<td>E</td>
<td>E</td>
<td>E</td>
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<tr>
<td>3a. Plan new furnishings</td>
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<tr>
<td>3b Expansion of electrical and data network lines</td>
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<td>4 Plan and cost out HVAC changes for main and upper levels</td>
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<td>5. Cost out replacement windows for safety and UV protection.</td>
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<td>6. Cost out fire suppression alternatives</td>
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<td>7. Design and cost out noise suppression alternatives for main and upper levels.</td>
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<tr>
<td>8. Design and cost out space for secondary storage</td>
<td>P</td>
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<td></td>
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<tr>
<td>9. Replace elevator</td>
<td></td>
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<tr>
<td>9. Replace elevator</td>
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<tr>
<td><strong>Library Services (with on-going costs)</strong></td>
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<tr>
<td>1. Investigate Link+ or similar library materials supply options</td>
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<tr>
<td>2. Review federated search options and choose a vendor.</td>
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<td>E</td>
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<tr>
<td>3. Review link resolver product and choose a vendor.</td>
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<td>E</td>
</tr>
</tbody>
</table>