



FOR
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Central University Libraries
Strategic Plan
2000-2005

Southern
Methodist
University

FOR FUTURE REFERENCE
Central University Libraries Strategic Plan
2000-2005

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Central University Libraries Strategic Plan

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"Every few hundred years throughout Western history, a sharp transformation has occurred. In a matter of decades, society altogether rearranges itself - its world view, its basic values, its social and political structure, its arts, its key institutions. Fifty years later a new world exists. ... Our age is such period. it is a safe prediction that in the next fifty years, schools and universities will change more and more drastically than they have since they assumed their present form more than three hundred years ago, when they reorganized themselves around the printed book ."

Peter F. Drucker: (1995) Managing in a Time of Great Change

PROLOGUE

Academic libraries are part of an information revolution, and as such are undergoing a transformation. Throughout history, they have served as repositories of great books, scholarly texts, artifacts, visual materials and special collections vital to the advancement of knowledge. Today, libraries are home to much more. They are wired for personal computers, which can draw on information beyond the capacity of any one library to hold. They are equipped with multimedia technology, bringing information to life and invigorating learning and research, adding value to the traditional printed page. They are electronic access nodes, enabling students and scholars to navigate a vast global network of information. Contrary to the opinions of many futurists, libraries have also enhanced their role as cultural centers and gathering places for both communal and individual discovery. The 1990s, and the beginning of the third millennium, are touted in the popular press as the Age of Information, a strong indicator of the impact these changes are having on libraries and librarians.

Most of us agree that libraries are a powerful force in shaping student learning and faculty research. As teaching and learning centers, libraries enable students to acquire a mastery of research techniques that will serve them long after their formal education is completed. However, today's libraries must also reflect the realities of modern work and life. College students bring to campus a wealth of experience with computers. Employers expect college graduates to be proficient in information retrieval techniques. For perhaps the first time in history, libraries are facing competition. It is therefore incumbent on the Central University Libraries to take appropriate action to become a flexible and agile partner in the university's efforts to reposition itself during this period of transformation.

CENTRAL UNIVERSITY LIBRARIES HISTORY

The Central University Libraries, with holdings of almost two million volumes, is the largest division of the SMU library system (other components are the Bridwell Library, housed in the Perkins School of Theology, the Underwood Law Library in the School of Law, and the Business Information Center, housed in the Cox School of Business.) Its component units are described below:

Fondren Library

The Fondren Library serves students and faculty in the humanities, social sciences, business and education. The first library building, completed in 1940, was a gift from Mr. and Mrs. W.W. Fondren of Houston. This building now houses the DeGolyer Library, and is known as Fondren Library West. It was extended in 1970 with the current Fondren Library building, known as Fondren Library East.



Science and Engineering Library

The Science and Engineering Library (SEL) was built in 1960 adjacent to the Fondren Library and serves researchers in biology, chemistry, physics, computer science, earth sciences, environmental science, mathematics, statistics and engineering. The SEL also houses Industrial Information Services, which provides cost-recovery fee-based information services for the Metroplex business community.

In 1998, the ***Fondren Library Center*** was completed- a building which physically linked the Fondren Libraries with the Science and Engineering Library, and provided the impetus for merging service points and rethinking library space, traffic flow and services.



DeGolyer Library

The DeGolyer Library is a non-circulating library which houses CUL's special collections as well as the DeGolyer collections of Texana and trans-Mississippi materials, the Spanish Borderlands and transportation history. In 1974 the DeGolyer Foundation gave the library collection to SMU where it is housed in the original Fondren Library (now known as Fondren Library West). The DeGolyer Library also houses the Archives of Women of the Southwest and the University Archives.

Norwick Center for Media and Instructional Technology (CMIT)

The CMIT, created in 1994, provides instructional technology support for faculty, students and staff and offers instructional programs, viewing facilities, equipment distribution and classroom support, production and duplication services, and teleconferencing and satellite services.



The Jake and Nancy Hamon Arts Library

The Hamon Arts Library was built in 1990 and houses most of SMU's collections in art, film, dance, music and theater. The Jerry Bywaters Special Collections, McCord/Renshaw Collection of film, theater and dance, the Greer Garson Collection and the G. William Jones Film library are also part of the Hamon.

Institute for the Study of Earth and Man (ISEM) Reading Room

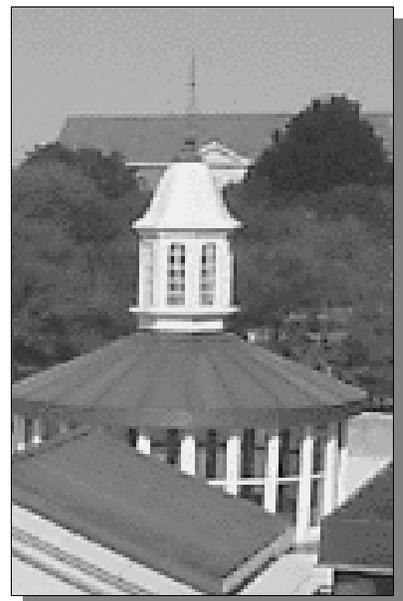
This reading room has served the Institute for the Study of Earth and Man since the Institute was founded in the late 1960s. Based on the personal library of William B. Heroy, Sr., founder and first Director and President of ISEM, the ISEM Reading Room focuses on Anthropology, Geology and related fields.

Fort Burgwin Library SMU-in-Taos

Created in the mid-1970s in Taos, New Mexico, the Fort Burgwin Library contains materials closely tailored to the Taos curriculum that focus on the history, literature, cultures and environment of New Mexico and neighboring states in the Southwest.

Legacy Campus

The library at SMU's Legacy campus started serving users in the fall of 1999 and supports distance learning, teaching and research for SMU students, faculty and staff.



For a fuller description of the CU Libraries, their history and their collections, please refer to the CUL web page <http://www.smu.edu/cul>.

PLANNING PROCESS

A strategic planning process "focuses on the vision of what a library or institution desires to be; where a library is going; how it will get there; which obstacles it should avoid; how it can effectively meet its community's needs."

M.E.L. Jacob: (1990), Strategic Planning: A How-To-Do-It Manual for Libraries.

A new CU Librarian was hired in June 1998. The previous strategic plan (written in a pre-Web/pre-PONI2/pre-Fondren Library Center environment), covering the years 1994-1998 was completed. With the opening of the Fondren Library Center in November, 1998, the stage was set for CUL to rethink its original structure, physical layout and services, and respond to these environmental changes. Consequently in the fall of 1999, a new strategic planning process was initiated.

Strategic planning is a time-consuming process. The CUL is already overburdened and underfunded. Why should it take on yet another task? Because the world is undergoing the very transformation described by Peter Drucker, and libraries specifically are facing a number of serious threats; stiff competition from varying sectors of the global economy, declining funding for higher education, skyrocketing information costs (print and electronic), to name but a few. In order to survive and flourish, CUL must rethink its roles and services. We need tools to make the difficult decisions of where we can best spend the resources we have. We must identify and tap into the additional resources we need to improve services, and determine where and how to obtain these resources. A strategic planning process can provide focus, mobilize support, and assist a library in achieving these goals. The plan creates a framework in which to make knowledgeable decisions, use environmental trends to modify actions and focus on what to accomplish within a specified time frame.

In September, 1999, the CUL strategic planning group met for the first time at a day-long retreat. Naming itself the CUSP (the CU libraries Strategic Planning group), the group was charged with charting CUL's course over the next five years. It was expected that the final document would accomplish four goals: tell us where the library is going; tell us how to get there; tell us the obstacles to avoid; tell us how to meet our community needs.

For the first time in CUL's planning history, members of the group represented the wider SMU user constituency. The twenty-three member group included the CUL's management team (Executive Council), non-management librarians, support staff, faculty, SMU administrative, development and technology staff, representatives of the Friends of the Library and the Library Executive Board, and student representatives, both graduate and undergraduate. The retreat was conducted by a renowned organizational development specialist and long-time planning retreat facilitator.

The process continued throughout the year with the group meeting on a monthly basis. Sub-groups were formed to conduct the environmental scan, hold focus groups with faculty and student users, and develop the statements that formed the basis of this strategic planning document. In order to involve all staff from the very beginning, the preliminary vision, mission and values statements were discussed in January in a week of library-wide small group discussions. All library staff participated. These statements were then revised and taken back to the staff, together with the preliminary strategic directions document, for further discussion and feedback. The entire plan will be presented at the CUL annual meeting in the fall of 2000.



ENVIRONMENTAL SCAN

One of the most critical elements of a strategic planning process is the environmental scan, or the process of identifying both the current status of the library's environment and the trends that affect the library. As part of this process, we identified assumptions, collected data to show where CUL stands in relation to similar institutions, both locally and nationally, and documented CUL's strengths and weaknesses. A thorough environmental scan both projects future needs and documents a library's strengths and weaknesses. What does the library do well? What could be done better?

Trends

For many planning initiatives, surveying the environment and assessing trends that will affect the business can be a very time consuming, though worthwhile effort. To assist us in this process, we took advantage of the environmental scan undertaken by the Association of College and Research Libraries as part of its strategic planning process, completed in 1999. This scan involved a sampling of library directors at 2 year, 4 year, comprehensive and research institutions who described what demographic, global and economic trends were affecting their library/institution. Were technology, tuition cost, distance education and performance assessment major issues at their campuses? The library directors also ranked those issues they thought would have the most impact in the next three to five years, as well as listing other organizations that might be turned to as alternate providers of information for academic librarianship.

The trends and issues that emerged from this report are not surprising. However, it is important that we have the data to support our instincts. It is also comforting to know that some of the problems we might have thought of as being peculiar to our own institution are in fact part of a nationwide trend. For instance, the difficulty in finding qualified applicants for professional library jobs is considered to be a national hiring problem due to a "vibrant information dependent economy that is eager to hire information professionals with the skills and experience to manage it."

a) Information Technology

Information technology (IT) features heavily as a driver for change and can be seen both as a positive influence and one that causes us the most concern. On the positive side, librarians are now in the spotlight in the information age. Most librarians have been ahead of the curve in embracing the Internet and using communications technology to the fullest in order to provide better access and deliver highly customized services to their varying constituencies. Most libraries are truly available 'any time/any place.' However, "IT has also created profound challenges to the organizational structures of libraries, budgets, acquisition of materials, and other traditional library conventions such as cataloging and archiving." For many years, the topic most frequently written about in academic library journals was faculty status. It is clear that IT has now taken over as the all consuming issue of the day, and there is no sign of this changing any time soon.

b) Budget Concerns

The increased importance of IT is also partially responsible for the budget dilemma. The changing face of scholarly communication and the migration of much information to the web are requiring libraries to do more, to purchase more, while at the same time their budgets are shrinking and they are in competition with more units of the university, (including IT services). The cost of even maintaining current service levels has increased drastically. The choices that libraries face today are extremely complex.

c) Competitors

We are also facing increasing commercial competition from information providers who want to deal directly with our clients. This competition is coming from both the technology itself - the Internet, and the ability of communications technology to deliver information to the desktop - and the efforts of various vendors to develop search engines (Lycos, Google), information services (AskJeeves, Abuzz), and electronic information packages (NetLibrary, ElectricLibrary.) How do we show the value added nature of our services? Will the librarian, as mediator, suffer the same fate that stockbrokers and bankers are fearing as their services are disintermediated by the Internet? A recent survey of academic libraries showed that 51% attributed their library-wide organizational changes to information technology; 46% noted declining resources as an important force, while 40% of the respondents cited the availability of networked information and 34% cited new patterns of scholarly communication as significant.



d) Changes in Higher Education

As we conducted our environmental scan, we also turned to recent literature in higher education for documentation of the trends we must be aware of. The American Council on Education (ACE) May 1996 report - *Guiding Principles for Distance Learning in a Learning Society* - affirmed the new emphasis on placing learning first. The report states that we are becoming a society in which continuous learning is central to effective participation as citizens and wage-earners; that diversity of learners, learning needs, learning contexts, and modes of learning must be recognized if the learning activities are to achieve their goals; that the learning experience needs to be organized over the time, place, and pace of instruction and changing educational pedagogy is an important driver. There are substantial economic, technological and demographic changes which are resulting in more learning for students at lower cost outside the university. Academe needs to prepare for the challenges of meeting the rising expectations of society at a time when basic institutional costs are on the rise and the traditional sources of support are declining.

e) Changing Demographics

The demographic pressures include a generation of students known as the Nintendo generation, which has grown up with multi-tasking and web technology. The return of older adults to higher education implies a need for new methodologies that meet their special needs, which are often at the other end of the scale from those of the Nintendo generation. Eli Noam, in "Electronics and the Dim Future of the University" (Science 1995 p. 247) believes that if you "Change the technology and economics ... the institutions must change eventually." He believes that the three principal functions for the university are 1) creation and validation of knowledge, 2) preservation of information, and 3) transmission of this knowledge to others, that is, teaching. "In the past, people came to the information, which was stored at the university. In the future, the information will come to the people, wherever they are." His prediction that the ultimate providers of an electronic curriculum will be commercial firms rather than universities seems to have already come true.

f) New Pedagogies

Meanwhile, the academy needs to understand the different learning styles of its diverse student body. It needs to develop teaching methodologies that take into account the differing right brained/left brained preferences as well as the different learning styles among members of various cultural groups - Mexican Americans, Native Americans, African Americans, White Americans. We need to be able to support educational methods that are open, emergent, parallel processed, messy, webbed and non-linear, as well as the old, linear, serial processed and controlled methods. Librarians will need to work closely with faculty in order to ensure that we are true partners in this transformation and help students make passionate connections to learning.

Assumptions

An important part of the environmental scan is to understand the assumptions we are making about our environment - about what will change and what will remain the same. The full set of assumptions developed out of the CUSP process can be found in the Appendix. However, some of the key assumptions are as follows. We are assuming that the number of traditional, on-campus students will remain relatively fixed, however the population of non-traditional students and distance learners will increase. The expectations of all users will grow for both rapidity of response and for more and more material to be located on the Internet. We expect that technology will continue to increase at incredible rates; that there will continue to be a mix of traditional and electronic resources, but that the latter will grow in proportion. We are assuming that although technology will help us solve many of our problems and deliver information anywhere/any time, that the library as place will continue to be of importance for students and faculty. Our physical space will continue to be a concern, however, as the older facilities decline in functionality and the need for maintenance/renovation/redesign grows. Meanwhile, in order to be responsive to the new environment, our staff will need to be flexible and agile, learning how to adjust, shift, stop, let go and transform themselves, willing to embrace change.

Statistical Data

A full range of statistical data was collected in order to place the CUL in the context of

other academic libraries of similar size and mission. It was decided that the best approach was to look at CUL in comparison to the universities classified as benchmark and operational by SMU. The library and university data are listed and described in the Appendix. For our purposes here, it should be noted that SMU's library data includes all libraries at SMU. This data set places the SMU Libraries just about in the middle on almost every variable, which is to be expected.

Meanwhile, a second set of data is also included in the Appendix, comparing the CUL to the libraries at TCU and Baylor, the local neighboring institutions that most closely resemble SMU. The data collected here compare only CUL library data. TCU's and Baylor's data have been adjusted accordingly (deleting law and theology library information, as well as the data for all special collections.) This smaller data set represents a truer comparison of CUL variables. The most important points gleaned from this data comparison are the following: SMU is fortunate in being relatively strong in collection size; funding has declined over the last 10-15 years, particularly with respect to CUL, at a higher rate than the comparison institutions; our collections are losing ground, particularly in the area of science and technical information. This data corroborates the notation by the SACS visiting team that SMU has demonstrated how essential libraries and other learning resources are for teaching and learning "by developing an impressive research library collection" but that funding needs to continue to be increased in order to make up for lost ground, especially in the area of science and engineering journals.

CUL's Strengths and Weaknesses

Much of the data showing CUL's strengths and weaknesses is qualitative rather than quantitative in nature. The prime sources are the annual graduate student survey, conducted by Dedman College; the Faculty Survey, conducted in March, 1999; the SACS documents from the recent SACS reaccreditation process, including both the institutional self study and the SACS draft report; the CUSP library staff focus group comments; and feedback from the student focus groups. The consensus from the SACS report is that "By most measures of quality and quantity, SMU's library collections substantially exceed those required for undergraduate programs" and that for the most part "these collections meet the needs of graduate level research." Electronic resources offerings were considered above average, with the libraries providing "access to an impressive array of technologies." Several faculty departments spoke highly of CUL services, staff and resources. However, the SACS visitors also noted the shabbiness of Fondren Library in many places, the floor space occupied by non-library users that could be better utilized for library functions, and the inadequacy of library staff salaries, with suggestions that the institution continue to address these issues.

The Faculty Survey rated library support as one of the most important changes that would enhance teaching and research at SMU. Unevenness of library support across campus was noted, with comparatively rich holdings in the Bridwell and Underwood libraries situated in recently renovated, pleasing facilities. Dedman faculty, who consider the Fondren Libraries as their 'home' libraries, are particularly concerned that library facilities and holdings are undersupported. Meanwhile, the students who participated in the CUSP-sponsored focus groups targeted facilities as a major area for improvement.

CONCLUSION

The challenge for academic libraries during this time of transformation is how to maximize and encourage flexibility while maintaining a structure that will enable them to channel energies into fulfilling their objective of providing services to their users. Achieving this balance - providing stability for ongoing functionality with the capacity to absorb stress - is crucial. We need to be able to deliver current services while building the infrastructure to support the information needs of the 21st century. The imperatives for change - swift technological change, external forces, budgetary crises and political and global shifts - make it difficult for us to realign our resources, organizational structures and services in a timely manner. At the same time, like the rest of academe, we are attempting to shift from an identification with process to an identification with results. We are learning how to judge ourselves on the quality of student learning we produce/enhance, and grapple with that pedagogical holy grail of how to measure learning outcomes. As a core element of the academic enterprise, libraries are a focal point for the development of an advanced, information-based university for the next century.

Technological and sociological advances require a restructuring of organizational models. Libraries must therefore become adept at boundary spanning. Internal boundaries, such as those between public and technical services units, librarians and systems experts, will be altered or obliterated. Boundaries between library constituents, contributors and collaborators will become wavy. Who are our constituents? Who contributes what information? Which campus units are integral to helping us perform our tasks? Traditional library organizations generally lack the flexibility and adaptability to respond to rapid environmental change, especially when it means working with players outside libraries who have now become central to what we do. Loosely coupled units and team-based structures will be required if we are to maintain effective collaboration with computing departments, fundraising offices and other campus units. At the same time, in working with faculty, librarians must carve out a new professional role in the development and delivery of networked curricular resources.

The vision for the future of the CUL demands that we create an active, dynamic learning and research center - the intellectual focal point of the campus. The Central University Libraries takes great pride in being part of the learning experience at SMU, both as an active learning organization and a unit which supports all learning activities on campus. The CUL will continue to experience rapid technological change, increasing diversity in clientele, services, programs, collections and user expectations. CUL looks forward to becoming a flexible and inventive organization, encouraging proactive and innovative staff collaboration that will respond to continuing complexity at all levels of the organization.

"The best thing for being sad ... is to learn something. That is the only thing that never fails. You may grow old and trembling in your anatomies, you may lie awake at night listening to the disorder of your veins, you may miss your only love, you may see the world about you devastated by evil lunatics, or know your honour trampled in the sewers of baser minds. There is only one thing for it then - to learn. Learn why the world wags and what wags for it. That is the only thing which the mind can never exhaust, never alienate, never be tortured by, never fear or distrust, and never dream of regretting. Learning is the thing for you."

Merlyn to the young King Arthur, in The Once and Future King T. H. White.



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MISSION STATEMENT, VISION & STAFF VALUES

Mission Statement

Central University Libraries actively supports the university mission of high quality instruction, research and service. We serve students, faculty, staff, and others affiliated with SMU by building collections, organizing information, providing research assistance and user instruction, and preserving and exhibiting library materials. We provide outstanding professional assistance for accessing a variety of resources in an environment that respects academic freedom and encourages open inquiry. We offer a setting that enhances research and learning and promotes a sense of community.

Vision

Central University Libraries will be one of the nation's outstanding private university library systems. CUL will therefore be:

- ∞ Responsive to the traditional and changing academic needs of the students, faculty and staff of the University;
- ∞ Diligent in continuing to build its many significant collections;
- ∞ Cooperative with University departments and other libraries in expanding available resources;
- ∞ Conscientious in its preservation, conservation and presentation of materials;
- ∞ Committed to providing an accessible, attractive, comfortable and safe environment where people can read, reflect, research and explore ideas;
- ∞ Dedicated to recruiting, retaining and developing highly professional and motivated staff;
- ∞ Innovative in its organization of and access to a variety of physical and electronic resources;
- ∞ Focused on being a point of entry to the ever-expanding world of knowledge, thought and culture.

Central University Libraries Staff Values

- ∞ We value all members of the SMU community and the contributions they make to the teaching, research and learning environment.
- ∞ We value an environment of integrity, trust, diversity, open communication, and respect that fosters collaboration, creativity and learning.
- ∞ We value intellectual freedom and support its role in academic research and education.
- ∞ We value the unique quality of our collections and our ability to provide access to the world's information resources.
- ∞ We value our role in preserving and maintaining the SMU collections for future use.
- ∞ We value our collective knowledge, experience and skills to provide quality services in a professional manner.
- ∞ We value our innovative use of technology.
- ∞ We value the Central University Libraries as a place that provides a cultural and intellectual center for study, research, work, and life-long learning.



STRATEGIC DIRECTIONS
Central University Libraries
Southern Methodist University
2000-2005

A. SUPPORT SMU'S ACADEMIC, RESEARCH AND COMMUNITY PROGRAMS

1) Develop, manage, organize and preserve collections to support the University's instructional and research programs

a) ***Optimize purchasing power for collections***

- (1) Identify additional opportunities for consortial agreements
- (2) Partner with campus schools and departments to secure additional resources
- (3) Evaluate and reduce duplicate resources
- (4) Assess acquisitions vendors for responsiveness and cost effectiveness. Adjust where necessary

b) ***Improve collection management efforts to increase user satisfaction***

- (1) Plan and execute a shelf reading initiative
- (2) Identify and replace missing materials where appropriate
- (3) Rethink current reshelving area and processes so as to return books to the stacks more quickly
- (4) Develop a program to educate users on shelving polices so as to reduce mis-shelved books and allow for better collection of in-house use data

c) ***Merge Science and Fondren collections where appropriate***

- (1) Standardize processing and shelving policies throughout the Fondren Library Center (FLC)
- (2) Rethink current use of collections space throughout the FLC
- (3) Conduct a vigorous weeding initiative of little-used and duplicate material
- (4) Merge reference, periodicals and other collections as needed
- (5) Evaluate Electronic Resource Center applications and databases

d) ***Define and plan a library of digital resources integrated with traditional formats.***

- (1) Design processes for acquisition, organization and management of digital resources
- (2) Address collection development issues
- (3) Work with campus departments to prepare for SMU's move toward digital theses and dissertations
- (4) Expand current collection of digitized images

e) ***Create a vigorous preservation and conservation program***

- (1) Assess preservation needs in all formats across libraries
- (2) Develop financial and staffing support for this program
- (3) Provide adequate physical facilities for preservation unit
- (4) Expand cooperation among campus libraries on preservation/conservation practices
- (5) Work with library consortia, such as AMIGOS, and other organizations to optimize preservation efforts

f) ***Develop a separate University Archives Department***

- (1) Secure funding for a full-time position and operating budget allocation

- (2) Secure appropriate space for both public study areas and staff processing and storage
- (3) Work with University legal office and other campus units to obtain appropriate and relevant SMU archival documents on a regular basis

2) Facilitate access to a wide variety of resources and services for the use of SMU's faculty, students, staff and affiliated users

a) ***Promote CUL resources to the SMU community***

- (1) Provide more publicity about existing materials, to include new acquisitions lists
- (2) Expand current user education workshops to reach the widest possible audience
- (3) Increase promotion of library resources to the faculty, focusing on electronic resources and services in particular

b) ***Develop the CUL web site as the gateway to all information needs***

- (1) Increase access to resources and services via the CUL web pages
- (2) Add and promote electronic information literacy tutorials
- (3) Assess current web pages to ensure they meet users' needs, in particular the satellite libraries and community services
- (4) Increase access to print and e-resources through web-based user guides
- (5) Develop more subject-based web pages

c) ***Increase and improve delivery of services to CUL users***

- (1) Develop tools to assess user needs
- (2) Promote and enhance services to distance students
- (3) Implement authentication and security technology to facilitate off-site access to electronic resources
- (4) Assess library policies and modify them as necessary to be more responsive to users' needs

3) Assist users in their research; work to help them increase their ability to use information resources

a) ***Enhance reference services***

- (1) Provide more one-on-one service through individual appointments
- (2) Assess the electronic reference service and modify where necessary
- (3) Enhance the subject specialization services of reference staff

b) ***Assess current User Education programs and work to increase user participation***

- (1) Promote to all faculty
- (2) Customize programs for targeted student populations
- (3) Develop ways to involve staff from all library departments
- (4) Expand information literacy program efforts

c) ***Develop campus partnerships to increase information literacy efforts***

- (1) Coordinate teaching of library skills with Altshuler Learning Enhancement Center
- (2) Develop librarian involvement in first-year Rhetoric curriculum planning and other classes as appropriate
- (3) Expand involvement with Presidential Scholars

4) Develop outreach and community programs

a) ***Increase campus awareness of library exhibits and events***

- (1) Work with Tate Lecture Series staff to get advance notice of programs and publicize library exhibits
- (2) Publicize CUL activities in campus press and targeted local publications

b) ***Analyze Industrial Information Services and its mission in serving the business community***

- (1) Revamp public relations materials, such as web page and information brochures
- (2) Develop expanded marketing plan
- (3) Aggressively expand customer base
- (4) Look at ways to streamline document delivery services in conjunction with ILL
- (5) Develop more efficient business practices using accounting software

c) ***Develop outreach efforts with both campus and community groups***

- (1) Promote library internships for neighboring library schools
- (2) Develop partnerships with the groups such as the Women's Museum
- (3) Work with Alumni Office to develop improved alumni services package
- (4) Convene Student Advisory Group to initiate a regular dialog with student users
- (5) Use the Friends of the Libraries for joint sponsorship opportunities

B. IMPROVE CUL SYSTEMS, SERVICES AND FACILITIES TO MEET USER NEEDS

1) Develop quality human resources and organizational structure to support user needs

a) ***Recruit, develop, and retain an excellent and diverse staff. Support and encourage professional development and training opportunities***

- (1) Increase salaries and improve benefits to become more competitive
- (2) Develop and encourage participation in staff mentoring program
- (3) Promote advantages of the university environment
- (4) Provide training for cross-functional work to accomplish efficient and effective delivery of services and processing of library materials
- (5) Provide opportunities for timely and targeted dissemination of information from professional conferences and workshops
- (6) Provide and publicize training in computing skills for all staff as needed
- (7) Develop strategies to reduce student worker turnover

- b) **Organize CUL staff to effectively support library services**
- (1) Assess user needs, staff workload demands, and building configurations to determine any restructuring of the organization and/or reallocation of staff
 - (2) Enhance or strengthen relationships with other SMU Libraries and campus departments
 - (3) Streamline workflow and policies across CU libraries
 - (4) Reassess processes in light of integrated information systems and collaborative efforts
 - (5) Develop policies for providing services for CUL's many varied categories of users
 - (6) Develop assessment and evaluation tools; collect and use data to improve library services in light of SACS recommendations

2) Improve and enhance library information systems and related technologies to support the University's instructional and research programs

- a) **Improve and expand library information management system (PONI/Voyager)**
- (1) Evaluate and implement future Voyager modules
 - (2) Explore new ways to streamline technical processing tasks
 - (3) Strive for continued improvement with upgraded public interfaces and new systems releases
- b) **Integrate library information systems with other campus/non-campus systems**
- (1) In conjunction with other SMU libraries, test, evaluate, purchase and implement ILL software
 - (2) Investigate use of wireless networking technologies to enhance access to resources
 - (3) Explore enhancements to public printing and copying capabilities
 - (4) Work with appropriate campus groups to upgrade and maintain technology in classrooms and to develop plans for funding these upgrades
 - (5) Develop and implement plans for updated campus cable television system
- c) **Develop CUL's ability to support digitizing, imaging and archiving services**
- (1) Identify possible sources of funding for digital library projects
 - (2) Purchase software/hardware to expand capacity for program support
 - (3) Cooperate/coordinate with other SMU departments on digitization projects

3) Create an environment conducive to quality education and work

- a) **Provide adequate space for users, operations and collections**
- (1) Develop a unified Fondren Library Center complex where one can move within that complex without having to go outside
 - (2) Reclaim space currently in use by non-library tenants (e.g. Digital Commons, Academic Computing, Computer Science dept.)
 - (3) Combine Science and Fondren reference departments
 - (4) Evaluate the relocation and combination of current periodicals sections in Fondren and Science into a comfortable space conducive to research and study with convenient copying and related services
 - (5) Review space in all libraries on a continual basis; formulate plans to relieve space shortages in Ft. Burgwin, ISEM, and other libraries as needed

- (6) Assess and improve building security in all libraries
- (7) Overhaul current disaster planning process and procedures
- (8) Update fire emergency evacuation plans and distribute to all staff. Conduct regular fire drills. Review emergency exit signage.

b) *Provide equipment and furnishings that enhance the productivity of users and staff and secure regular building maintenance services*

- (1) Assess and improve current microfilm location, services and equipment
- (2) Develop plans and obtain funding for compact or offsite storage of lesser-used materials
- (3) Renew and refurbish CUL buildings as needed and opportunity permits to ensure that all buildings are welcoming, safe, and well functioning environments
- (4) Provide adequate workspace with ergonomic furniture and equipment for staff members to carry out their duties

c) *Maintain and upgrade equipment, furniture, and appearance of physical environment*

- (1) Obtain a new roof for both Fondren and SEL
- (2) Maintain and upgrade library classrooms, offices, public equipment, furniture, carpeting, paint, and physical appearance on a scheduled basis
- (3) Develop a climate-controlled environment for proper preservation and storage of all rare and unique collections

4) Develop the necessary fiscal resources to augment collections, systems, staffing, and facilities

a) *Work with campus partners to make most effective use of fiscal resources*

- (1) Enhance current working relationship with Annual Fund staff to increase CUL gift accounts
- (2) Work with Development staff to secure full time Library Development officer for CUL
- (3) Work with the SMU Library Executive Board to develop its potential and capability for fund raising

b) *Engage in a vigorous program of fund-raising and library development*

- (1) Expand the membership and fund raising initiatives of the Friends of SMU Libraries
- (2) Develop funding plan to endow appropriate library positions e.g. Central University Librarian, Director of the Hamon Arts Library
- (3) Designate significant dates in CUL history as fund raising opportunities
- (4) Evaluate the addition of fund raising capabilities to the CUL web site
- (5) Develop short-term plan to raise money for design document for a renovated and refurbished Fondren Library Center
- (6) Position CUL to play a greater role in the next SMU capital campaign

APPENDIX

Issues From Key Assumptions

Categories:

- **Students / users**
- **Technology**
- **Space**
- **Services**
- **Collections / information access**
- **Administration / SMU libraries**
- **Funding / budget**
- **Safety / security**
- **Staffing**

Students / Users

Numbers of traditional on-campus students will remain relatively fixed
 Business community, scholars, and students alike view us with archival responsibility
 New students have increasingly good computer skills, but do not often know how to use library
 Students continue to use the library
 There will always be the non-SMU users
 SMU will increase and diversify enrollment
 Libraries will have to be more responsive to minority, older, and international students
 Population served is very diverse in skills, abilities, in interests, in use of technology
 Expectation of user is for faster response: user expects "Internet Mode"

Technology

There will be a mix of traditional and e-resources, but a growing ratio of e-resources
 Information will continue to increase at incredible rates
 Technology can be used to help solve our problems
 Technology will continue to radically change how we deliver information
 Expectation of user is for faster response: user expects "Internet Mode"
 Web continues to be an opportunity for us

Space

Physical library space will be a concern
 Students continue to use the library
 There will always be buildings
 SMU will continue to outreach, distribute education
 An SMU campus will remain here

Services

Need to continually re-assess what are important services while continuing current functions

Technology will continue to radically change how we deliver information

Main priority is to serve students and faculty

We, as professionals, deliver "value added" service which drives students' use of the library

SMU will continue to outreach, distribute education

An SMU campus will remain here

Quality will always matter (education)

Libraries will have to be more responsive to minority, older, and international students

Need to balance books, computers, and people

Expectation of user is for faster response: user expects "Internet Mode"

Population served is very diverse in skills, abilities, interests, and in use of technology

To take new work, we have to adjust, shift, stop, let go, and transform – be willing to embrace change

Web continues to be an opportunity for us

Users, including the business community, see us as archival repository

Need to identify our basic core services provided to primary users

Collections / Information Access

Information will continue to increase at incredible rates

Users, including the business community, see us as archival repository

Scholarly research and publishing will not necessarily drive our acquisitions

Need to balance books, computers, and people

Web continues to be an opportunity for us

Administration / SMU Libraries

Physical space limits a "system view" of libraries

If we adopt "system view" we can broaden approaches to fund raising

SMU will continue to outreach, distribute education

An SMU campus will remain here

CUL, Bridwell, and Underwood will remain autonomous

Funding / Budget

If we adopt "system view" we can broaden approaches to fund raising

Funding won't increase radically

We will have to acquire resources to do what needs to be done (and reallocate)

CUL staff, along with Development, will need to make more funding proposals

Users, including the business community, see us as archival repository

Safety / Security

Safety and security issues continue (theft, shootings...)

Staffing

To take new work, we have to adjust, shift, stop, let go, and transform – be willing to embrace change

DATA FOR ENVIRONMENTAL SCAN

It was decided that the best approach for scanning the environment was to look at our library in comparison to the universities classified as benchmark and operational schools by SMU (see Attachment A for discussion with the Faculty Senate of how this classification was carried out). The exceptions that were made here are due to the unavailability of library data from the sources referenced for three of the operational schools (Duquesne, Lehigh and University of San Diego) and three of the benchmark schools (Brandeis, Carnegie Mellon and Emory).

The library and university data (variables) that were analyzed are listed and described in Attachment B. The sources of the different data are also noted.

The data is shown in Table 1. The benchmark schools are listed first (in bold), the operational schools second and SMU last (highlighted). The means for the benchmark and operational groups are reported. Table 2 is then a ranked order from highest to lowest *for each variable separately*. If one is interested in identifying specific schools in this ranking, refer to Table 1.

Next, all *relationships* between the library data and university data were examined. The purpose here was to look at the library variables given the nature of that specific university. This should give us a “picture” of how SMU’s library fairs given the differences between SMU and the other schools. The graphs are grouped according to each of the fifteen variable and how it relates to each of the six university variables. As one looks at these graphs, it is challenging in most cases to actually see the exact marked points for the school...the actual point is a very small circle about 1/4 of an inch from the left of the name of the school.

*To see “*relationships*” graphs, email gmccombs@mail.smu.edu.

Benchmarking Discussion with Faculty Senate
Wednesday, March 3, 1999

-  Benchmarking Committee Requested February 1998
-  Committee Formalized on April 1, 1998
-  Committee Members
 - Tom Barry, Cox and Chair
 - Greg Crespi, Law
 - Bill Detwiler, Business Services
 - Jerry Gibson, SEAS
 - Cathy Lebo, Institutional Research
 - Nathan Montoya, Meadows
 - Jasper Neel, Dedman
-  Single List of 12 – 15 “Benchmark” Universities
-  Comparison Items
 - Faculty Data
 - SAT Scores and other quality measures of students
 - Faculty/Staff/Student Ratios
 - Tuition Dependency
 - Graduation Rates
 - Giving Rates
 - Attrition/Retention Rates
 - Measures of efficiency (physical plant)
 - Percent of scholarships internally funded
 - Financial operating measures
-  Inclusion Criteria
 - Private
 - Doctoral 1 and 2; Research 1 and 2
-  Single List and Quality Issue
-  Operational Schools
-  Benchmark Schools
-  Texas Competitor Schools
-  National Competitor Schools
-  Input Sources
 - Committee
 - Board of Trustees
 - Deans/Librarian
 - Executive Committee of Faculty Senate

UNIVERSITY BENCHMARKING for SOUTHERN METHODIST UNIVERSITY

Carnegie class - Doctoral 1
US News ranking - Second Tier

OPERATIONAL			
UNIVERSITY	CARNEGIE	USNEWS	MEDICAL
American	D1	2	
Baylor	D2	2	
Boston College	D1	1b	
Catholic Univ	D1	2	
Duquesne Univ	D2	2	
Fordham	D1	2	
Lehigh Univ	R2	1b	
Marquette Univ	D1	2	M
Pepperdine Univ	D2	2	
Texas Christian	D2	2	
Univ Denver	D1	2	
Univ San Diego	D2	2	

BENCHMARK			
UNIVERSITY	CARNEGIE	USNEWS	MEDICAL
Brandeis	R2	1b	
Brown	R1	1a	M
Carnegie Mellon	R1	1a	
Dartmouth	D2	1a	M
Duke	R1	1a	M
Emory	R1	1a	M
Northwestern	R1	1a	M
Notre Dame	R1	1a	
Tulane	R2	1b	M
Univ Southern Calif	R1	1b	M
Vanderbilt	R1	1a	M
Wake Forest	D2	1b	M

FINANCE

1. Tuition and fee revenue as % of total revenue
2. Grant and contract revenue as % of total revenue
3. Financial aid expenditures as % of total expenditures

STAFFING

4. Faculty total full-time headcount
5. Staff total full-time headcount

ENROLLMENT

6. Total headcount
7. Undergraduate headcount
8. Graduate FTE

FINANCE, STAFFING, ENROLLMENT
plus US NEWS 1999 rankings

1a = First Tier, 1-25
1b = First Tier, 26-50
2 = Second Tier, 51-117

VARIABLES

	Definition
*Monographs - \$	Actual dollars spent, i.e., books (one-time expense), any non-serial, and any non=electronic
*Serials - \$	Actual dollars spent, i.e., periodicals, standing orders
*Binding - \$	Actual dollars spent with binderies, i.e., periodicals take a major portion of dollars
*Salary - \$	Total salary dollars
*Total Expenses - \$	Total of above, plus miscellaneous expenditures, i.e., travel, postage, equipment, supplies
*Volumes #	Number of books, serials, government documents. Does not include maps or microforms
*Serials - # (Subscriptions)	Number of subscriptions
*Professional Staff (FTE)	Library degrees or equivalent
*Staff Support Staff (FTE)	Non-library degrees
*Students FTE	Students
*Total Staff	Total Staff
*Reference	Number of reference inquiries requiring expertise to answer
*Circulation	Number of items that are checked out
*ILL Loan	Outgoing to other institutions
*ILL Borrow	Borrowing from other institutions

VARIABLES

	Definition
**Ugrad FTE	Number of Undergraduate students - full-time equivalent
**Grad FTE	Number of Graduate students - full-time equivalent
**Faculty FT	Number of Full-time faculty
**Doctoral Degrees	Number of faculty with doctoral degrees
***Total Revenue	Revenue of University
***Total Expenses	Expenses of University

Primary sources of information:

**Academic Library Trends and Statistics (Association of College and Research Libraries); ARL (Association of Research Libraries) Statistics*

***University data*

****U.S. Government*

Table 1

	MONOSSES	SERIES	BKRSSE	SALES	TOTAL EXP	# VOLUME	# SERIALS	PMO STAFF	STAFF	STUDENTS	TOTAL STAFF	REF	CMC	ILL LOAN	ILL BORROW	ILL	UMAD	GRAD FEE	FACULTY FT	DOCTORAL DEGREES	TOTAL REVENUE	TOTAL EXPENSES
Brown	5,915,588	2,875,231	193,847	5,573,551	15,684,897	2,878,978	13,846	81	194	86	281	63,341	272,942	13,071	17,886	8,917.50	1,628.88	1,628.88	628	174	\$ 448,919,000	\$ 267,881,000
Dartmouth	6,486,188	3,853,358	201,442	5,201,043	11,203,093	2,281,811	28,042	80	190	30	188	143	278,197	14,388	15,341	6,015.00	1,228.88	1,228.88	381	44	\$ 810,768,300	\$ 383,171,000
Duke	3,282,426	5,653,328	271,482	10,219,268	23,819,245	4,764,033	24,872	118	177	64	258	127,027	522,842	88,664	13,882	6,261.00	9,004.88	9,004.88	686	238	\$ 1,832,817,000	\$ 1,488,845,000
Northwestern	1,802,136	4,287,326	183,852	5,919,118	17,250,748	3,884,264	48,636	113	126	102	301	123,887	288,814	26,119	27,812	8,809.66	8,813.88	8,813.88	816	171	\$ 1,126,114,000	\$ 683,760,000
Yale	816,154	2,643,377	103,349	4,172,788	11,686,198	2,140,360	14,806	81	88	83	203	37,887	287,893	18,487	13,188	6,083.60	6,028.88	6,028.88	449	120	\$ 852,278,000	\$ 488,128,000
U of Notre Dame	2,482,894	3,287,878	143,842	5,188,488	18,420,378	2,888,488	24,196	46	160	21	227	88,816	276,790	20,343	11,472	7,888.00	2,448.88	2,448.88	784	110	\$ 753,924,000	\$ 385,808,000
U of Southern CA	1,484,897	4,820,871	248,412	15,147,282	23,874,888	4,880,883	28,834	98	142	88	338	182,796	843,338	12,888	11,748	18,014.88	18,788.88	18,788.88	1841	818	\$ 603,788,644	\$ 427,888,383
Yeshiva	1,178,137	3,884,398	184,823	7,288,287	18,846,883	2,812,072	21,808	88	138	16	281	92,828	348,500	17,888	11,174	6,681.88	5,883.88	5,883.88	848	217	\$ 1,278,420,718	\$ 1,027,814,323
Yeshiva Torah	718,191	3,450,446	98,271	3,888,888	8,887,848	5,878,488	18,126	43	87	48	186	128,223	284,522	14,115	7,128	3,887.88	3,887.88	3,887.88	384	32	\$ 888,221,388	\$ 477,812,889
American	884,201	178,123	38,887	2,842,308	4,873,881	888,141	6,117	48	27	84	128	57,888	212,144	8,114	18,482	5,184.88	3,728.00	3,728.00	457	73	\$ 888,880,388	\$ 172,485,008
Bayler	1,871,897	1,188,138	87,243	3,220,311	7,182,287	2,183,488	6,117	74	30	84	181	71,788	287,784	5,571	4,731	10,908.00	7,483.88	7,483.88	629	43	\$ 287,383,282	\$ 185,788,008
Boston College	3,882,428	3,242,388	178,171	6,321,027	13,883,870	1,717,880	20,912	68	87	83	218	58,788	358,842	20,702	14,385	8,512.00	3,881.88	3,881.88	638	86	\$ 882,273,338	\$ 288,237,843
Catholic University	388,821	888,288	48,817	1,881,888	3,888,878	1,271,844	8,482	43	27	27	88	878	112,873	8,881	3,381	2,282.00	2,228.00	2,228.00	288	113	\$ 128,888,118	\$ 104,307,142
Purdue	1,172,048	1,871,870	182,882	2,181,882	8,888,182	1,782,382	13,488	83	48	88	158	84,847	282,884	13,338	7,381	8,838.00	3,222.00	3,222.00	633	128	\$ 218,888,228	\$ 171,144,148
Marquette	1,188,888	2,217,427	78,018	3,228,884	7,837,282	1,184,342	8,187	80	38	38	127	40,888	182,872	13,472	8,883	8,888.00	2,883.88	2,883.88	421	58	\$ 151,108,000	\$ 164,888,000
Pepperdine	132,194	1,012,888	32,883	2,888,883	3,847,188	813,288	8,388	24	27	28	87	888	48,447	7,228	1,238	2,842.38	2,381.00	2,381.00	133	54	\$ 218,181,000	\$ 128,888,000
TUCU	784,128	1,188,488	88,078	1,588,888	2,888,478	1,248,888	8,278	30	27	18	71	82,888	148,887	17,881	8,100	5,973.58	833.00	833.00	354	38	\$ 137,888,000	\$ 78,282,000
U of Denver	728,877	1,257,478	88,138	1,717,749	4,288,424	1,158,881	8,788	47	19	20	80	38,847	228,783	5,249	6,038	8,673.58	3,728.88	3,728.88	378	87	\$ 171,228,177	\$ 168,028,334
UMU	844,828	3,148,831	182,198	3,833,832	8,148,828	2,433,887	11,818	48	37	37	186	88,848	223,888	8,021	3,897	3,478.58	3,148.88	3,148.88	388	34	\$ 278,772,888	\$ 161,888,888
Berkshire Ang	1,111,322	3,787,187	184,478	7,148,728	18,288,252	2,824,518	23,788	18	128	81	283	183,772	378,817	23,888	14,888	7,888.78	4,188.00	4,188.00	833	208	\$ 833,884,888	\$ 613,218,887
Opport Ang	888,831	1,513,378	72,228	2,882,818	6,418,471	1,288,128	8,328	88	34	38	122	48,838	228,871	18,871	7,111	8,212.81	2,388.00	2,388.00	441	18	\$ 288,888,748	\$ 164,288,188

Table 2

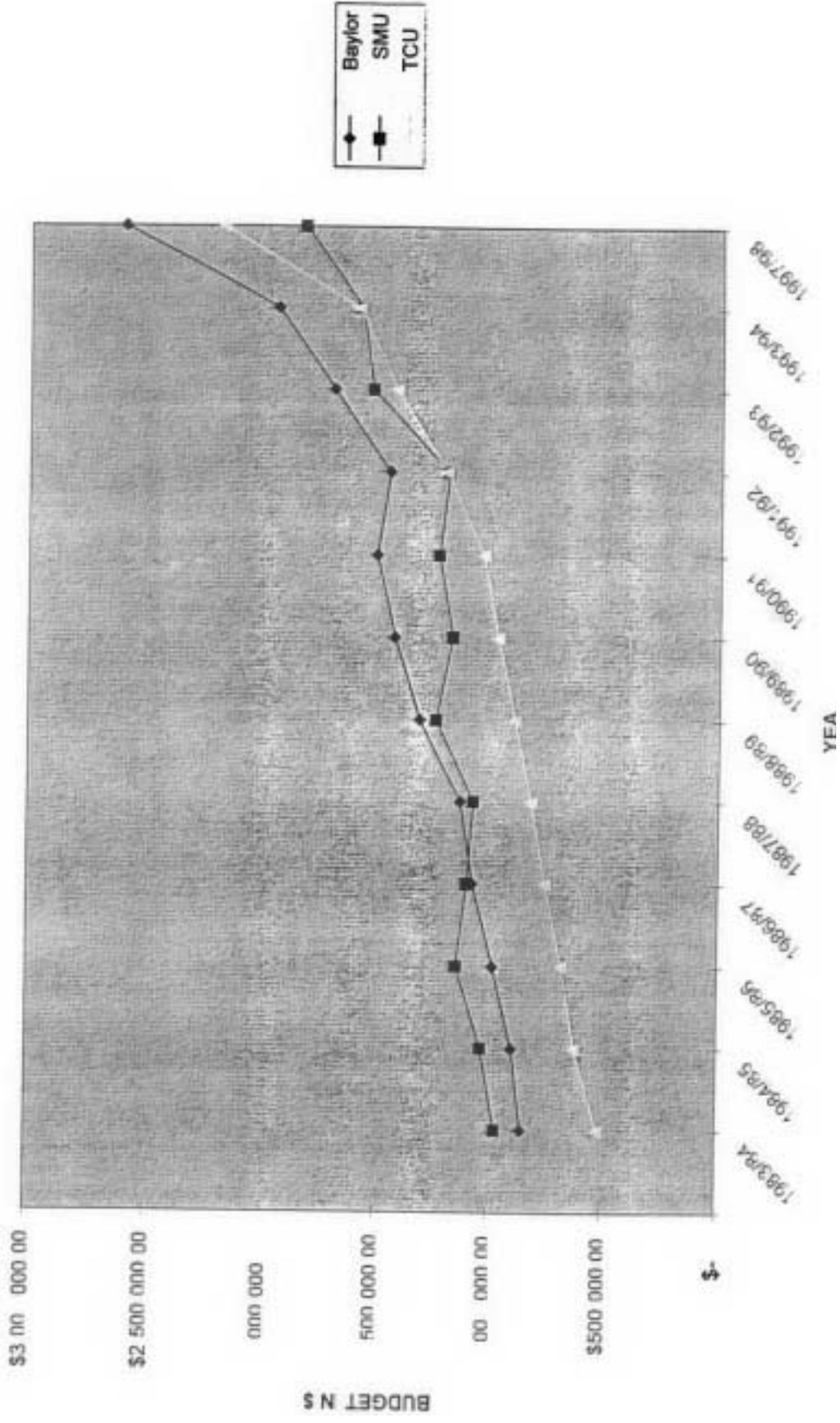
MONOSIS	SERIES	ENROSS	SALES	TOTAL EXP	# VOLUME	# SERIALS	PHD STAFF	STAFF	STUDENTS	TOTAL STAFF	REF	CIRC	ILL LOAN	BORROW	SJ	USGRAD FTE	GRAD FTE	FACULTY FT	DOCTORAL DEGREES	TOTAL REVENUE	TOTAL EXPENSES
3,352,426	8,653,326	271,492	15,215,950	23,974,666	4,784,033	40,899	119	177	152	359	N/A	643,330	98,684	27,912	13,944.00	18,708.00	1041	916	916	\$ 1,832,817,990	\$ 1,486,648,000
3,423,994	4,830,871	265,612	15,167,342	23,919,246	3,984,304	34,872	113	160	98	381	N/A	622,942	28,119	17,686	13,999.00	6,813.00	816	704	377	\$ 1,270,420,719	\$ 1,031,674,028
1,952,196	4,287,255	251,442	5,198,490	18,433,279	3,483,853	28,534	99	942	78	339	182,706	274,760	20,702	15,341	8,972.00	5,222.00	704	696	239	\$ 1,136,114,000	\$ 860,765,000
1,852,439	3,954,296	183,042	7,209,381	17,233,768	2,979,576	24,799	69	536	84	291	137,037	388,614	28,343	14,265	8,889.00	5,094.93	696	649	257	\$ 753,524,000	\$ 477,012,669
1,776,137	3,410,446	184,632	6,916,116	16,946,883	2,644,486	21,699	86	736	63	281	136,323	387,663	17,459	13,882	7,899.00	4,953.93	649	574	174	\$ 993,321,388	\$ 627,666,381
1,877,487	3,342,389	188,023	8,073,851	16,984,997	2,513,672	20,910	91	106	86	337	123,857	350,840	15,407	11,746	6,946.00	4,028.93	523	179	129	\$ 933,784,386	\$ 606,126,990
1,919,666	3,297,876	185,348	6,327,037	13,922,570	2,470,087	20,842	74	104	55	278	82,526	348,803	14,200	11,479	6,361.00	3,700.00	619	128	138	\$ 423,788,844	\$ 306,939,899
1,488,166	2,978,281	150,842	8,691,042	11,939,683	2,291,911	16,195	63	96	54	353	71,789	307,764	14,111	11,574	6,063.60	3,736.60	602	116	116	\$ 462,279,000	\$ 309,171,823
1,484,007	2,959,208	143,848	4,772,706	11,088,198	2,163,456	14,396	51	77	54	198	65,248	278,787	13,472	10,462	5,972.50	2,001.50	528	103	103	\$ 448,910,000	\$ 298,431,643
1,272,049	2,849,577	116,771	3,896,969	9,897,348	2,348,668	13,840	50	67	53	186	64,647	275,162	13,530	10,462	5,972.50	2,001.50	528	103	103	\$ 448,910,000	\$ 298,431,643
1,268,353	2,217,422	102,198	2,833,832	8,600,100	1,737,600	13,458	50	67	48	161	83,341	262,024	13,071	8,662	5,838.00	2,997.00	487	94	94	\$ 279,770,938	\$ 181,059,000
844,526	2,140,931	94,271	2,224,824	8,146,629	1,730,260	15,218	49	49	39	159	62,507	254,522	12,866	7,728	6,061.00	2,953.50	448	72	72	\$ 297,303,252	\$ 172,445,000
839,184	1,927,070	87,243	2,203,317	7,780,037	1,879,488	9,107	48	39	37	188	58,790	243,889	11,951	7,081	5,469.00	3,348.90	427	53	53	\$ 275,853,228	\$ 171,944,148
784,726	1,237,415	70,015	2,542,309	7,031,240	1,271,144	9,117	46	33	31	127	57,867	236,785	9,814	6,039	3,184.00	2,228.00	394	54	54	\$ 212,187,000	\$ 162,900,329
735,181	1,186,738	65,679	2,191,552	4,395,424	1,248,680	8,399	43	27	30	125	57,493	212,348	9,693	5,985	4,815.00	1,951.00	381	44	44	\$ 193,563,000	\$ 156,493,000
725,871	1,149,485	50,109	2,035,557	4,373,201	1,155,691	5,798	42	23	27	96	66,816	192,672	8,101	5,487	3,967.00	1,631.00	379	44	44	\$ 175,034,171	\$ 149,038,324
684,301	1,010,950	48,417	1,951,639	3,806,419	1,194,242	5,422	41	23	20	80	40,848	140,937	5,571	5,400	3,675.50	1,624.50	354	45	45	\$ 170,706,000	\$ 139,889,000
595,821	839,204	38,493	1,658,558	3,641,159	886,147	5,374	39	23	20	71	38,847	113,075	5,249	4,700	2,942.00	1,226.00	356	32	32	\$ 137,182,000	\$ 109,182,000
152,154	716,723	32,353	877,749	3,606,819	816,299	3,810	24	19	18	67	829	46,447	1,229	1,029	2,293.00	603.00	152	20	20	\$ 128,896,519	\$ 154,300,142

COMPARATIVE SPENDING ON LIBRARY MATERIALS

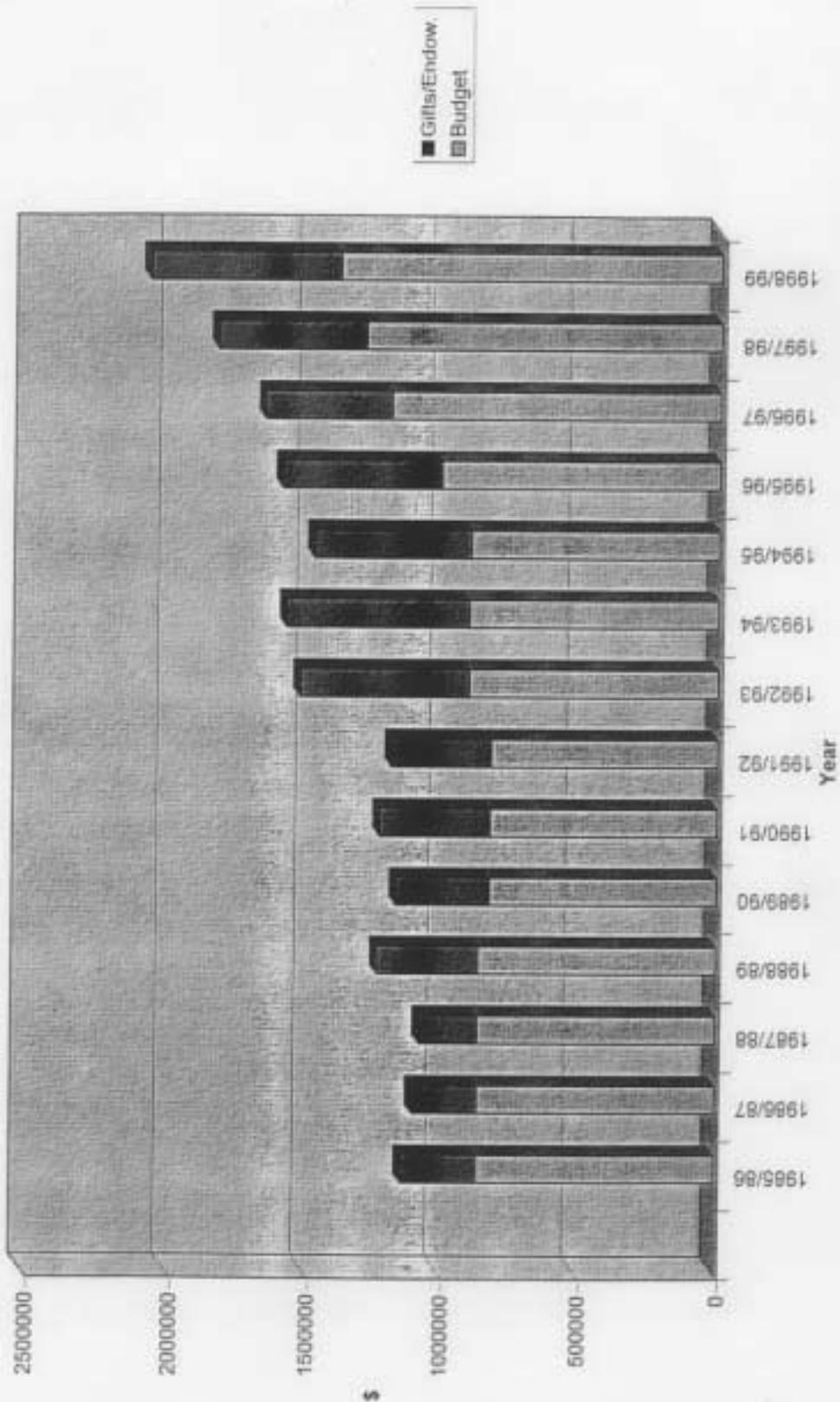
Year	Baylor	SMU	TCU
1983/84	\$ 850,070	\$ 963,725	\$ 512,309
1984/85	\$ 893,227	\$1,030,068	\$ 618,659
1985/86	\$ 980,410	\$1,139,673	\$ 679,913
1986/87	\$1,074,245	\$1,097,797	\$ 758,921
1987/88	\$1,128,139	\$1,072,593	\$ 819,796
1988/89	\$1,308,600	\$1,234,438	\$ 892,048
1989/90	\$1,423,789	\$1,165,727	\$ 967,074
1990/91	\$1,505,884	\$1,228,528	\$1,038,446
1991/92	\$1,451,455	\$1,186,562	\$1,196,713
1992/93	\$1,701,981	\$1,528,371	\$1,424,220
1993/94	\$1,951,548	\$1,579,900	\$1,590,399
1997/98	\$2,603,312	\$1,835,067	\$2,192,708

Note: The figures above compare the spending on materials of the central university systems of these three universities. All figures exclude religion, law, media, special collections, and binding.

COMPARATIVE SPENDING ON LIBRARY MATERIALS



ACQUISITIONS FUNDS SOURCES, CUL



CENTRAL UNIVERSITY LIBRARIES STRATEGIC PLANNING (CUSP) GROUP

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