Engage, Enrich, Enable

Strategic Directions for A.A. Lemieux Library, 2008-2012

Presented by the University Librarian to the Seattle University Community, acknowledging contributions from the Library Administrative Group, the Library Management Committee, and the Library Web Team

Endorsed by Provost Isiaah Crawford, October 24, 2008

A Vision for A.A. Lemieux Library & James McGoldrick Learning Commons

As the premier independent academic library in the Pacific Northwest and as the intellectual and educational core of a vibrant academic community, A.A. Lemieux Library is:

- A Place and a Presence
- A Repository and an Active Learning Space
- Tangible and Digital
- Traditional and Transformative
- Responsive to Change and a Change Agent
- Distinctive in Character & Role, and
- Fully engaged with the achievement of Seattle University’s mission.

The cumulative impact of our facilities, technologies, resources, and services:

- Engages the community in a full expression of teaching, learning, scholarship, and research;
- Enriches the individual and collaborative intellectual processes and personal experiences of exploration and discovery as part of the search for truth; and,
- Enables in each student an active, lifelong ability to confront ideas, to master knowledge, and to learn continuously.

In partnership with our Learning Commons Partners, we offer a unique environment in which our students succeed in their academic programs and develop the attitudes and skills for a lifetime of intellectual vigor and continuous learning.

A Mission for A.A. Lemieux Library & McGoldrick Learning Commons

A.A. Lemieux Library integrates comprehensive collections, flexible and personalized services, innovative instructional programs, collaborative relationships, and enabling technologies – operating in, and accessible through, the physical and the digital environments – to make a powerful impact on the educational and scholarly processes of inquiry, discovery, teaching, and learning for the Seattle University academic community.

In collaboration with our Learning Commons Partners, we honor our rich, individual contributions to student learning, we forge new relationships, and we design new services that respond effectively to the changing needs and expectations of Seattle University’s diverse community of students.
Values that Shape the Vision, Mission, and Actions of the A. A. Lemieux Library & James McGoldrick Learning Commons

**Student-Centered**
We work for the success of our students in their academic endeavors and for their growth and empowerment as individuals taking their Seattle University education into the world. Our students are both the immediate and the ultimate focus of all of our activities. We seek to work in harmony with and to support each stage of a student’s progress through the iterative Ignatian pedagogical process – context, experience, reflection, decision, and action.

**Excellence in Service**
We strive to deliver highly responsive, timely, and accurate services in response to widely varying demands from a diverse population of library users. The library supports students in the mastery of their disciplines and their application of this knowledge to a life of leadership and service, assists faculty in their scholarly endeavors, and provides support for staff in their work and opportunities for their personal development.

**Innovation**
We continually assess and evaluate what we do and we embrace and initiate new media, new technology, and new ideas.

**Accessibility**
We are committed to working for full accessibility to the library’s services, collections, and facilities for all our constituents, independent of time or place of need. Powerful information technology and a superior physical facility are employed not as ends in themselves but as means to the fulfillment of each student’s potential.

**Collaboration**
We express our commitment to the value of collaboration through an emphasis on teamwork among members of the library’s staff, strong relationships with the schools and colleges, cooperation with faculty and campus organizations, and partnerships with external organizations and agencies.

**Respect for Persons**
We encourage personal growth, treat all with dignity and respect, empower our employees, and seek to elicit each individual’s unique contributions. The Jesuit principle of *cura personalis* – the care of persons – informs and inspires the library staff’s attitudes and behaviors in delivering responsive and personalized service.

**Professional Commitment**
As members of the profession of academic librarianship, we are committed to the fullest expression and the spirited defense of academic freedom and to ensuring the perpetuation of rich intellectual diversity in our collections and on our campus. As members of Seattle University, we seek to support and enable all members of this community to live out the enduring values and purposes of a premier Jesuit, Catholic educational institution for the 21st century.
The Strategic Agenda, 2008-2012

1. **Create the future Lemieux Library – physically, digitally, and programmatically -- and integrate it into the evolution of the Library & Learning Commons.**

1.1. Clarify and re-design position descriptions, the distribution of work assignments, and the scope of job authority and responsibility needed to create a 21st century academic library that responds to and anticipates the evolving needs and expectations of our users.

1.2. As we re-design and re-engineer our library environment and operations, integrate these changes into our work with our Learning Commons Partners to inform the collaborative creation of a Library and Learning Commons that reflects the character and supports the needs of Seattle University and that is viewed by other institutions as a model for their emulation.

1.3. Update, advocate for, and implement the companion document, “The Lemieux Library & McGoldrick Learning Commons Operating Budget Proforma for FYs 2008-20013,” as the financial basis for this strategic plan, regularly reviewed in response to emerging opportunities and changes in the campus and professional environments.

1.4. Continually apply advances in the larger environments of higher education, academic librarianship, and technological developments to make regular, innovative changes to our policies and operations that allow us to provide greater support to the diversity of university needs.

1.5. Establish campus partnerships and collaborate with these partners to advance an appreciation for the power and value of developing information competencies in our students and for the incorporation of such competencies into our desired educational outcomes.

1.6. Design and adopt a new model for an instructional services program that is sustainable with the library’s and the university’s human and financial resources, that resonates with the demand and the opportunities for such a program, and that responds to the university’s evolving student learning outcomes.

1.7. In conjunction with this new instructional services program, obtain funds necessary to add instructional librarians and to provide a rich process of training, coaching, and mentoring for the development of exceptional teaching skills.

1.8. Extend our ability to provide resources, technology, and support to faculty in pursuit of their scholarly aspirations.

1.9. Develop and experiment with new models of document delivery in the broadest sense of that concept – the discovery and delivery of information resources and content to a new generation of technology-driven users.

1.10. Extend and enhance our electronic reserves service to a level of expertise and a scope of coverage that emulates other academic libraries that are recognized leaders in such services.

1.11. Design and build a new web site that takes full advantage of the new campus Content Management System.
1.12. Participate in activities related to the current capital campaign in order to complete successful fund-raising for the new facility.

1.13. Contribute to the final design and construction decisions for the new Library & Learning Commons facility, and occupy it on schedule.

1.14. Create a new collection development policy and acquisitions strategy that responds to emerging opportunities for digital content and that balances them with the need for retaining tangible resources.

1.15. Study, recommend, and act on a proposal to move to 12-month contracts for librarians, with appropriate adjustments to salary and benefits, support for work-life balance, and organizational and cultural practices in order to respond effectively to the information and educational needs of a campus that is increasingly a year-round academic enterprise.

1.16. With the support and assistance of academic affairs administration and human resources and in concert with the “Budget Proforma” as companion document to this plan, establish and maintain appropriate levels of staffing and of compensation for all library employees consistent with the significant demands placed on them as a result of the natural evolution of higher education, of the applications of information technology, and of the special circumstances inherent in our ambitious Library & Learning Commons facility and operations.

1.17. Identify current and emerging skills that librarians and support staff need in order to continue to deliver highly effective service and support to the campus community. Establish a newly-funded program of training and continuing professional development to ensure employees have a reasonable opportunity to develop and maintain such skills.

2. Develop an effective plan for library access and services for the campus and a temporary home for library staff and operations during the transitional construction period (approx January 2009 through September 2010).

2.1. Confirm our planning timetable based on the success of the capital campaign, the scheduled ground-breaking, and occupation on schedule.

2.2. Establish an effective process for planning the transition, engaging the ideas and experiences of our own staff and of such outside groups or individuals as might be useful.

2.3. Establish preferences, priorities, and alternative scenarios for the storage of, or access to, library collections, services, staff, and facilities during the construction transition.

2.4. Work with campus individuals and units to identify and occupy the space(s) necessary to support our transitional program.

2.5. Establish a detailed plan and timetable for the definition, treatment, and placement of the library’s program during the transitional period, including but not limited to:

- Access to collections and sub-collections
- Instructional services program
- Each unit of library staff and operations
- Public-access technology
- Individual and group study and project space
- Deployment of alternative services, if possible, when traditional services cannot be provided
2.6. Experiment with new service models and the use of new technologies that will serve the campus well during the construction transition.

2.7. Devote special attention to the library web site to create new web-based services that will help compensate for disruptions in our physical environment during the construction period.

3. Establish the distinctiveness of Lemieux Library and Seattle University by moving beyond the licensing of digital resources to the creation and management of Seattle University’s own unique digital content that is made available to our campus and to the entire scholarly community.

3.1. Complete the digitization of The Spectator.

3.2. Optimize The Spectator files for effective retrieval and presentation through the purchase or licensing of a digital asset management software application.

3.3. Participate in strategically selected cooperative digitization projects, such as the Jesuit Photo Archive Pilot Project being hosted by Loyola College of Maryland’s library and the

3.4. Identify and prioritize Lemieux Library materials that are candidates for digitization.

3.5. Through readings, training, workshops, and conferences, improve staff awareness of, and expertise in, digitization standards, techniques, best practices, metadata creation and management, and other components of a robust and effective Digital Library Program.

3.6. Create the appropriate combination of staff and professional positions, management controls, and operational work groups within the library staff in order to implement the policies, procedures, and activities of the digitization program.

3.7. Acquire hardware and software – including a digital asset management system -- and establish a well-outfitted, secure work-space that can serve as a digitization center.

3.8. Establish Lemieux Library and its staff as the center for, and acknowledged experts in, digitization activities that will serve the entire campus.

3.9. Explore relationships with other campus units that might result in effective partnerships for the collaborative preservation, digitization, and presentation of SU content owned or held outside the control of Lemieux Library.

3.10. Integrate and consolidate efforts toward the creation of an official Seattle University Archive (under Lemieux Library’s administration) with the emergence of an active digitization program to (a) establish a new university digital institutional repository (b) under the direction of a new position of University Archivist & Director of the Institutional Repository.

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