FIVE YEAR LIBRARY STRATEGIC PLAN
1988-1993

Compiled by the
Library Planning Team

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NEW MEXICO STATE UNIVERSITY LIBRARY
LAS CRUCES, NEW MEXICO
July 1988
July 6, 1988

Dear Vice President Conroy:

On behalf of a Library Strategic Planning Team, I am pleased to submit our five year plan. We welcome the opportunity to share with you our collective vision of the Library's future.

We believe the major goals and objectives outlined for the next five years will contribute to the University's mission, and will assist the Library in serving the needs of our faculty and students.

Thank you for your time and attention to this document. We look forward to discussing our plan with you.

Sincerely,

Hiram L. Davis

Dr. William Conroy  
Executive Vice President  
New Mexico State University  
Box 3445  
Campus Mail

Attachment
I - EXECUTIVE SUMMARY

BACKGROUND

In responding to the Central Administration's request for a Library Strategic Plan: 1988-1993, a planning team composed of Library administration, Library faculty and classified staff undertook the assignment of developing the Library's five year plan. The "Applied Strategic Planning" model (see Appendix A) developed by University Associates provided the basis and scope for this planning endeavor. Also, the Library's Self-Study [1986] conducted in conjunction with the Association of Research Libraries' Office of Management Studies, The Library Building Feasibility Study, 1987 and the Study of the Organization and the Management of the NMSU Library, 1987 served as useful building blocks to this planning process.

Within the planning framework the Team examined the following key questions:

1. What are the mission, goals and objectives of the Library?
2. Who are the clientele to which the Library is intended to serve?
3. What resources and services should the Library be supplying?
4. What are the perceptions and impressions of major stakeholders regarding the Library?
5. What are the Library's major strengths, weaknesses, opportunities and threats?
6. What effect is and will new technology have on academic libraries?
7. What will the academic library of tomorrow look like?

8. How can existing collections in academic libraries be preserved?

These questions are addressed with particular focus on:

* Strategic planning
* Administrative organization
* Mission
* Financial resources
* Strengths/weaknesses
* Physical facilities
* User services
* Collection development
* Automation/technology
* Composition of staff

In addition to the foregoing, the Planning Team:

a) Revised the Library's mission statement;

b) Identified "critical success indicators;"

c) Refined the Library's "lines of business" (LOBs);

d) Reached consensus on the Library's strengths, weaknesses, opportunities and threats (SWOT);

e) Developed instruments for surveying major stakeholders to evaluate successes and identify needed changes in the Library's programs, services, resources, etc.;

f) Reaffirmed, as did the North Central Accreditation Team, that in order for the Library to be successful in achieving its goals and objectives during the next five years, additional resources and improvements will have to be made in these critical areas:

- Physical facilities
- Library materials budget
- Funding for library automation/technology
- Extramural funding, i.e., grants, endowments, library support group.
ADDITIONAL RESOURCES

The estimate for additional resources is as follows:

- New Library: $15 million for Phase I construction of 130,000 sq. ft. facility
- Library Materials Budget: $200,000 per year to double materials budget by 1993
- Library Automation: $100,000 per year for $500,000 budget by 1993 to upgrade integrated library automated system

Further, each Department head reviewed with their respective units their goals and objectives and developed five year action plans for accomplishing those goals and objectives. (See Five Year Action Plan Figure 3 on page 23.)

OUTLINE OF STRATEGIC PLAN

The Library's Strategic Plan highlights observations, trends and issues, and focuses on the goals and objectives of the Library for the next five years. It is an action-oriented document for the University and Library administration and staff to use as a basis for future decisions regarding the Library. The major sections of the plan are:

- Executive Summary
- Strategic Planning
- Mission, Goals and Objectives
0 Strengths/weaknesses
0 Critical Success Indicators
0 Gap Analysis
0 Departmental Five Year Plans
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**APPENDIX**

A - Applied Strategic Planning: An Overview

B - Competitive Analysis

C - Stakeholders Analysis

D - Departmental Five Year Plans
II - INTRODUCTION

Academic libraries are in the midst of a "quiet revolution." They are facing unprecedented changes and adjustment. This is caused primarily by new technological developments. Almost every function carried out in libraries has been altered to some extent by advances in electronics, computerization and telecommunications.

Technology, especially electronic technology, and most particularly the combination of computer and telecommunications technology, is manifestly a central issue for our academic environment and is changing the very scope, character and operations of universities and concomitantly their libraries. Libraries have the extraordinary opportunity to become the one place where students and faculty can acquire all the skills that they now must have in order to exploit the new more extensive range of information resources that the new technology makes available. We must, however, broaden our concept of what a library is and does. The traditional view of the library as a warehouse for materials does not serve in the age of high technology.

As new technology dramatically enhances our capacity to collect, organize and analyze information resources of increasing magnitude and value, the challenge facing us is to ensure the development of appropriate models/structures for enhancing learning, scholarship, and assuring access to needed resources. The present situation can best be
summarized by the following statement from the Office of Management Studies' 1987 Annual Report:

For academic research libraries to prosper in the scholarly information environment of the 1990s and beyond, several fundamental changes have to occur. Among these, libraries will need to redefine their vision, create new organizational and program strategies, and build a dynamic and performance-based culture for their staffs. These shifts are being driven by the information technology revolution and its effects on information, the raw materials of scholarship. Access to the resources of scholarship will continue to be managed within the context of technical advances and technology-based user expectations (Webster 1987, p. 1).

As we approach the 21st century it seems timely to speculate about what academic libraries will be like at this point in time. Harvey Wheeler, who coined the term "The Virtual Library," has in his recent book *The Virtual Library: The Electronic Library Developing Within the Traditional Library* aptly described what the future holds for progressive libraries.

The Library of the future will still contain millions of books just as it does today. It will handle them as it does today. People will use them as they do today. But today within the conventional book-laden library is growing up the new electronic library in which nearly everything that is now done with actual books can be done with their electronic surrogates: 'virtual books.' ... In the virtual library, book-oriented functions are no longer mere electronic analogies of their Gutenberg functions. Librarying and teaching merge. Virtual publishing takes the place as one of the chief sub-systems of the virtual library; the prior condition for its flourishing. Without virtual publishing the realization of the virtual library would be impossible. A considerable effort will be required to define, describe, and determine the feasibility, of virtual publishing in general (Wheeler 1987, pp. 41, 50).

It has been suggested that "technological innovation is produced not by technology but by design." Wheeler states, "Innovation is a matter of strategy ... it is important to frame questions in such a way that their answers can be stated in terms that are relatively independent of
the specific hardware/software systems that produced them." Also, "This means framing a discussion of the library of the future, not from the standpoint of its components but from the standpoint of the Virtual Library as a whole."

**THE TRADITIONAL ROLE AND ENVIRONMENT OF ACADEMIC LIBRARIES**

There exist two prevalent views of the academic library. The first reflects the adage, "the library is the HEART of the university," and the second, which reflects the library's prodigious rate for consuming institutional budgets, as a "bottomless pit."

The library is one of the largest single cost centers in the institution. Unlike other major cost centers, the library typically has little revenue-generating capacity. It is also one of a small number of units, like food service and parking, about which nearly everybody on campus considers himself or herself an expert. From senior administrator to professor to lowliest freshman, everyone has an opinion about the quality of library collections and services and has no hesitation in making that opinion public. (Galvin & Lynch, p. 1).

Patricia Battin, President, Commission on Preservation and Access, observed in *Current Issues in Higher Education*, "Traditionally we have defined the library as a storehouse where librarians 'mark and park,' rather than as a place which has a scholarly information function within the university." She goes on to point out "Universities are now faced with a dual challenge: we must provide new structures of access to knowledge in an increasing variety of formats and, at the same time, continue to preserve, manage, and make available scholarly information in the traditional printed formats with appropriate links between all formats."
In addition to the foregoing, Robert O'Neil, President of the University of Wisconsin system, has articulated four environmental influences facing academic libraries and he predicts this will continue to be the case for the next decade:

1) the costs of library materials will continue to increase at a rate in excess of the rise in the consumer price index;

2) both the availability of and the need for new technologies will continue to inflate academic library cost;

3) external funding (both from governmental and private sources) cannot possibly meet the special and growing needs of academic libraries; and

4) limits on interinstitutional cooperation and resource sharing must realistically be recognized and accepted.

Within the academic and library environment there are no simple answers or solutions. Clearly, there is no one mandated future, but rather many possible futures from which we can choose to create the actual events and effects which will occur.
III - STRATEGIC PLANNING

We are in transition—moving into a "knowledge-based society and information/high tech economy" that demands increased skills, understanding and access to information in order for our users to effectively function in this type of environment. To establish the infrastructure that will be necessary to help provide the vision and shape the future, a new consensus is required within the academic environment. Strategic planning is a key component in helping us envision and move toward the future.

The "Applied Strategic Planning" (ASP) model (see Appendix A) will serve to move the NMSU Library from its present mode of operation toward the "ideal library of the future." The ASP model was selected because it is believed:

the use of this model . . . will provide both new direction and new energy to the organization [Library]. The model differs from others in its continual concern with application and implementation, not only after its completion but at every step along the way. Hence the title "Applied Strategic Planning Model (Pfeiffer 1985, p.3).

A Planning Team composed of Library administration, Library faculty and classified staff was responsible for directing the strategic planning process for the Library. The Team spent a day and a half in a retreat setting, along with Dr. Dan O'Hair from the Department of Communication Studies, as resource consultant, working through the strategic planning outline, on pp. 7-8.
Follow-through on the strategic model will ensure that the Library is being positioned in terms of services, collections, staffing, facilities, funding, etc., to fulfill its mission within the academic environment.
STRATEGIC PLANNING OUTLINE

I. Identification of Planning Team
   A. Determine reporting process.
   B. Determine “shadows”
   C. Complete Readiness Checklist

II. Values Audit
   A. ID individual values of management team
   B. ID organization’s values
   C. ID philosophy of operations
   D. ID operating assumptions
   E. ID culture
   F. Stakeholder analysis
   G. Values agreement

III. Mission Formulation
   A. What function does the organization perform?
   B. For whom does the organization perform this function?
   C. How does the organization go about filling this function?
   D. Determine Driving Forces and prioritize these.

IV. Strategic Business Modeling
   A. Strategic Profile (Objectives)
      1. Orientation toward risk
      2. Critical Success Indicators (CSIs)
   B. How objectives are achieved
   C. Must build on values and mission

V. Performance Audit
   A. SWOT
   B. LOB (Line of Business)
   C. Strategic Business Unit (SBU)
   D. Gauge by CSIs
VI. Gap Analysis

A. Comparison between performance audit and strategic profile
B. Comparison between strategic business model and outcomes of values audit and mission
C. Product: (a) set of strategic decisions, and (b) "why" statements

VII. Contingency Planning

A. SWOT will help here
B. Identify problems which could impact on strategic plan

VIII. Integrating Functional Plans

A. Develop functional plan for each key area of operations
B. Budget, time frame, etc.

IX. Implementation

A. Tracking system
B. Use CSIs (review periodically)
IV - STATEMENT OF LIBRARY MISSION:
PROGRAM GOALS AND OBJECTIVES

The Library Strategic Planning Team in conjunction with developing a strategic plan revised the Library's mission statement. The Team attempted to develop a mission statement that is a brief, clear statement of the purpose of the Library; provides the context for the formulation of specific program strategies that the Library will engage in; defines the arena in which the Library will compete; and determines how resources will be allocated by the Library administration and what the general pattern of growth and direction will be for the future.

In formulating the mission statement, the Planning Team attempted to answer three primary questions:

1. What function does this Library perform:

2. For whom does the Library perform this function?

3. How does the Library go about performing this function:

MISSION STATEMENT

The New Mexico State University Library is a multifaceted service unit which supports the University's land-grant mission of education, research, extension education and public service. The Library acts as a creative and dynamic partner in the educational process by providing collections, resources, facilities, and staff to serve the curricular and informational needs of the students, faculty, and staff of NMSU, the citizens of New Mexico and our clientele throughout the world.

Cooperative library endeavors for the intellectual benefit of those served are fostered through expanding information networks and the use of appropriate technologies. The Library continues to advance the philosophy that a library is more than a collection of information and a knowledgeable staff; it is an essential facility where students and scholars can gather in an atmosphere conducive to study and research.
PROGRAM GOALS AND OBJECTIVES

There are five interdependent program goals and related objectives through which the Library strives to carry out its mission.

GOAL I. COLLECTION DEVELOPMENT, PRESERVATION AND CONTROL

Our goal is the continuous development and improvement of collections that are supportive of and responsive to the present and anticipated curricular needs of all degree granting departments.

GOAL II. ACQUISITIONS AND BIBLIOGRAPHIC CONTROL OF LIBRARY MATERIALS

The Library aims to procure, organize, and shelve expeditiously all incoming materials and to give users adequate, easy-to-use information of its location to facilitate access.

GOAL III. SERVICE TO USERS

The goal is to assist users in the process of identifying and locating recorded information and materials, understanding the organization of library resources, and utilizing library services effectively to satisfy educational and information needs.

GOAL IV. SPACE AND FACILITIES

The long-range space goal is to provide facilities and equipment that responds to the demands of new technology and that are commensurate with the NMSU environment.

GOAL V. ADMINISTRATION

The primary goal is to articulate the mission of the Library within the University environment, and to ensure the accountability, effectiveness, efficiency and responsiveness of the Library Program. This is carried out through: administrative planning, budgeting, and personnel management.

In support of these goals are the goals and objectives developed by the three major functional departments that comprise the Library organization.
Mission Statement
To support the mission of the University Library as it responds to the information needs of the NMSU community by providing materials and resources, within the limitations of its acquisitions budget and with the cooperation of other academic libraries in the regional, national, and international settings.

Goal Statement
To develop, manage, and preserve those collections and resources that support NMSU's instructional and research programs and that also serve the advanced information needs of students, faculty, and researchers.

Objectives
1. Establish and maintain a collection development liaison structure that allows the NMSU faculty and Library to effectively collaborate in the management of the university's collections and also facilitates the scholarly communication process, both in the local and global contexts;

2. Promote faculty and student awareness of resources and collections through a variety of liaison activities designed to facilitate intellectual and physical access to these resources;

3. Develop and maintain an up-to-date collection policy statement, based upon actual instructional activities, present and anticipated future research needs of the University, and continuing cooperative resource sharing commitments;

4. Maintain dynamic collections in active academic and research areas through storing less-used materials and weeding superseded materials within carefully defined retention/storage policies;

5. Preserve the collections through constant monitoring of physical conditions and active binding and repairing of materials. Develop a preservation program that includes preventive and restorative measures, emergency procedures, and controlled environmental conditions to insure maximum possible life for the collections;

6. Ensure the effectiveness of the collections through an on-going program of collection assessment, utilization and access studies;

7. Participate in local, regional, and national resource-sharing programs and activities that improve access to lesser-used materials and expand and enrich NMSU's collections.
NEW MEXICO STATE UNIVERSITY LIBRARY

INFORMATION SERVICES DEPARTMENT

Mission, Goals and Objectives Statement

Mission Statement

The basic mission of the Information Services Department is to coordinate library service activities in the following areas:

--reference services
--online services
--bibliographic instruction
--collection access
--government document services

Goal Statement

The fundamental goal of the Information Services Department is to work within the overall mission of the NMSU Library to provide the highest quality service and resources necessary for the fulfillment of the University community's information needs.

Objectives

1. Provide direct, personal service for the University community and all other library users.

2. Organize the Library's collections and resources for optimal access by all users.

3. Provide a comprehensive program of library orientation and instruction appropriate for all users.

4. Develop and maintain a working reference collection within the overall collection development program.

5. Serve the information needs of users through the latest available technological applications.

6. Augment local resources with effective interlibrary loan service as necessary.
NEW MEXICO STATE UNIVERSITY LIBRARY

TECHNICAL SERVICES DEPARTMENT

Mission, Goals and Objectives Statement

Mission Statement

The Technical Services Department supports the missions of the Library and of the University by acquiring, processing, and organizing print and non-print materials for access by the Library's clientele. The Department designs and implements procedures to make resources available to meet the ever-growing information needs of the public, utilizing state-of-the-art technology and on-going staff development.

Goal Statement

The fundamental goal of the Department is to provide the most timely, suitable and cost-effective system for acquiring, processing and organizing materials commensurate with fulfilling the information needs of the University community.

Objectives

The following objectives are the Department's performance criteria relevant to ensuring compliance with the goal and mission statement above:

1. Pursuant to the requirements of the Library, organize and access its collections in the most optimal manner possible.

2. Maintain the Library's bibliographic support systems, both manual and automated.

3. Provide quick, responsive service to the Information Services Department and the Collection Development Department.

4. Serve the processing needs of all Library segments through application of the most current available technology.

5. Augment internal effort by participation in national and regional bibliographic networks whenever appropriate.

6. Continually review and refine the Library's interaction with commercial vendors, so that services and acquisitions are obtained in the most cost-beneficial pattern possible.

7. Provide the Library Administration with such data and management reports it deems relevant regarding operations and control of finances, collections, or support services.
V - STRENGTHS/WEAKNESSES

The NMSU Library, despite a number of limiting obstacles, is regarded as an effective and efficient service unit on campus. This assessment is supported in part by data received from a campus-wide survey conducted during the 1986 Library Self-Study.

The major strength of the Library is its human resources. The Library has a competent, dedicated and highly service oriented staff.

The library is in a period of transition, and has garnered considerable support both on and off campus. This momentum, combined with strategic directions, could lead to considerable improvements in library funding, facilities and collections.

CRITICAL ANALYSIS

The continuing major areas of concern are: 1) library facilities, 2) collection resources and 3) automation.

Although considerable progress was made by the completion of the library building feasibility study, it will be several years, at best, before improved library facilities become a reality. In the meantime, the last remaining graduate/faculty study carrels were removed from the library in June to make space for new bookstacks. This will accommodate approximately 50,000 - 75,000 additional volumes. Until new space becomes available, the library is virtually at a standstill and has become little more than a warehouse for collections.

The adequacy of library resources to support academic programs remains a large challenge to the Library and University administrations. Funds for books and journals have not kept pace with curricular
developments throughout the University. To improve the Library's operating budget for acquisitions, the University administration has assigned a portion of research overhead funds for this purpose. Further, to ensure that collections are capable of supporting instructional and research needs, planning efforts are underway to make the Library a more integral part of new curricular developments.

The Library can be enormously proud of the expeditious manner in which the online public catalog was implemented and made available to the campus community. Having made the decision to embark upon the road to automation, we can ill afford to retrace our steps; and, given the impact of technological developments upon library operations, it is doubtful that we have any other choice than to continue with our automation plans. However, like the majority of other academic libraries, we are confronted with the need for funding of library automation. Utilizing existing library funds results in less monies for books and journals. Not only are we faced with the need for funds for capital outlay, but automated systems also require large sums for continuing service, maintenance and for eventual equipment replacement. To respond to the demands of students and faculty for library resources of all kinds--and to maintain our ability to function as a technologically advanced library--requires: 1) careful decision-making and 2) an effective funding strategy.

SWOT ANALYSIS: STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS

In assessing the strengths and weaknesses of the Library, the Planning Team conducted a SWOT Analysis. SWOT is a "rich" process, making it possible for the Team to identify many opportunities available to the Library. Further, in examining potential threats, it was realized
how these could be turned into future opportunities for strengthening and improving the Library. Please note Figure 1.

### SWOT ANALYSIS

**Figure 1**

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<td>- CHE</td>
<td>- Staff (#)</td>
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<td>- Staff Quality</td>
<td>- Lack of Resources</td>
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<td>- Faculty Senate</td>
<td>- Building/Facilities</td>
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<td>- Momentum</td>
<td>- Image</td>
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<td>- Faculty Support</td>
<td>- Underdeveloped service prog.</td>
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<td>- Student Support</td>
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<td>- NMSU</td>
<td>- Collections</td>
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<td>- Forward-thinking</td>
<td>- Inadequate budget</td>
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<td>- State Senators</td>
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<td>- Regents</td>
<td>- Resourcefulness</td>
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<td>- Bond issue</td>
<td>- Bond issue fails</td>
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<td>- New building</td>
<td>- Computer Center</td>
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<td>- Endowment/Grants</td>
<td>- Reduced economic climate</td>
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<td>- Public relations</td>
<td>--state</td>
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<td>- State-wide planning</td>
<td>--international</td>
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<td>- Staff development/involvement</td>
<td>- Funding—Higher Ed.</td>
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<td>- Technology</td>
<td>- Applicant pool</td>
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<td>- Faculty involvement</td>
<td>- UNM &amp; other state colleges</td>
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<td>- Budget crisis</td>
<td>- Budget competition</td>
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<td>- Inter-group relations</td>
<td>- Allocation of resources</td>
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<td>- Planning process (univ.-wide)</td>
<td>- Reduced political climate</td>
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<tr>
<td>- University growth</td>
<td>- Structure of CHE</td>
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<td>- University Image/prestige</td>
<td>- Branch colleges</td>
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<td>- Demographic growth</td>
<td>- Retirement population</td>
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<td>- Privatization of information</td>
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In conjunction with the SWOT Analysis, the Team also examined the Library's competition, both on campus and off campus. See Appendix B for Competition Analysis. As with the SWOT Analysis, with appropriate strategic planning there exists many opportunities of transforming competitive situations into cooperative ones, benefiting the Library and University.
VI - CRITICAL SUCCESS INDICATORS

As the Library vies with other campus units for limited funding, it is imperative that: 1) increased support can be justified, and 2) the resources are meeting the needs of faculty and students.

LIBRARY-BASED LEARNING IN AN INFORMATION AND HIGH TECHNOLOGY SOCIETY

"The academic library is often the most underutilized instructional resource on campus. Although the concept of non-classroom learning has appeared in general higher education for many years, almost no attention has been paid to learning in the library," (Breivik, p. 47). The most recent exception to this is Boyer's (1987) book *College: The Undergraduate Experience in America*, in which he devotes a chapter eloquently stating the importance of the library and related resources in enhancing the teaching of undergraduates.

Breivik offers the following rationale for expanding the educational role of the library:

There are several good and immediate reasons for aggressively exploring learning in the library at this time. First, few responses to current concerns for quality education are "new," and it is questionable whether simply more of the same responses will produce any measurable and lasting improvement. Second, there is general recognition that this and all future generations must exist in an information society.

Further:

Libraries, as the point of access to most information on campuses, certainly deserve close scrutiny for their potential role in educating people for the demand of today's information age...Recognition of the need to prepare students for lifelong learning incorporates the need for students to be able to construct information-search strategies to locate, evaluate,
and effectively use information no matter where or how such information is stored.

Breivik summarizes her article by stating:

The average academic library holds great opportunity for quality nonclassroom learning that can benefit students, faculty, alumni, and the local business community. The major detriments to such learning are limited perceptions of libraries and librarians by campus administrators and the classroom faculty. To change this situation, traditional curriculum-planning avenues must be used so that library-based learning becomes assimilated into overall efforts to offer quality education for the information age.

Figure 2 is a list of the critical success indicators the Library Administration will monitor over the next five years to measure success in these areas. Appendix C refers to the "Stakeholder Analysis," and contains examples of the evaluation forms that will be used to survey faculty, students and off campus users during the fall of 1988.

If the Library is to be successful and remain a viable campus service unit, it is imperative that key stakeholders have the opportunity to periodically comment on the adequacy of Library programs and services. At the same time, it is increasingly important to the University's educational goals (for example, in the area of General Education) that the Library in the future be a more integral part of student learning.
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Method of Measurement</th>
<th>Periodicity of Measurement</th>
<th>Present Level</th>
<th>Target Level (5 year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase User Success Rate</td>
<td>User surveys</td>
<td>Biennially</td>
<td>*</td>
<td>60%</td>
</tr>
<tr>
<td>Increase Use of the Library</td>
<td>Percent of students using the Library</td>
<td>Biennially</td>
<td>*</td>
<td>Increase by 10%</td>
</tr>
<tr>
<td>Increase Circulation</td>
<td>Circulation statistics</td>
<td>Annually</td>
<td>141,070</td>
<td>200,000 (42% increase)</td>
</tr>
<tr>
<td>Increase University Budget Support</td>
<td>Percent of I &amp; G to Library</td>
<td>Annually</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Additional Facility and Equipment</td>
<td>Expansion &amp; modernization of space &amp; equipment</td>
<td>Annually until completion</td>
<td>Inadequate facility</td>
<td>Completion &amp; equipment of new facility</td>
</tr>
<tr>
<td>Adequacy of Collection</td>
<td>Collection analysis</td>
<td>Biennially</td>
<td>Inadequate</td>
<td>Improve position within peer group in acquisitions rate</td>
</tr>
<tr>
<td>Interconnection of existing Computer Systems</td>
<td>Interaction of systems in Technical Services</td>
<td>Annually</td>
<td>4 discrete systems</td>
<td>Single point access to multiple systems</td>
</tr>
<tr>
<td>Bibliographic Instruction</td>
<td>Students instructed</td>
<td>Annually</td>
<td>3554</td>
<td>5000</td>
</tr>
<tr>
<td>Staff Attitude/Morale</td>
<td>Staff surveys</td>
<td>Biennially</td>
<td>Average</td>
<td>Improvement</td>
</tr>
<tr>
<td>Grants/Endowments</td>
<td>Monies received</td>
<td>Annually</td>
<td>$8,000</td>
<td>*</td>
</tr>
<tr>
<td>Resource Sharing</td>
<td>Number &amp; type of cooperative agreements available</td>
<td>Annually</td>
<td>Good</td>
<td>Increase number of cooperative arrangements</td>
</tr>
<tr>
<td>Statewide Automated Communication</td>
<td>Availability of connections</td>
<td>Annually unit operational</td>
<td>Initial planning stage</td>
<td>Operational</td>
</tr>
</tbody>
</table>

*To be determined*
VII - GAP ANALYSIS

The NMSU Library is positioned to operate strategically to fulfill its mission. However, there exists a considerable gap between the performance level desired and the present situation.

GAPS

1. Support for the library ($)
   (Materials, staff, technology, and other items that cannot be adequately covered under normal budgeting arrangements)

2. Instruction/Study
   (Inadequate support in technology, equipment, and collection for special instructional purposes)

3. Endowments/Grants
   (Poor track record of obtaining extramural funding for Library)

SPECIAL CONCERNS

1. Staff Training for new innovative systems being added to Library.

2. State-wide coordination/cooperation of information services.
   a. Internal concerns/problems
   b. State-implication

3. Building/new facility

4. Special training for staff/personnel in technical services (technology out-pacing human resource abilities).

It is critical that the gaps listed above be closed within the next five years, if the Library is to meet the demands of the academic community for improved facilities, collections and services.
VIII - DEPARTMENTAL FIVE YEAR PLANS

Appendix D contains the detailed five year plans for: Collection Management, Information Services, Library Systems Office, and Technical Services. The following action plan (Figure 3) provides a summary of goals and objectives to be accomplished within this five year time frame.
ACTION PLAN
<table>
<thead>
<tr>
<th>MAJOR UNIT</th>
<th>MAJOR GOALS AND OBJECTIVES</th>
<th>ACTION REQUIRED/ACTIVITIES</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection Management</td>
<td>1. DEVELOP COMPREHENSIVE COLLECTION POLICY</td>
<td>Collection Policy Steering Committee established; will continue to guide statements for</td>
<td>Head, Collection Mgt.,</td>
</tr>
<tr>
<td></td>
<td>STATEMENT</td>
<td>academic department subject areas.</td>
<td>Collection Policy</td>
</tr>
<tr>
<td></td>
<td>2. INITIATE APPROVAL PLAN ON TRIAL BASIS</td>
<td>Academic Book Center and Blackwell North America selected in Spring of 1988; goal is to</td>
<td>Head, Collection Mgt.</td>
</tr>
<tr>
<td></td>
<td>3. DEVELOP SYSTEMATIC PROCESS FOR SELECTION AND</td>
<td>cover all academic units.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>AND REVIEW OF SERIALS</td>
<td>Serials Review and Selection Steering Committee scheduled to meet 4 times during Summer</td>
<td>Head, Collection Mgt.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>of 1988; committee will make final recommendations at the end of two year term. Ongoing</td>
<td>Serials Review and Selection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to 2nd year.</td>
<td>Steering Committee</td>
</tr>
<tr>
<td></td>
<td>4. STRENGTHEN ROLE AND CONTRIBUTION OF THE</td>
<td>Make appropriate library selector assignments to various academic units; develop list of</td>
<td>Head, Collection Mgt.</td>
</tr>
<tr>
<td></td>
<td>LIBRARY FACULTY IN THE SELECTION AND</td>
<td>liaison/selector responsibilities; Ongoing to 2nd year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MANAGEMENT OF THE LIBRARY’S COLLECTIONS</td>
<td>Staff will be encouraged to attend workshops,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. DEVELOP PROGRAM OF ORIENTATION AND TRAINING</td>
<td>conferences, etc., that relate to new responsibilities. Workshop to be held Nov. 1-5,</td>
<td>Head, Collection Mgt.</td>
</tr>
<tr>
<td></td>
<td>FOR BOTH PROFESSIONALS AND SUPPORT STAFF</td>
<td>1988, NRLF. Ongoing to 2nd year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>INVOLVED IN COLLECTION DEVELOPMENT PROGRAMS</td>
<td>Innovac acquisition and serials system installed; two approval plans in place; will</td>
<td>Head, Collection Mgt.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>implement budget structure in the next two years; ongoing to 2nd year.</td>
<td></td>
</tr>
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<td></td>
<td>6. DEVELOP COMPREHENSIVE, INFORMATION BASED,</td>
<td>Develop budget dependent on nature and extent of</td>
<td>Head, Collection Mgt.</td>
</tr>
<tr>
<td></td>
<td>BUDGET ALLOCATION AND MANAGEMENT PROCESS FOR</td>
<td>internal and external sources of support.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DISRUPTING AND MONITORING LIBRARY</td>
<td>Analyze all programs with view toward automating</td>
<td>Head, Collection Mgt.</td>
</tr>
<tr>
<td></td>
<td>EXPENDITURES FOR NONGRAPHIC AND SERIALS</td>
<td>those programs that can be made more efficient and</td>
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<td></td>
<td></td>
<td>Bring consultant to campus to discover both strengths and</td>
<td>Head, Univ. Library,</td>
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<td></td>
<td></td>
<td>weaknesses. Identify collections that might</td>
<td>Head, Collection Mgt.</td>
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<td></td>
<td></td>
<td>serve as basis of support for future fundraising.</td>
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<td></td>
<td></td>
<td>Develop an appropriate description for this</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>point in the Library’s development.</td>
<td></td>
</tr>
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<td></td>
<td>8. REVIEW CURRENT COLLECTION MANAGEMENT/DEVELOP-</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>MENT FUNCTION WITH VIEW TOWARD STREAMLINING</td>
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<td></td>
<td>AND AUTOMATING PROCEDURES</td>
<td></td>
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<tr>
<td></td>
<td>9. DEVELOP ACQUISITIONS STRATEGY FOR SPECIAL</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>COLLECTIONS; EXPLORE SOURCES OF SUPPORT</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. IMPLEMENT THE COLLECTION ADVISORY GROUP</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>AS FUNCTIONING UNIT WITH THE LIBRARY</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*For a detailed statement of goals and objectives, see Appendix D.
LIBRARY ACTION PLAN YEAR 1 (Cont.)

MAJOR UNIT

Collection Management

(cont.)

11. PROMOTE FACULTY AND STUDENT AWARENESS OF RESOURCES AND COLLECTIONS THROUGH LIAISON ACTIVITIES

12. REVIEW STAFFING NEEDS IN COLLECTION MANAGEMENT

13. PRESERVE THE COLLECTIONS THROUGH MONITORING OF PHYSICAL CONDITIONS AND ACTIVE BINDING, REPAIRING OF MATERIALS. DEVELOP PRESERVATION PROGRAM

14. INSURE THE EFFECTIVENESS OF THE COLLECTIONS THROUGH AN ONGOING PROGRAM OF COLLECTION ASSESSMENT, UTILIZATION AND ACCESS STUDIES

15. PARTICIPATE IN LOCAL, REGIONAL, AND NATIONAL RESOURCE SHARING PROGRAMS AND ACTIVITIES

16. MAINTAIN DYNAMIC COLLECTIONS IN ACTIVE ACADEMIC ACADEMIC AND RESEARCH AREAS THROUGH STORED, LESS-USED MATERIALS AND NEEDING SUPPLEMENTARY MATERIALS WITHIN POLICIES

ACTION REQUIRED/ACTIVITIES

Develop communication devices to include a table of contents service and a campus document delivery service.

Examine staffing levels and needs, including support staff and professional positions.

The Collection Development Advisory Group appoint a Steering Committee to develop a plan of action for a preservation program.

Collection Management is now developing a Component Analysis program with AMIGOS. Collection development workshop will be held Fall, 1988.

Facilitate bibliographic access and document delivery programs between cooperating institutions. Ongoing to 2nd year.

Develop a collection review program that will seek to eliminate material that is no longer appropriate for the collections. Ongoing to 2nd year.

Design format for "how to do..." series; walking tour brochure; term paper writing guide; instructional needs assessment; conduct 3 graduate seminars on research strategy; workshop conducted by Joan Ormondroyd in Fall; work with General Education Committee; be part of New Student Orientation; be part of G6590 (class for teaching assistants).

Improve quality of intermediary searches; introduce alternative methods for end user searching; answer reference questions via electronic mail.

Develop current working reference collection; assist in collection development; increase staff to provide coverage of the reference desk.

RESPONSIBILITY

Head, Collection Mgt.

Head, Collection Mgt.

Head, Collection Mgt.

Head, Collection Mgt.

Head, Collection Mgt.

Head, Collection Mgt.

Bibliographic Instruction Unit

Online Searching Unit

Reference Dept.

*For a detailed statement of goals and objectives, see Appendix D

-24-
LIBRARY ACTION PLAN YEAR 1 (Cont.)

MAJOR UNIT

Information Services (Cont.)

20. INCREASE USAGE OF GOVERNMENT DOCUMENTS AND BOARD OF SERVICE

21. REQUEST AND SEND MATERIALS TO OTHER LIBRARIES: FAST AND ACCURATELY

22. MAINTAIN STACKS FOR FAST EFFICIENT RETRIEVAL

23. DEVELOP GUEST CARD SYSTEM

24. IMPROVE ACCESS TO LIBRARY MATERIALS ON MICROFORM

Technical Services

25. IMPROVE PHYSICAL ENVIRONMENT

26. REPLACE AND ADD EQUIPMENT AS NECESSARY

27. DEVELOP HUMAN RESOURCES

28. IMPLEMENT TECHNICAL SERVICES REORGANIZATION PLAN

29. MANAGE AND COORDINATE TECHNICAL SERVICES DEPARTMENT

30. ACT AS A COMMUNICATION LINK

MAJOR GOALS AND OBJECTIVES*

ACTION REQUIRED/ACTIVITIES

Provide better service by making available in-house finding aids; evaluate services semi-annually

Use of two computers, one to transmit OCLC requests and one for record keeping; consider copyright clearinghouse for requests beyond 5 article limit.

Increase efficiency in locating items in Reserve Collection; increase communication with faculty who post reserve items; provide "new book" lists; complete shifting of stacks during summer.

Determine fee structure and procedures

Place identifying marks appropriately; label drawers; publicize special collections; redo written instructions; introduce copying equipment in B.I. sessions; post lists of newspapers on microform; add copy machines as necessary.

Paint walls in Tech Services Dept.; provide electrical outlets where needed; improve maintenance and safety by adding custodial staff; provide hot water; provide regular safety checks of fire extinguishers and exits; improve ventilation; provide fans as needed; improve staff lounge.

Replace non-ergonomic and worn out chairs with ergonomic chairs; provide room dividers.

Provide regular desk audits; provide ongoing staff development.

Identify goals and objectives; develop in-house job descriptions; identify space and equipment needs.

Provide direction for short- and long-range planning; develop departmental budgeting; facilitate interaction between units.

Foster sharing of information within department; support the information needs of the library; participate in training, continuing education and user groups as appropriate.

RESPONSIBILITY

Documents Librarian

ILL Specialist

Circulation Coordinator

Head, Information Services, Circulation Coordinator

Head, Information Services

Head, Technical Services

Head, Technical Services

Head, Technical Services

Technical Services Administrative Unit

Technical Services Administrative Unit

Technical Services Administrative Unit

*For a detailed statement of goals and objectives, see Appendix D
<table>
<thead>
<tr>
<th>MAJOR UNIT</th>
<th>MAJOR GOALS AND OBJECTIVES*</th>
<th>ACTION REQUIRED/ACTIVITIES</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Services (Cont.)</td>
<td>31. CATALOG, LABEL, MAINTAIN ACCURACY AND BIBLIOGRAPHIC INVENTORY ON ALL INCOMING NON-SERIAL MATERIALS</td>
<td>Process incoming non-serial materials.</td>
<td>General Cataloging Unit</td>
</tr>
<tr>
<td></td>
<td>32. PRODUCE FASTEST, MOST COST-EFFECTIVE METHOD IN ACQUISITION, PROCESSING, AND ORGANIZATION OF MATERIALS.</td>
<td>Study and apply the INNOVACQ system; integrate serials, acquisition, and accounting materials into one workable unit; coordinate the processing of approval plan material; devise a plan for removal of the hardx.</td>
<td>Order/Receipts Unit</td>
</tr>
<tr>
<td></td>
<td>33. CATALOG ALL SERIAL MATERIALS AND NON-U.S. GOVERNMENT PUBLICATIONS</td>
<td>Process all serial materials and non-U.S. publications.</td>
<td>Serials Records Unit</td>
</tr>
<tr>
<td></td>
<td>34. CREATE AND MAINTAIN CHECK-IN RECORDS AND HOLDING LIST</td>
<td>Place all current serial subscriptions on INNOVACQ; delete, add, and revise records as necessary.</td>
<td>Serials Records Unit</td>
</tr>
<tr>
<td></td>
<td>35. PROVIDE SPECIALIZED PROCESSING FOR PROJECTS REQUIRING INTENSIVE ATTENTION BUT WHICH ARE USUALLY TEMPORARY IN NATURE</td>
<td>Timely processing and retrospective conversion of materials for VTEL access.</td>
<td>Special Projects Unit</td>
</tr>
<tr>
<td>Library Systems Office</td>
<td>36. AUTOMATION SHOULD BECOME A LINE ITEM IN THE BUDGET</td>
<td>Additional equipment purchased and older equipment upgraded each year.</td>
<td>Systems Librarian</td>
</tr>
<tr>
<td></td>
<td>37. AUTOMATION STAFF INCREASED BY TWO POSITIONS BY 1993</td>
<td>Needed are: a) operator to maintain operation of systems; b) hardware maintenance person to provide in-house maintenance.</td>
<td>Systems Librarian</td>
</tr>
<tr>
<td></td>
<td>38. MULTIPLE WORKSTATIONS ARE RECOMMENDED RATHER THAN SINGLE WORKSTATION</td>
<td>Provide one or two new workstations every year.</td>
<td>Systems Librarian</td>
</tr>
<tr>
<td></td>
<td>39. PROVIDE DESKTOP PUBLISHING CAPABILITIES</td>
<td>Provide single, high-quality unit to be made available to all library staff.</td>
<td>Systems Librarian</td>
</tr>
</tbody>
</table>

*For a detailed statement of goals and objectives, see Appendix D
LIBRARY ACTION PLAN YEAR 2 (1989-90)

MAJOR UNIT: Collection Management

1. **DEVELOP SYSTEMATIC PROCESS FOR SELECTION AND REVIEW OF SERIALS**
   - Action Required/Activities: Committee will make final recommendations at the end of two year term.
   - Responsibility: Head, Collection Mgt., Serials Review and Selection Steering Committee

2. **STRENGTHEN ROLE AND CONTRIBUTION OF THE LIBRARY FACULTY IN THE SELECTION AND MANAGEMENT OF THE LIBRARY'S COLLECTIONS.**
   - Action Required/Activities: Make appropriate library selector assignments to various academic units; develop list of liaison/selector responsibilities; on-going to 3rd year.
   - Responsibility: Head, Collection Mgt.

3. **DEVELOP PROGRAM OF ORIENTATION AND TRAINING FOR BOTH PROFESSIONAL AND SUPPORT STAFF INVOLVED IN COLLECTION DEVELOPMENT PROGRAMS**
   - Action Required/Activities: Staff will be encouraged to attend workshops, conferences, etc., that relate to new responsibilities. Ongoing to 3rd year.
   - Responsibility: Head, Collection Mgt.

4. **DEVELOP COMPREHENSIVE, INFORMATION BASED, BUDGET ALLOCATION AND MANAGEMENT PROCESS FOR JUSTIFYING AND MONITORING LIBRARY EXPENDITURES FOR MONOGRAPHS AND SERIALS.**
   - Action Required/Activities: Innovate acquisition and serials system installed; two approval plans in place; complete implementation of budget structure.
   - Responsibility: Head, Collection Mgt.

5. **REVIEW CURRENT COLLECTION MANAGEMENT/DEVELOPMENT FUNCTION WITH VIEW TOWARD STREAMLINING AND AUTOMATING PROCEDURES**
   - Action Required/Activities: Analyze all programs with view toward automating those programs that can be made more efficient and effective by means of computing. Ongoing to 3rd year.
   - Responsibility: Head, Collection Mgt.

6. **REVIEW STAFFING NEEDS IN COLLECTION MANAGEMENT.**
   - Action Required/Activities: Examine staffing levels and needs, including support staff and professional positions. Ongoing to 3rd year.
   - Responsibility: Head, Collection Mgt.

7. **PRESERVE THE COLLECTIONS THROUGH MONITORING OF PHYSICAL CONDITIONS AND ACTIVE BINDING REPAIRING OF MATERIALS. DEVELOP PRESERVATION PROGRAM.**
   - Action Required/Activities: The Collection Development Advisory Group will work with the Steering Committee to develop a plan of action for a preservation program.
   - Responsibility: Head, Collection Mgt.; Collection Development Advisory Group

8. **PARTICIPATE IN LOCAL, REGIONAL, AND NATIONAL RESOURCE SHARING PROGRAMS AND ACTIVITIES.**
   - Action Required/Activities: Facilitate bibliographic access and document delivery programs between cooperating institutions. Ongoing to 3rd year.
   - Responsibility: Head, Collection Mgt.

9. **MAINTAIN DYNAMIC COLLECTIONS IN ACTIVE ACADEMIC AND RESEARCH AREAS THROUGH STORAGE, low-used materials and weeding supervised materials within policies.**
   - Action Required/Activities: Develop a collection review program that will seek to eliminate material that is no longer appropriate for the collections. Ongoing to 3rd year.
   - Responsibility: Head, Collection Mgt.

*For a detailed statement of goals and objectives, see Appendix D*
<table>
<thead>
<tr>
<th>MAJOR UNIT</th>
<th>MAJOR GOALS AND OBJECTIVES*</th>
<th>ACTION REQUIRED/ACTIVITIES</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Services</td>
<td>10. PROVIDE COMPREHENSIVE PROGRAM OF ORIENTATION AND INSTRUCTION</td>
<td>Faculty survey to see how they perceive students' needs; faculty seminar on computerized card catalog; finish needs assessments for all departments; continue to develop &quot;how to do...&quot; guides; continue work with General Education Committee; survey local area high schools and branch campuses; develop a videotape for library skills.</td>
<td>Bibliographic Instruction Unit</td>
</tr>
<tr>
<td></td>
<td>11. LOCATE SPECIFIC INFORMATION USING APPROPRIATE TECHNOLOGY</td>
<td>Increase capability for end user searching; improve publications for promotional materials; initiate in-house databases to improve access.</td>
<td>Online Searching Unit</td>
</tr>
<tr>
<td></td>
<td>12. DEVELOP AND MAINTAIN A WORKING REFERENCE COLLECTION</td>
<td>Introduce online ready reference searching; continue existing programs; improve service in microform area.</td>
<td>Reference Dept.</td>
</tr>
<tr>
<td></td>
<td>13. INCREASE USAGE OF GOVERNMENT DOCUMENTS AND SOURCES OF SERVICE</td>
<td>Provide better integration of document collection in general pattern of library services.</td>
<td>Documents Librarian</td>
</tr>
<tr>
<td>Technical Services</td>
<td>14. REQUEST AND SEND MATERIALS TO OTHER LIBRARIES FAST AND ACCURATELY</td>
<td>Period access to second OCLC terminal with dial-up access; install second xerox machine for ILL; install UNIVAC terminal.</td>
<td>ILL Specialist</td>
</tr>
<tr>
<td></td>
<td>15. MAINTAIN STACKS FOR FAST EFFICIENT RETRIEVAL</td>
<td>Implement e-mail process for submitting Reserves; offer circulation services for handicapped.</td>
<td>Circulation Coordinator</td>
</tr>
<tr>
<td></td>
<td>16. IMPROVE ACCESS TO LIBRARY MATERIALS ON MICROFORM</td>
<td>Improve efficiency in managing microform materials and equipment; have materials refilled promptly.</td>
<td>Head, Information Services</td>
</tr>
<tr>
<td></td>
<td>17. IMPROVE PHYSICAL ENVIRONMENT</td>
<td>Redesign ramps to a more gradual incline to facilitate book trucks; continue adding new furniture/equipment to staff lounge.</td>
<td>Head, Technical Services; Admin.</td>
</tr>
<tr>
<td></td>
<td>18. REPLACE AND ADD EQUIPMENT AS NECESSARY</td>
<td>Provide individual work stations with individualized lighting; provide equipment for automating labelling process.</td>
<td>Head, Technical Services</td>
</tr>
<tr>
<td></td>
<td>19. DEVELOP HUMAN RESOURCES</td>
<td>Continuously evaluate staff positions to fully staff the Special Projects Unit; monitor work loads and request additional staff as needed.</td>
<td>Systems Librarian</td>
</tr>
<tr>
<td></td>
<td>20. ADD NEW OR UPGRADE EXISTING EQUIPMENT YEARLY BUDGET</td>
<td>Install multiuser workstations as budget allows.</td>
<td></td>
</tr>
</tbody>
</table>

*For a detailed statement of goals and objectives, see Appendix D.
<table>
<thead>
<tr>
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<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collection Management</td>
<td>1. DEVELOP PROGRAM OF ORIENTATION AND TRAINING FOR BOTH PROFESSIONALS AND SUPPORT STAFF INVOLVED IN COLLECTION DEVELOPMENT PROGRAMS</td>
<td>Staff will be encouraged to attend workshops, conferences, etc., that relate to new responsibilities. Ongoing to 4th year.</td>
<td>Head, Collection Mgt.</td>
</tr>
<tr>
<td></td>
<td>2. REVIEW CURRENT COLLECTION MANAGEMENT/DEVELOPMENT FUNCTION WITH VIEW TOWARD STREA LISING AND AUTOMATING PROCEDURES</td>
<td>Analyze all programs with view toward automating those programs that can be made more efficient and effective by means of computing. Ongoing to 4th year.</td>
<td>Head, Collection Mgt.</td>
</tr>
<tr>
<td></td>
<td>3. REVIEW STAFFING NEEDS IN COLLECTION MANAGEMENT.</td>
<td>Examine staffing levels and needs, including support staff and professional positions.</td>
<td>Head, Collection Mgt.</td>
</tr>
<tr>
<td></td>
<td>4. PRESERVE THE COLLECTIONS THROUGH MONITORING OF PHYSICAL CONDITIONS AND ACTIVE BIDDING MAINTAINING OF MATERIALS. DEVELOP PRESERVATION PROGRAM.</td>
<td>The Collection Development Advisory Group will work with the Steering Committee to develop a plan of action for a preservation program.</td>
<td>Head, Collection Mgt.; Collection Development Advisory Group</td>
</tr>
<tr>
<td></td>
<td>5. PARTICIPATE IN LOCAL, REGIONAL, AND NATIONAL RESOURCE SHARING PROGRAMS AND ACTIVITIES.</td>
<td>Facilitate bibliographic access and document delivery programs between cooperating institutions. Ongoing to 4th year.</td>
<td>Head, Collection Mgt.</td>
</tr>
<tr>
<td>Information Services</td>
<td>6. MAINTAIN DYNAMIC COLLECTIONS IN ACTIVE ACADEMIC ACADEMIC AND RESEARCH AREAS THROUGH SPENDING LESS-USED MATERIALS AND WEA DING SUPERSIZED MATERIALS WITHIN POLICIES.</td>
<td>Develop a collection review program that will seek to eliminate material that is no longer appropriate for the collections. Ongoing to 4th year.</td>
<td>Head, Collection Mgt.</td>
</tr>
<tr>
<td></td>
<td>7. PROVIDE COMPREHENSIVE PROGRAM OF ORIENTATION AND INSTRUCTION</td>
<td>More faculty seminars on new technologies, i.e., CD-ROM; continue to expand BI program.</td>
<td>Bibliographic Instruction Unit</td>
</tr>
<tr>
<td></td>
<td>8. LOCATE SPECIFIC INFORMATION USING APPROPRIATE TECHNOLOGY</td>
<td>Increase capability for end user searching; improve access to periodical literature.</td>
<td>Online Searching Unit</td>
</tr>
<tr>
<td></td>
<td>9. DEVELOP AND MAINTAIN A WORKING REFERENCE COLLECTION</td>
<td>Continue existing programs; evaluate reference collections; increase number of librarians in Ph.D. specialty area.</td>
<td>Reference Dept.</td>
</tr>
<tr>
<td></td>
<td>10. INCREASE USAGE OF GOVERNMENT DOCUMENTS AND HOURS OF SERVICE</td>
<td>Continue integration of document collection in general pattern of library services; New Mexico</td>
<td>Documents Librarian</td>
</tr>
</tbody>
</table>

*For a detailed statement of goals and objectives, see Appendix D.*
<table>
<thead>
<tr>
<th>MAJOR UNIT</th>
<th>MAJOR GOALS AND OBJECTIVES*</th>
<th>ACTION REQUIRED/ACTIVITIES</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information</td>
<td>11. REQUEST AND SEND MATERIALS TO OTHER LIBRARIES (cont.)</td>
<td>State documents would become physical addition to U.S. Document holdings.</td>
<td>ILL Specialist</td>
</tr>
<tr>
<td>Services</td>
<td>12. MAINTAIN STACKS FOR FAST EFFICIENT RETRIEVAL</td>
<td>Add Telefax machine and electronic mail capability.</td>
<td>Circulation Coordinator</td>
</tr>
<tr>
<td>Technical Services</td>
<td>13. IMPROVE ACCESS TO LIBRARY MATERIALS ON MICROFORMS</td>
<td>Evaluate current demands, implementing programs to meet new needs; expand part-time staff</td>
<td>Head, Information Services</td>
</tr>
<tr>
<td></td>
<td>14. IMPROVE PHYSICAL ENVIRONMENT</td>
<td>full-time.</td>
<td>Head, Technical Services</td>
</tr>
<tr>
<td></td>
<td>15. REPLACE AND ADD EQUIPMENT AS NECESSARY</td>
<td>Enlarge the spectrum of materials to meet information and research needs.</td>
<td>Head, Technical Services</td>
</tr>
<tr>
<td></td>
<td>16. DEVELOP HUMAN RESOURCES</td>
<td>Provide regular safety checks; improve ventilation.</td>
<td>Head, Technical Services</td>
</tr>
<tr>
<td>Library Systems</td>
<td>17. ADD NEW OR UPGRADE EXISTING EQUIPMENT YEARLY BUDGET</td>
<td>Provide for interactive terminals and computer systems; better copy facilities; add and</td>
<td>Systems Librarians</td>
</tr>
<tr>
<td>Office</td>
<td></td>
<td>replace book trucks as needed.</td>
<td></td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td>Collection Management</td>
<td>1. DEVELOP PROGRAM OF ORIENTATION AND TRAINING FOR BOTH PROFESSIONALS AND SUPPORT STAFF INVOLVED IN COLLECTION DEVELOPMENT PROGRAMS</td>
<td>Staff will be encouraged to attend workshops, conferences, etc., that relate to new responsibilities.</td>
<td>Head, Collection Mgt.</td>
</tr>
<tr>
<td></td>
<td>2. REVIEW CURRENT COLLECTION MANAGEMENT/DEVELOPMENT FUNCTION WITH VIEW TOWARD STREAMLINING AND AUTOMATING PROCEDURES</td>
<td>Analyze all programs with view toward automating those programs that can be made more efficient and effective by means of computing. Ongoing to 5th year.</td>
<td>Head, Collection Mgt.</td>
</tr>
<tr>
<td></td>
<td>3. PARTICIPATE IN LOCAL, REGIONAL, AND NATIONAL RESOURCE SHARING PROGRAMS AND ACTIVITIES.</td>
<td>Facilitate bibliographic access and document delivery programs between cooperating institutions. Ongoing to 5th year.</td>
<td>Head, Collection Mgt.</td>
</tr>
<tr>
<td></td>
<td>4. MAINTAIN DYNAMIC COLLECTIONS IN ACTIVE ACADEMIC ACADEMIC AND RESEARCH AREAS THROUGH STUDYING LESS-USED MATERIALS AND WEIGHING SUPERSEDED MATERIALS WITHIN POLICIES.</td>
<td>Develop a collection review program that will seek to eliminate material that is no longer appropriate for the collections. Ongoing to 5th year.</td>
<td>Head, Collection Mgt.</td>
</tr>
<tr>
<td>Information Services</td>
<td>5. PROVIDE COMPREHENSIVE PROGRAM OF ORIENTATION AND INSTRUCTION</td>
<td>Develop orientation/instruction program for university staff; examine starting term paper advisory service expand faculty seminar program, possibly bring in outside people.</td>
<td>Bibliographic Instruction Unit</td>
</tr>
<tr>
<td></td>
<td>6. LOCATE SPECIFIC INFORMATION USING APPROPRIATE TECHNOLOGY</td>
<td>Improve access to scientific information; begin initiating &quot;Expert Systems&quot; to improve program.</td>
<td>Online Searching Unit</td>
</tr>
<tr>
<td></td>
<td>7. DEVELOP AND MAINTAIN A WORKING REFERENCE COLLECTION</td>
<td>Continue existing but growing programs; provide training to support new format for reference materials.</td>
<td>Reference Dept.</td>
</tr>
<tr>
<td></td>
<td>8. INCREASE USAGE OF GOVERNMENT DOCUMENTS AND HOURS OF SERVICE</td>
<td>Evaluation of state of the art indexes for government publications; check into electronic networking of depository.</td>
<td>Documents Librarian</td>
</tr>
<tr>
<td></td>
<td>9. REQUEST AND SEND MATERIALS TO OTHER LIBRARIES FAST AND ACCURATELY</td>
<td>Continuously monitor work load for additional staffing.</td>
<td>ILL Specialist</td>
</tr>
<tr>
<td></td>
<td>10. MAINTAIN STACKS FOR FAST EFFICIENT RETRIEVAL</td>
<td>Design a secure Reserve reading area with access to the Circulation Department; copy machine for Reserves.</td>
<td>Circulation Coordinator</td>
</tr>
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<tr>
<td>Technical Services</td>
<td>11. IMPROVE PHYSICAL ENVIRONMENT</td>
<td>Improve sanitary facilities; provide computer training facility. (New Building)</td>
<td>Head, Technical Services</td>
</tr>
<tr>
<td></td>
<td>12. REPLACE AND ADD EQUIPMENT AS</td>
<td>Install PA system; phones; E-mail to improve communication links. (New Building)</td>
<td>Head, Technical Services</td>
</tr>
<tr>
<td></td>
<td>NECESSARY</td>
<td></td>
<td>Head, Technical Services</td>
</tr>
<tr>
<td></td>
<td>13. DEVELOP HUMAN RESOURCES</td>
<td>Provide on-site day care.</td>
<td>Head, Technical Services</td>
</tr>
<tr>
<td>Library Systems</td>
<td>14. ADD NEW OR UPGRADE EXISTING</td>
<td>Install multiuser workstations as budget allows.</td>
<td>Systems Librarian</td>
</tr>
<tr>
<td>Office</td>
<td>EQUIPMENT YEARLY BUDGET</td>
<td></td>
<td></td>
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<tr>
<td>Collection Management</td>
<td>1. REVIEW CURRENT COLLECTION MANAGEMENT/DEVELOPMENT FUNCTION WITH VIEW TOWARDS STREAMLINING AND AUTOMATING PROCEDURES</td>
<td>Analyze all programs with view toward automating those programs that can be made more efficient and effective by means of computing.</td>
<td>Head, Collection Mgt.</td>
</tr>
<tr>
<td></td>
<td>2. PARTICIPATE IN LOCAL, REGIONAL, AND NATIONAL RESOURCE SHARING PROGRAMS AND ACTIVITIES.</td>
<td>Facilitate bibliographic access and document delivery programs between cooperating institutions.</td>
<td>Head, Collection Mgt.</td>
</tr>
<tr>
<td></td>
<td>3. MAINTAIN DYNAMIC COLLECTIONS IN ACTIVE ACADEMIC ACADEMIC AND RESEARCH AREAS THROUGH STORING LESS-USED MATERIALS AND WEEDING SUPERSEDED MATERIALS WITHIN POLICIES.</td>
<td>Develop a collection review program that will seek to eliminate material that is no longer appropriate for the collections.</td>
<td>Head, Collection Mgt.</td>
</tr>
<tr>
<td>Information Services</td>
<td>4. PROVIDE COMPREHENSIVE PROGRAM OF ORIENTATION AND INSTRUCTION</td>
<td>Refine/expand where needed; 1 1/2 full-time BI librarians, 9 1/2 reference librarian; room for term paper advising.</td>
<td>Bibliographic Instruction Unit</td>
</tr>
<tr>
<td></td>
<td>5. LOCATE SPECIFIC INFORMATION USING APPROPRIATE TECHNOLOGY</td>
<td>Improve access to information formerly in printed form and now available only electronically.</td>
<td>Online Searching Unit</td>
</tr>
<tr>
<td></td>
<td>6. DEVELOP AND MAINTAIN A WORKING REFERENCE COLLECTION</td>
<td>Enlarge Reference Unit a full 33 1/3% to maintain proposed level of service.</td>
<td>Reference Dept.</td>
</tr>
<tr>
<td></td>
<td>7. INCREASE USAGE OF GOVERNMENT DOCUMENTS AND HOURS OF SERVICE</td>
<td>Investigate need for computer hardware to accommodate GFO electronic publishing.</td>
<td>Documents Librarian</td>
</tr>
<tr>
<td></td>
<td>8. REQUEST AND SEND MATERIALS TO OTHER LIBRARIES FAST AND ACCURATELY</td>
<td>Implement a Document Delivery Service separate from ILL for patrons willing to accept costs.</td>
<td>ILL Specialist</td>
</tr>
<tr>
<td></td>
<td>9. MAINTAIN STACKS FOR FAST EFFICIENT RETRIEVAL</td>
<td>Operate a totally automated circulation system, eliminating all card files.</td>
<td>Circulation Coordinator</td>
</tr>
<tr>
<td>Technical Services</td>
<td>10. IMPROVE PHYSICAL ENVIRONMENT</td>
<td>Provide individual lockers; consider anti-static carpet; provide exercise equipment.</td>
<td>Head, Technical Services</td>
</tr>
<tr>
<td></td>
<td>11. REPLACE AND ADD EQUIPMENT AS NECESSARY</td>
<td>Install PA system; phones; E-mail to improve communication links. (New Building)</td>
<td>Head, Technical Services</td>
</tr>
<tr>
<td></td>
<td>12. DEVELOP HUMAN RESOURCES</td>
<td>Provide on-site day care.</td>
<td>Head, Technical Services</td>
</tr>
<tr>
<td>Library Systems Office</td>
<td>13. ADD NEW OR UPGRADE EXISTING EQUIPMENT YEARLY BUDGET</td>
<td>Install multiuser workstations as budget allows.</td>
<td>Systems Librarian</td>
</tr>
</tbody>
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IX - SUMMARY

Applied strategic planning is the process by which the guiding members of an organization envision its future and develop the procedures and operations necessary to achieve that future. The applied strategic planning process helps the organization to create its future (Theifler, et al., 1984, p. 1).

The NMSU Library has taken another important evolutionary step in preparing for its future. Through use of the Applied Strategic Planning model, a Library Planning Team has carefully examined all facets of the library program, and developed five year plans that will assure the Library is positioned to fulfill its mission within the University. While there remain many challenges, they are equally surpassed by the opportunities that were identified through the planning process.
BIBLIOGRAPHY


Sources for Critical Success Indicators


APPENDIX

A - Applied Strategic Planning: An Overview
B - Competitive Analysis
C - Stakeholders Analysis
D - Departmental Five Year Plans
Appendix A

Applied Strategic Planning: An Overview
APPENDIX B

COMPETITIVE ANALYSIS
COMPETITIVE ANALYSIS
SUMMARY

The following is a brief summary of the competitive analysis which lists the Library's primary competitors as agreed upon by the Library Strategic Planning Committee on May 9, 1988.

Since the essence of strategic planning is the consideration of current decision alternatives in light of their probable consequences over time, it is only wise to recognize that the primary responsibility of strategic planning is to continuously look outward and to keep the business or the mission in step with the anticipated environment. With this in mind, this summary lists and profiles by priority order the departments in the various NMSU colleges that compete for services, collections, and funding.

Priority #1: NMSU - Computer Center

The Computer Center looms as the major competitor for the Library in the immediate future. As an active and aggressive entity, it will, first of all, parallel and, perhaps, surpass the Library as the major information provider on campus within the next five to ten years under the direction of its present director. The present director is a visionary and an excellent facilitator of his expressed goals—he is aggressive and undaunted in his efforts to excel in his chosen field and there is no doubt that he will achieve his objectives. In light of this, the Computer Center will be a formidable competitor in obtaining funds for the accomplishment of its goals and objectives both within and outside the university community.

The Computer Center is concentrating heavily in the following areas:

--Network areas
--Mainframe and Large Systems
--Small to Intermediate Systems
--Administrative Software
--Documentation and Training
--Organization and Management

It would be to our advantage to cultivate the Computer Center as our ally and to work with the Center in strengthening our standing and accessibility in the university and local community.

Priority #2: NMSU - Non-Academic Units (Non-department)

Under this classification, all the units in this category are competitors of the library for funds at the university level. However,
Those units involved in research are deemed as the strongest competitors because they compete with the library in terms of collections and services offered to the user, as well as in their ability to obtain funds outside the university community. Three of these units have been identified as the library's strongest competitors and they are:

1. WATER RESOURCES RESEARCH INSTITUTE

This organization is an information provider for the public in matters relating to water at the state and national level—it manages a program of research to develop knowledge in the preservation, development and management of water resources. Additionally, it maintains a current inventory of water research activities, as well as making this information available to interested people. It is also an active channel for writing proposals for funding by any NMSU faculty member who wishes to pursue further research in water resources. Consequently, this organization is service-oriented and is capable of competing effectively with the Library for funding.

(Personal observation: the water litigation between New Mexico and El Paso can trigger more research in water resources, either related to the litigation or in the outcome of the litigation, which conceivably would make this unit stronger than it is now.)

2. LATIN AMERICAN STUDIES/JOINT BORDER RESEARCH INSTITUTE

This is a public-oriented organization and through its liaison, the New Mexico Border Commission, serves as a principal point of contact between Mexico and the United States. The importance of border relations to both of these countries or any Latin American country makes this organization a very important one. This center is funded at the federal, state, and private level. Moreover, it competes for federal dollars with 14 other Latin American centers across the nation—Yale, Harvard, Sanford, etc. The potential for accelerated growth is there and it is expected that its budget will double within two to three years according to the director.

The Center has a small privately-donated library that includes monographs, journals and newspapers specializing in Latin American countries, particularly Mexico. This material is available to the public, faculty, and students who are involved in Latin American research.

The potential for increased student enrollment is significant according to national trends and interest. At NMSU, there will be a concerted emphasis in updating and increasing graduate-level courses and programs to attract more students according to the director. He expects this is the direction their center will be taking, as well as becoming a national resource center involved in extensive research in Latin American issues.

If the Center grows as is anticipated, it is to the Library's benefit to be prepared with its collections and to be aware of the possibility of strong competition for funds from this center.
3. SOLAR ENERGY INSTITUTE

This is a research and service-oriented organization that serves government, business and the public through its expertise, experience, and testing facilities. Through its liaison, the Southwest Region Experiment Station, it designs and develops photovoltaic systems—turning sunlight into reasonably priced electricity for residential use in the Southwest.

This agency is also involved in the training of solar electric application and installation; it publishes various publications in solar energy, and offers the public a "sun-dial" toll-free information line.

One of the major functions of this organization is in the operation of geothermal projects. One such geothermal project supplies a campus-wide heating system at NMSU--30 campus buildings, heating of the natatorium, football stadium, including the indoor/outdoor swimming pools.

This agency can be a major competitor of the Library when it comes to seeking funds to achieve its goals.

(Personal observation: there is a potential for increased activity in this agency because of the renewed national interest in seeking cheaper energy or other forms of energy.)

Priority #3: NMSU - Center for Educational Development

The Center for Educational Development is an organization viewed as highly competitive with Library services. CED's primary role of assisting NMSU faculty in "teaching effectiveness" on and off campus certainly parallels one of the Library's main functions. The potential to increase assistance for faculty and students is there; and consequently, it will in the future affect the competition for funds at NMSU.

Additionally, the expansion of the use of instructional television on and off campus through transmission and other technologies will undoubtedly present a challenge to the Library in its own role in serving the faculty community on and off campus.

Priority #4: NMSU - University Museum

The University Museum is considered to be a highly competitive organization at NMSU because of its potential for public service, its fundraising possibilities, and its aggressive drive to increase its collections. It is an organization that warrants a careful watch in terms of competing for money, donors, and a place of knowledge in a well-informed community. The University Museum is a definite information provider.

Priority #5: NMSU - Departmental Libraries

Departments are definitely purchasing their own books, journals, and publications in other formats, such as records; and this material is housed
in their individual departments or in individual professors' collections. Some of these purchases duplicate library holdings, but many are also unique. Presently, there are not enough statistics available to determine whether departments are building up their own libraries to the point that they threaten the main library in terms of collections and services.

However, it is important that the Library remain aware of this departmental practice of purchasing materials for their own departments. Perhaps the Library should have a referral practice of informing Library users of the availability of certain materials at respective departments whenever the material is not located at the main Library. By doing this, the library can perhaps cultivate positive relations with the various departments as well as to formulate a way of judging whether departments are becoming a threat to the Library.

Priority #6: NMSU - Departments (miscellaneous)

The consensus of the Library Strategic Planning Committee concerning the priority listing of NMSU colleges that are effective Library competitors are as follows:

1. College of Engineering
2. College of Business Administration and Economics
3. College of Arts and Sciences
4. College of Education
5. College of Human and Community Services
6. College of Agriculture and Home Economics

Several strength indicators support this analysis. These indicators include the following:

1. Leadership and strong administration
2. Program accreditation
3. Research capability and the ability to attract outside funding for research and service
4. Support from outside the University community, both in industry and the private sector
5. Affiliation with state and national professional organizations, key colleges within the University, and University committees, including the Faculty Senate.
6. Possession of strong undergraduate and graduate programs
7. Enrollment increases
8. Promotion of college itself by increasing recognition at the state and national level

Priority #7: NMSU - Physical Science Laboratory (PSL)

PSL is a self-sustaining entity at NMSU that maintains its existence through governmental contracts (i.e., U.S. Department of Defense) and other commercial contracts. It also has its own form of archival system for their sensitive data, although they have placed some of their records in the Library Archives.

There is no doubt that PSL is an information provider for the private sector and that it does compete with the Library in this sense.

Priority #8: NMSU - Corbett Center

The major services that Corbett Center provides to the University community which can be considered as competitive with Library services are the selling of books and Xerographic copying. These activities are self-sustaining; that is, people pay for these services outright. Although these services can be viewed as substantial in terms of money spent by users, these services are considered to have very little impact in the competition for funding or services offered.
COMPETITION - ON CAMPUS - SOLAR ENERGY INSTITUTE

Funding for this institute "comes from a state appropriation through the New Mexico Energy Research and Development Institute and from contracts with government agencies and industry."

I. What?

A. Offers solar expertise, experience, and testing facilities found few other places in the world

B. Conveys the latest research findings

C. Contributes to the economy

D. Offers expertise in the use of winds to produce energy

II. Who?

A. Nation
B. Government
C. New Mexico
D. Public
E. Builders and architects
F. Homeowners
G. Designers
H. Manufacturers
I. Solar Businesses

III. How? Through

A. Computer-assisted solar designs and analyses

B. Performance evaluations and analyses of prototype photovoltaic systems. Related to this is the operation of the Southwest Region Experiment Station. This station

1. Is the largest of three such photovoltaic test facilities in the world

2. Is sponsored by the U. S. Dept. of Energy

3. Has appropriations distributed through the National Photovoltaic Program

4. Is involved in the testing of a number of different systems design and styles in order to find ways to build photovoltaic systems that can turn sunlight into reasonably priced electricity for residential use in the Southwest

5. Is headquartered at NMSU

6. Aims to ensure early commercialization as photovoltaic costs become competitive with other energy sources by supplying media with timely materials concerning its activities. Staff members also serve on consulting committees, meet with business and community leaders, and present the results of their work at scientific and technical gatherings
D. Computer-assisted energy-use evaluations

E. Tests and analyses of prototype air and liquid solar collectors and operates the state’s solar collector certification program

F. Evaluations of solar heat for industrial processes

G. Feasibility studies of specific organic wastes for energy production (analyzed at the Bioenergy Laboratory)

H. Growth and testing of aquatic and terrestrial plants for energy, animal feed, or specialty chemicals

I. Economic feasibility studies of sites for small-scale hydroelectric or wind systems

J. Small hydroelectric systems design, engineering, and installation

K. Monitoring of wind machine field performance

L. Development, coordination, and presentation of conferences, workshops, and seminars

M. Publications such as the ENERGY EDUCATOR, HOME ENERGY GUIDE, and SOLAR BUYER’S GUIDE

N. A Sun-Dial toll-free information line

O. Research in Geothermal energy. Related to this are the following items

1. Development of three resource areas in Dona Ana by private industry in order to provide an inexpensive and stable-price alternative source of heat for greenhouses

2. Has two operating geothermal demonstration projects available for inspection

3. There is a campus-wide system that supplies hot water heating for 30 campus buildings, heating of the natatorium, football stadium and the indoor and outdoor swimming pools

SOURCES: 3 pamphlets entitled:

1. THE NEW MEXICO SOLAR ENERGY INSTITUTE

2. GEOTHERMAL ENERGY, GREENHOUSES, AND DONA ANA COUNTY, NEW MEXICO

3. SOUTHWEST RESIDENTIAL EXPERIMENT STATION
SOURCES USED FOR COMPETITIVE ANALYSIS


City of Las Cruces Inter-Departmental Memorandum from Don Dresp, Library Director for Branigan Library to J.W. Harrison, Administration, dated January 24, 1980, on the subject of The Purposes and Functions of Thomas Branigan Memorial Library.

Coordinated Library Systems of New Mexico, a pamphlet.


Geothermal Energy, Greenhouses, and Dona Ana County, New Mexico, a pamphlet.


Hitchhiker for Librarians in New Mexico, no. 737, Feb. 8, 1988.


Hitchhiker for Librarians in New Mexico, no. 743, Mar. 21, 1988.

Interviews with various NMSU personnel, including Ms. Candie Gardner, Ms. Karen Mobley, Dr. Ray Sadler, and other staff both inside and outside the library.

Large Employers in New Mexico by County prepared by the New Mexico Department of Labor, Barbara Trujillo - Mary Carrillo. Economic Research & Analysis, Based on December 1986 Data. February 1988.


New Mexico Solar Energy Institute, a pamphlet.


National Agricultural Library, "Rural Information Center: Why a Rural Information Center," Agricultural Libraries Information Notes,


Southwest Residential Experiment Station, a pamphlet.

APPENDIX C

STAKEHOLDER ANALYSIS
Library stakeholders were identified in the planning team's retreat as faculty, staff, students, administrators and the community, both local and the more global community served through networking. Special groups such as Continuing Education and Extension, the Primate Center, Latin American Studies, TIGRE, and the Agricultural Experiment Station are also stakeholders.

The stakeholder analysis should provide quantifiable data relating to the Line of Business for all stakeholders. This report identifies various methods for acquiring useful information from stakeholders.

Statistics

Many use statistics are currently available and are included in departmental annual reports. These are generated by various on-line systems (OCLC, VTLS, INNOVACQ, AT) or manually. These statistics include:

- Reference questions
- Database searches
- Bibliographic instruction
- Circulation
- Interlibrary Loan successes
- Building use
- Archives/Special Collections use
- Acquisitions/Holdings by subject
- Budgeting

The degree to which services are currently used and budgeted can be determined through such statistics.

Evaluation forms

It is recommended that evaluation forms be used to determine qualitative data where appropriate. Two services which might find evaluation forms useful are bibliographic instruction and database searching. In the case of bibliographic instruction both students receiving the instruction and the faculty requesting instruction for their classes should be surveyed.

Surveys

It is recommended that surveys be conducted on a periodic basis to appraise service to and attitudes of all stakeholders. Small surveys with a single focus distributed to a target audience would be the most useful and the easiest to conduct. Examples of such surveys are:

a. Focus students in the fall
   1. Demographics - do you use the library and why
   2. Could be machine survey (simlar to Computer Center survey), or distributed in classes
   3. Should not be given in the Library
b. Focus on Faculty
   1. Gather information on faculty use of the Library's information services.
   2. Distribute in library faculty newsletter

c. Focus on non-University users
   1. Gather information for friends group
   2. Determine who uses and why

d. Focus on Chamber of Commerce members
   1. Does the business community use the Library
   2. Would the business community assist in supporting services if they benefited from them.

e. Focus on campus secretaries
   1. How often do they use the Library
   2. What problems do they encounter

Drafts of three surveys which should be conducted in the summer/fall of 1988 are attached.
STUDENT LIBRARY USE SURVEY

1. Classification:
   ____Freshman  ____Sophomore  ____Junior
   ____Senior  ____Graduate Student

2. Are you a Crimson Scholar, in the Honors Program, or the recipient of an academic scholarship?
   ____Yes  ____No

3. College:
   ____Ag & Home Ec.  ____Arts & Sciences  ____B.A. & Econ.
   ____Education  ____Engineering  ____Human & Comm. Service

4. How many times have you been to the Library this semester?
   ____0 times  ____1-10 times  ____10+ times

5. Do you go to the Library to socialize or meet a friend?
   ____Often  ____Sometimes  ____Rarely  ____Never

6. Do you go to the Library to read a newspaper or magazine?
   ____Often  ____Sometimes  ____Rarely  ____Never

7. Do you go to the Library to read a Reserve book?
   ____Often  ____Sometimes  ____Rarely  ____Never

8. Do you go on a Library tour?
   ____Often  ____Sometimes  ____Rarely  ____Never
9. Do you go to the Library to study?
   ___Often ___Sometimes ___Rarely ___Never

10. Do you go to the Library to prepare for a class assignment?
   ___Often ___Sometimes ___Rarely ___Never

11. Do you go to the Library to do scholarly research?
   ___Often ___Sometimes ___Rarely ___Never

12. Is OLE' a:
   ___bullfight term ___on-line catalog
   ___name of a magazine ___name of the Library Dean

13. Did you find the materials you needed at the Library?
   ___Yes ___No

14. Did anyone help you?
   ___Yes ___No

15. If yes to #14, which person helped you the most?
   ___Library staff member ___faculty member
   ___friend ___none of the above
GUEST LIBRARY USE SURVEY

1. How often have you been to the University Library this year?
   ___ 0 times
   ___ 1-10 times
   ___ 10+ times

2. Did you come to use:
   ___ newspapers
   ___ magazines
   ___ maps
   ___ Archives
   ___ investment publications
   ___ Government Documents
   ___ copy machines
   ___ telephone directories
   ___ books

3. How do you find the parking situation when you come to the library?
   ___ Excellent Parking Opportunities
   ___ Average Parking Opportunities
   ___ Frequent Problems
   ___ Constant Problems

4. How much would you be willing to pay per year to borrow books at the University Library?

5. What is your occupation?
FACULTY LIBRARY USE SURVEY

1. College:
   ___Ag & Home Ec. ___Arts & Science ___B.A. & Economics
   ___Education ___Engineering ___Human & Community Service
   ___Research Center

2. Length of service at NMSU:
   ___0-7 years ___7-15 years ___15+ years

3. How often do you use the Library on a semester basis?
   ___0 times ___1-10 times ___10+ times

4. Did you come to use:
   ___Newspapers ___Magazines or journals ___Books
   ___Bibliographies or indices

5. How many times have you had a computerized literature search in the last year?
   ___0 times ___1-4 times ___5+ times

6. Do you teach library skills in your classes?
   ___Yes ___No

7. Do you have a librarian conduct tours of the Library for your classes?
   ___Yes ___No
8. Is OLE' a:
   ____bullfight term  ____on-line catalog
   ____name of a magazine  ____name of the Library Dean

9. Do you place books on reserve in the Library for your classes?
   ____Yes  ____No

10. Do you request materials on Interlibrary Loan?
    ____Yes  ____No
    If not, why?
    ____Receipt of material too slow
    ____Copyright restrictions
    ____Cost too expensive
    ____Length of loan period too short

11. Have you ever directly borrowed materials from the UTEP Library?
    ____Yes  ____No

12. Does your department have a reading room?
    ____Yes  ____No

13. Do you access OLE' from your office?
    ____Yes  ____No
APPENDIX D

DEPARTMENTAL FIVE YEAR PLANS
Introduction: The following statement summarizes a plan of action for Collection Management/Development at NMSU over the next five years. The plan is based upon previous planning efforts in the Library, including the ARL Self-Study and the work of the Strategic Planning Group, as well as discussions with faculty & staff. See Appendix A for a current statement of Collection Management Goals & Objectives.

1. Goal/Objective: Develop a comprehensive collection policy statement for NMSU's collections.

   Target date for completion: Spring 1989

   Process/Action: Library Dean has approved a Collection Policy Steering Committee. This committee has guided the effort, with various task forces working on draft collection policy statements for specific subject areas. As of the Summer of 1988, over 50 collection policy statements for academic department subject areas have been completed (See Appendix B).

2. Goal/Objective: After thorough evaluation of various approval plan vendors, initiate an approval plan on a trial basis.

   Target date(s): 2/88 - 2/89

   Process/Action: Four different academic approval plan vendors were brought to campus for presentations (12/87). After evaluation, two were selected for trial approval plans at NMSU - Academic Book Center will provide books in the Science & Technology subject areas at NMSU. Blackwell North America will cover the Social Sciences and Humanities subject areas. In the Spring of 1988, we started up pilot approval plans in 10 different departmental subject areas at NMSU (See Appendix C). This program will be expanded and extended during the course of the 1988/89 academic year. The goal is to eventually cover all academic units at NMSU.

3. Goal/Objective: Develop a Systematic process for the selection and review of serials at NMSU.

   Target date(s): 5/88 - 5/90

   Process/Action: A Serials Review and Selection Steering Committee has been established and is scheduled to meet four times during the Summer of 1988. (See Appendix D for a list of members of the Steering Committee). This initial group will be
asked to serve a two-year term. At the end of this period, the committee will make recommendations for the establishment of a permanent process for the selection and deselection of serial titles. In the meantime, $20,000 - $25,000 will be allocated for new serial titles for the 1988/89 academic year. The Serials Steering Committee has met and drafted a Serials Collection Development Policy Statement and a Serials Request Form. The short-term objective is to have the proper policies/procedures in place so that faculty may begin ordering new serial titles beginning September 1988.

4. **Goal/Objective:** Strengthen the role and contribution of the Library faculty in the selection and management of the library's collections.

**Target date(s):** 1/88 - 1/90

**Process/Action:** The focus of energy in the new collection development program will be an active liaison system in which librarians and faculty work together to develop and manage the collections at New Mexico State. We will review librarians subject experience in order to make appropriate library selector assignments to the various academic units. We will also develop a list of liaisons/selectors responsibilities so that both teaching faculty and librarians know what their primary responsibilities are. We will also provide orientation and training programs for library staff involved in this collection development program. Our goal is to phase this program in over the course of the 1988/89 academic year.

5. **Goal/Objective:** Develop a program of orientation and training for both professionals and support staff involved in the implementation of new collection development programs.

**Target date(s):** 9/88 - 9/92

**Process/Action:** Every effort will be made to ensure that staff involved in collection development activities will have access to appropriate informal and formal training programs. In addition to in-house efforts, staff will be able to attend workshops and conferences that relate to their new responsibilities in collection management. A formal collection development workshop will be held Nov. 7-8, 1988 at NMSU. This two-day effort will present an opportunity to professional and support staff to develop their expertise in such areas as collection assessment, the role of selectors/liaisons, etc.

6. **Goal/Objective:** Develop a comprehensive, information based, budget allocation and management process for justifying and monitoring library expenditures for monographs and serials.

**Target date(s):** 1/88 - 6/90

**Process/Action:** The NMSU Library acquisitions budget structure is currently undergoing transformation. We have gathered quantitative information on past acquisitions budgets at NMSU.
We have analyzed certain historical allocation patterns as well as trends in expenditures by format. Our ability to perform these operations is enhanced by the installation of a new automated acquisitions and serials control system - Innovacq. We have also instituted two new approval plans. Our goal is to implement a new budget structure in the next two years. The exact nature of this budget structure will depend on the information that we develop and the impact of the new acquisitions programs that we initiate. (See Appendix E for Tables that provide budget background information).

7. Goal/Objective: Develop a five-year acquisitions budget plan for NMSU Library.

Target Date(s): 5/88 - 6/89

Process/Action: Appendix F provides four different acquisitions budget scenarios for the NMSU Library over the next five years. Which one of these options becomes reality depends upon the nature and extent of both internal and external sources of support for the NMSU Library over the next few years.

8. Goal/Objective: Review current collection management/development functions with a view toward streamlining and, where possible, automating collection management and development processes and procedures.

Target Date(s): 1/88 - 1/93

Process/Action: The Collection Management Department has initiated an active review of the following programs: 1) Gifts & Exchange, 2) Binding, 3) Archives bibliographic control, 4) Acquisitions and Serial Control. All of these programs are being analyzed with a view toward automating those functions that can be made more efficient and effective by means of computing. Appendix G provides a draft of a five-year action plan as it relates to anticipated automation needs in Collection Management and Development.

9. Goal/Objective: Develop an Acquisitions strategy for Special Collections and explore the possibility of developing external sources of support for Special Collections.

Target date(s): 1988/89

Process/Action: Bring a Special Collections consultant to NMSU. Discuss strengths & weaknesses of the collections with the consultant and teaching faculty from appropriate academic departments. Attempt to identify collections that might serve as a basis of support for future fundraising for Special Collections.

10. Goal/Objective: Implement the Collection Development Advisory Group as a functioning unit within the NMSU Library.

Target date(s): Immediately
Process/Action: Review unit description available in the reorganization report and develop an appropriate description for this point in the Library's development.

11. Goal/Objective: Promote faculty and student awareness of resources and collections through a variety of liaison activities designed to facilitate intellectual and physical access to these resources.

Target date(s): 1988/89 -

Process/Action: As the result of the establishment of a liaison system (see above) the Library should be able to pursue more outreach activities vis-à-vis academic departments. A new communication list will be started up in the Fall of 1988. Other communication devices might include a table of contents service for new journals and a campus document delivery service.


Target date(s): 1988/89 - 1990/91

Process/Action: Staffing levels and staffing needs for Collection Management and development activities need to be examined in the near future. The process of review should include both support staff and professional positions.

13. Goal/Objective: Preserve the collections through constant monitoring of physical conditions and active binding and repairing of materials. Develop a preservation program that includes preventive and restorative measures, emergency procedures, and controlled environmental conditions to insure maximum possible life for the collections.

Target date(s): 1988/89 - 1990/91

Process/Action: The Collection Development Advisory Group will appoint a Steering Committee to develop a plan of action for a preservation program at the NMSU Library. The Steering Committee will be composed of professional and support staff from Technical Services as well as Information Services and Collection Management. Initial recommendations should be developed during the 1988/89 academic year.

14. Goal/Objective: Insure the effectiveness of the collections through an ongoing program of collection assessment, utilization, and access studies.

Target date(s): 1987/88 -

Process/Action: The Library's approach will be both at macro and micro-levels. At the macro-level, Collection Management is now developing a Component Analysis program with Amigus. When this program is completed, the NMSU Library will have a good
picture of the overall strengths and weaknesses of the collections. In addition, the Collection Policy Steering Committee is working on collection assessment techniques that may be easily used by librarians serving as liaisons in the collection development program. Finally, a collection development workshop held in the Fall of 1989 will familiarize librarians with current strategies and techniques for collection assessment.

15. Goal/Objective: Participate in local, regional, and national resource sharing programs and activities that improve access to lesser-used materials and expand and enrich NMSU’s collections.

Target date(s): 1988/89 - 1992/93

Process/Action: Initial meetings have been held with New Mexico academic libraries interested in cooperative endeavors in the area of resource sharing. Meetings have also been held with Univ. of Texas, El Paso. The goal is to facilitate bibliographic access and document delivery programs between cooperating institutions. We also hope to move toward cooperative collection development where that seems feasible. For example, we have held discussions with UNM on cooperative collective development in the area of Latin American Studies. Finally, we are also discussing the implementation of an Amigos "Collection Overlap" study between participating academic libraries in New Mexico.

16. Goal/Objective: Maintain dynamic collections in active academic and research areas through storing less-used materials and weeding superseded materials within carefully defined retention/storage policies.

Target date(s): 1988/89 - 1992/93

Process/Action: In conjunction with the library’s retrospective conversion project, the library needs to develop a collection review program that will seek to eliminate material that is no longer appropriate for the Library’s collections. (For example, outdated textbooks). In the context of the Library’s new building program, the collections will also be reviewed with the goal of relocating "little-used" material to an on-campus storage facility. This will provide growth space for the collections.
Appendix A

NEW MEXICO STATE UNIVERSITY LIBRARY

COLLECTION MANAGEMENT/DEVELOPMENT

Mission, Goals and Objectives Statement

Mission Statement

To support the mission of the University Library as it responds to the information needs of the NMSU community by providing materials and resources, within the limitations of its acquisitions budget and with the cooperation of other academic libraries in the regional, national, and international settings.

Goals Statement

To develop, manage, and preserve those collections and resources that support NMSU's instructional and research programs and that also serve the advanced information needs of students, faculty, and researchers.

Objectives

1. Establish and maintain a collection development liaison structure that allows the NMSU faculty and Library to effectively collaborate in the management of the university's collections and also facilitates the scholarly communication process, both in the local and global contexts;

2. Promote faculty and student awareness of resources and collections through a variety of liaison activities designed to facilitate intellectual and physical access to these resources;

3. Develop and maintain an up-to-date collection policy statement, based upon actual instructional activities, present and anticipated future research needs of the University, and continuing cooperative resource sharing commitments;

4. Maintain dynamic collections in active academic and research areas through storing less-used materials and weeding superseded materials within carefully defined retention/storage policies;

5. Preserve the collections through constant monitoring of physical conditions and active binding and repairing of materials. Develop a preservation program that includes preventive and restorative measures, emergency procedures, and controlled environmental conditions to insure maximum possible life for the collections;

6. Ensure the effectiveness of the collections through an on-going program of collection assessment, utilization and access studies;

7. Participate in local, regional, and national resource-sharing programs and activities that improve access to lesser-used materials and expand and enrich NMSU's collections.
Appendix B

Collection Policy Drafts Completed (6/88)

DEPT.

Accounting & Business Computer System
Aerospace Studies
Agricultural & Extension Education
Agricultural Economics & Business
Agricultural Institute
Agronomy & Horticulture
Animal & Range Science
Art
Astronomy
Biology
Center for Latin American Studies/Joint Border Research Institute
Chemical Engineering
Chemistry
Civil, Agricultural & Geological Engineering
Communication Studies
Computer Science
Counseling & Educational Psychology
Criminal Justice
Curriculum & Instruction
Earth Science
Economics
Educational Management & Development
Electrical & Computer Engineering
English
Entomology, Plant Pathology & Weed Science
Finance, Insurance & Real Estate
Fishery & Wildlife Science
Foreign Language
Government
Health Science
History
Home Economics
Industrial Engineering
Instructional Materials
Journalism & Mass Communication
Management
Maps
Marketing & General Business
Mathematical Science
Mechanical Engineering
Military Science
Music
Nursing
Philosophy
Physical Education, Recreation & Dance
Physics
Plant Genetics Engineering Laboratory
Psychology
Reference
Serials
Social Work
Sociology & Anthropology
Special Collections
Special Education/Communication Disorders
Theatre Arts
Appendix C

Departments on Pilot Approval Plans
(4/89)

**Academic Book Center**

1. Animal & Range Sciences
2. Astronomy
3. Civil, Agricultural, and Geological Engineering
4. Computer Science
5. Industrial Engineering
6. Mechanical Engineering
7. Plant Genetics Engineering Laboratory

**Blackwell North America**

1. Accounting and Business Computer Systems
2. Criminal Justice
3. Economics
4. Finance, Insurance, and Real Estate
5. Journalism and Mass Communication
6. Management
7. Marketing and General Business
8. Music
9. Nursing
10. Special Education/Communication Disorders
11. Theatre Arts.
## Appendix D

Serials Review & Selection Steering Committee Representatives

### Teaching Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Box</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. Terry Canup, Ag. Information</td>
<td>3A1</td>
<td>2701</td>
</tr>
<tr>
<td>Prof. Edward Birnbaum, Chemistry</td>
<td>3C</td>
<td>2031</td>
</tr>
<tr>
<td>Prof. Richard Rundell, Theatre Arts, F.L.</td>
<td>3072</td>
<td>4517</td>
</tr>
<tr>
<td>Prof. Larry Gregory, Psychology</td>
<td>3452</td>
<td>2636</td>
</tr>
<tr>
<td>Prof. Barry Smith, Finance, Ins. &amp; Real Est.</td>
<td>3FIN</td>
<td>5195</td>
</tr>
<tr>
<td>Prof. Conrad Milne, P.E.</td>
<td>3M</td>
<td>4068</td>
</tr>
<tr>
<td>Prof. Paul Finch, Industrial Engineering</td>
<td>4230</td>
<td>2950</td>
</tr>
<tr>
<td>Prof. Ron Hamelink, Health Science</td>
<td>3HLS</td>
<td>4300</td>
</tr>
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### Librarians

<table>
<thead>
<tr>
<th>Name</th>
<th>Box</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bart Harloe, Coll. Mgt.</td>
<td>3475</td>
<td>4227</td>
</tr>
<tr>
<td>Anne Morgan, Tech. Services</td>
<td>3475</td>
<td>4120</td>
</tr>
<tr>
<td>Karen Stabler, Info. Services</td>
<td>3475</td>
<td>2932</td>
</tr>
<tr>
<td>Sylvia Shields, Info. Services</td>
<td>3475</td>
<td>2932</td>
</tr>
<tr>
<td>Roger Steeb, Info. Services</td>
<td>3475</td>
<td>2932</td>
</tr>
</tbody>
</table>
### Appendix E

**Table I**

American Book Title Production, 1982-1987  
*(All Hard & Paper)*

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1981</td>
<td>48,793</td>
</tr>
<tr>
<td>1982</td>
<td>46,935</td>
</tr>
<tr>
<td>1983</td>
<td>53,380</td>
</tr>
<tr>
<td>1984</td>
<td>51,058</td>
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<tr>
<td>1985</td>
<td>50,070</td>
</tr>
<tr>
<td>1986</td>
<td>52,637</td>
</tr>
<tr>
<td>1987</td>
<td>#45,401</td>
</tr>
</tbody>
</table>

*Source: Bowker Annual & Publishers Weekly*

*Preliminary figures reported March 11, 1988*

### Table II

Academic Book Titles Treated on the Blackwell North America Approval Plan  
1981-87

<table>
<thead>
<tr>
<th>Year</th>
<th>New</th>
<th>Reprint</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1981/82</td>
<td>23,827</td>
<td>864</td>
<td>24,691</td>
</tr>
<tr>
<td>1982/83</td>
<td>25,112</td>
<td>676</td>
<td>25,788</td>
</tr>
<tr>
<td>1983/84</td>
<td>26,983</td>
<td>819</td>
<td>27,802</td>
</tr>
<tr>
<td>1984/85</td>
<td>28,528</td>
<td>779</td>
<td>29,307</td>
</tr>
<tr>
<td>1985/86</td>
<td>28,914</td>
<td>932</td>
<td>29,846</td>
</tr>
<tr>
<td>1986/87</td>
<td>32,086</td>
<td>871</td>
<td>32,957</td>
</tr>
</tbody>
</table>

*Source: Blackwell North America Approval Program Coverage and Cost Study, 1981/82-1986/87*
Table III

<table>
<thead>
<tr>
<th>Year</th>
<th>NMSU Books Purchased</th>
<th>% BNA Academic Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>1981/82</td>
<td>20,461</td>
<td>82%</td>
</tr>
<tr>
<td>1982/83</td>
<td>12,664</td>
<td>49%</td>
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<tr>
<td>1983/84</td>
<td>9,426</td>
<td>34%</td>
</tr>
<tr>
<td>1984/85</td>
<td>9,416</td>
<td>32%</td>
</tr>
<tr>
<td>1985/86</td>
<td>8,404</td>
<td>28%</td>
</tr>
<tr>
<td>1986/87</td>
<td>8,702</td>
<td>26.4%</td>
</tr>
<tr>
<td>1987/88</td>
<td>7,000 est.</td>
<td>NA</td>
</tr>
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Source: NMSU Library Acquisitions Dept. Annual Reports, 1981/87

Table IV

<table>
<thead>
<tr>
<th>Year</th>
<th>Price</th>
<th>% Increase Over Previous Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1981/82</td>
<td>$28.05</td>
<td>+10.3%</td>
</tr>
<tr>
<td>1982/83</td>
<td>$29.14</td>
<td>+3.5%</td>
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<tr>
<td>1983/84</td>
<td>$30.13</td>
<td>+3.5%</td>
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<tr>
<td>1984/85</td>
<td>$30.13</td>
<td>+0.0%</td>
</tr>
<tr>
<td>1985/86</td>
<td>$32.43</td>
<td>+7.6%</td>
</tr>
<tr>
<td>1986/87</td>
<td>$34.92</td>
<td>+7.6%</td>
</tr>
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</table>

Ave. Yearly Increase = 5.69%

Table V


<table>
<thead>
<tr>
<th>Year</th>
<th>Total Budget</th>
<th>Serials Allocation</th>
<th>% Serials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1983-84</td>
<td>$838,900</td>
<td>$542,400</td>
<td>64.65%</td>
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<tr>
<td>1984-85</td>
<td>$842,651</td>
<td>$546,151</td>
<td>64.81%</td>
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<tr>
<td>1985-86</td>
<td>$842,651</td>
<td>$546,151</td>
<td>64.81%</td>
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<tr>
<td>1986-87</td>
<td>$863,153</td>
<td>$560,000</td>
<td>64.87%</td>
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<tr>
<td>1987-88</td>
<td>$983,500</td>
<td>$693,500</td>
<td>70.5%</td>
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Table VI

NMSU Library Materials Allocations for Major Academic Units: Traditional Pattern (1987-88)

<table>
<thead>
<tr>
<th>Unit</th>
<th>*Dollar Amount</th>
<th>% Total Budget</th>
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</thead>
<tbody>
<tr>
<td>College of Agriculture &amp; Home Economics</td>
<td>$ 69,412</td>
<td>9.4%</td>
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<tr>
<td>College of Arts &amp; Sciences</td>
<td>$495,712</td>
<td>67%</td>
</tr>
<tr>
<td>College of Business &amp; Economics</td>
<td>$ 32,630</td>
<td>4.4%</td>
</tr>
<tr>
<td>College of Education</td>
<td>$ 29,652</td>
<td>4%</td>
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<tr>
<td>College of Engineering</td>
<td>$ 98,447</td>
<td>13.3%</td>
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<tr>
<td>College of Human &amp; Community Services</td>
<td>$ 9,368</td>
<td>1.2%</td>
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</table>

*Includes both book & serial allocations for 1987/88

Table VII

<table>
<thead>
<tr>
<th>Unit</th>
<th>B.A.</th>
<th>M.A.</th>
<th>Ph.D.</th>
<th>Total Degrees</th>
<th>% Total Degrees Awarded</th>
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<tbody>
<tr>
<td>College of Ag. &amp; Home Econ.</td>
<td>151</td>
<td>65</td>
<td>12</td>
<td>228</td>
<td>11.6%</td>
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<tr>
<td>College of Arts &amp; Sciences</td>
<td>390.5</td>
<td>112</td>
<td>16</td>
<td>518.5</td>
<td>26.4%</td>
</tr>
<tr>
<td>College of Bus. &amp; Econ.</td>
<td>446.5</td>
<td>8</td>
<td>0</td>
<td>454.5</td>
<td>23%</td>
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<tr>
<td>College of Education</td>
<td>150</td>
<td>113</td>
<td>24</td>
<td>287</td>
<td>14.6%</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>362</td>
<td>50</td>
<td>13</td>
<td>425</td>
<td>21.67%</td>
</tr>
<tr>
<td>College of Human &amp; Comm. Services</td>
<td>48</td>
<td>0</td>
<td>0</td>
<td>48</td>
<td>2.4%</td>
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</table>

Table VIII

<table>
<thead>
<tr>
<th>Unit</th>
<th>UG</th>
<th>Grad</th>
<th>Total</th>
<th>% Total Credit Hours</th>
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<tbody>
<tr>
<td>College of Ag. &amp; Home Econ.</td>
<td>9,209.9</td>
<td>2,034.2</td>
<td>11,244.2</td>
<td>6.6%</td>
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<tr>
<td>College of Arts &amp; Science</td>
<td>91,420.4</td>
<td>4,065.3</td>
<td>95,485.7</td>
<td>56%</td>
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<tr>
<td>College of Bus. &amp; Econ.</td>
<td>26,373.1</td>
<td>978</td>
<td>27,351.1</td>
<td>16%</td>
</tr>
<tr>
<td>College of Ed.</td>
<td>11,025.9</td>
<td>3,468.8</td>
<td>14,494.1</td>
<td>8.5%</td>
</tr>
<tr>
<td>College of Eng.</td>
<td>14,994.1</td>
<td>2,016.3</td>
<td>16,960.4</td>
<td>9.9%</td>
</tr>
<tr>
<td>College of Human &amp; Comm. Services</td>
<td>4,219.3</td>
<td>0</td>
<td>4,219.3</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Studies, NMSU (Tables VII & VIII)
Table IX

Instructional FTE Faculty by Major Academic Unit, NMSU, Fall 1987

<table>
<thead>
<tr>
<th>Unit</th>
<th>Number FTE Faculty</th>
<th>% Total Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Agriculture &amp; Home Ec.</td>
<td>49.4</td>
<td>8.2%</td>
</tr>
<tr>
<td>College of Arts &amp; Science</td>
<td>306.2</td>
<td>51.4%</td>
</tr>
<tr>
<td>College of Business &amp; Econ.</td>
<td>76.1</td>
<td>12.7%</td>
</tr>
<tr>
<td>College of Education</td>
<td>50.1</td>
<td>8.4%</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>87.9</td>
<td>14.7%</td>
</tr>
<tr>
<td>College of Human &amp; Comm. Services</td>
<td>25.8</td>
<td>4.3%</td>
</tr>
<tr>
<td><strong>Total FTE</strong></td>
<td><strong>595.5</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: Office of Institutional Studies, NMSU (Table IX)

Table X

Overall Subject Allocations of NMSU Materials Budget and Percentage Serials Allocations (1987-88)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Allocation</th>
<th>% Total Budget</th>
<th>% Serials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>$63,810</td>
<td>8.7%</td>
<td>47.5%</td>
</tr>
<tr>
<td>Social Science</td>
<td>$142,312</td>
<td>19.4%</td>
<td>53.4%</td>
</tr>
<tr>
<td>Science &amp; Technology</td>
<td>$528,709</td>
<td>71.9%</td>
<td>81.0%</td>
</tr>
<tr>
<td>Unit</td>
<td>Total Allocation</td>
<td>Serials Allocation</td>
<td>% Serials</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>------------------</td>
<td>--------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>College of Ag. &amp; Home Econ.</td>
<td>$69,412</td>
<td>$43,312</td>
<td>60.9%</td>
</tr>
<tr>
<td>College of Arts &amp; Science</td>
<td>$495,712</td>
<td>$385,012</td>
<td>77.7%</td>
</tr>
<tr>
<td>College of Bus. &amp; Economics</td>
<td>$32,638</td>
<td>$19,838</td>
<td>60.9%</td>
</tr>
<tr>
<td>College of Education</td>
<td>$29,652</td>
<td>$10,352</td>
<td>34.9%</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>$98,447</td>
<td>$74,047</td>
<td>75.2%</td>
</tr>
<tr>
<td>College of Human &amp; Comm. Services</td>
<td>$9,368</td>
<td>$3,668</td>
<td>39.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Interest &amp; Children's Periodicals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General Interest</td>
<td>5.1</td>
</tr>
<tr>
<td>Children's</td>
<td>10.5</td>
</tr>
<tr>
<td><strong>BOTH CATEGORIES</strong></td>
<td>7.8</td>
</tr>
</tbody>
</table>

### Humanities

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine &amp; Applied Arts</td>
<td>7.2</td>
</tr>
<tr>
<td>Literature &amp; Language</td>
<td>8.2</td>
</tr>
<tr>
<td>Philosophy &amp; Religion</td>
<td>8.4</td>
</tr>
</tbody>
</table>

**ALL HUMANITIES CATEGORIES**

7.9

### Social Sciences

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business &amp; Economics</td>
<td>10.0</td>
</tr>
<tr>
<td>Education</td>
<td>9.3</td>
</tr>
<tr>
<td>History</td>
<td>7.4</td>
</tr>
<tr>
<td>Journalism</td>
<td>9.5</td>
</tr>
<tr>
<td>Labor &amp; Industrial Relations</td>
<td>12.3</td>
</tr>
<tr>
<td>Law</td>
<td>8.4</td>
</tr>
<tr>
<td>Library &amp; Information Sciences</td>
<td>10.8</td>
</tr>
<tr>
<td>Physical Education &amp; Recreation</td>
<td>9.9</td>
</tr>
<tr>
<td>Political Science</td>
<td>10.2</td>
</tr>
<tr>
<td>Psychology</td>
<td>11.4</td>
</tr>
<tr>
<td>Sociology &amp; Anthropology</td>
<td>12.8</td>
</tr>
</tbody>
</table>

**ALL SOCIAL SCIENCE CATEGORIES**

10.2

### Science & Technology

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>10.1</td>
</tr>
<tr>
<td>Chemistry &amp; Physics</td>
<td>12.1</td>
</tr>
<tr>
<td>Engineering</td>
<td>11.6</td>
</tr>
<tr>
<td>Home Economics</td>
<td>10.2</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>10.9</td>
</tr>
<tr>
<td>Mathematics, etc.</td>
<td>11.7</td>
</tr>
<tr>
<td>Medicine</td>
<td>12.4</td>
</tr>
<tr>
<td>Zoology</td>
<td>13.8</td>
</tr>
</tbody>
</table>

**ALL SCIENCE & TECHNOLOGY CATEGORIES**

11.6

### U.S. Periodicals Index Excluding Soviet Translations

11.1

*Sample average, not weighted average

Source: Library Journal/April 15, 1989
Table XIII
Peer Group Comparison A
Comparison of NMSU Library Acquisitions
Budget with Other Land Grant Libraries

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Carnegie Classification</th>
<th>Acquisitions Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univ. of Arizona</td>
<td>Research I</td>
<td>$4,231,756</td>
</tr>
<tr>
<td>Univ. of Calif., Davis</td>
<td>Research I</td>
<td>$3,400,921</td>
</tr>
<tr>
<td>Univ. of Calif., Riverside</td>
<td>Doctorate-Granting I</td>
<td>$2,044,017</td>
</tr>
<tr>
<td>Colorado State University</td>
<td>Research I</td>
<td>$1,235,336</td>
</tr>
<tr>
<td>University of Idaho</td>
<td>Doctorate-Granting II</td>
<td>$944,966</td>
</tr>
<tr>
<td>Kansas State University</td>
<td>Research II</td>
<td>$1,545,254</td>
</tr>
<tr>
<td>North Dakota State Univ.</td>
<td>Doctorate-Granting II</td>
<td>$590,472</td>
</tr>
<tr>
<td>Univ. of Nebraska, Lincoln</td>
<td>Research II</td>
<td>$2,469,481</td>
</tr>
<tr>
<td>Univ. of Nevada, Reno</td>
<td>Doctorate-Granting II</td>
<td>$1,024,589</td>
</tr>
<tr>
<td>New Mexico State Univ.</td>
<td>Research I</td>
<td>$909,629</td>
</tr>
<tr>
<td>Oklahoma State Univ.</td>
<td>Research II</td>
<td>$1,335,347</td>
</tr>
<tr>
<td>Oregon State University</td>
<td>Research I</td>
<td>$1,608,665</td>
</tr>
<tr>
<td>Utah State University</td>
<td>Research II</td>
<td>$887,000</td>
</tr>
<tr>
<td>Washington State Univ.</td>
<td>Research II</td>
<td>$1,994,194</td>
</tr>
<tr>
<td>Univ. of Wyoming</td>
<td>Research II</td>
<td>$2,411,142</td>
</tr>
<tr>
<td></td>
<td>Land Grant Average =</td>
<td>$1,775,644</td>
</tr>
<tr>
<td></td>
<td>NMSU = $909,629</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Difference = $-866,015</td>
<td></td>
</tr>
<tr>
<td>Univ. of New Mexico</td>
<td>Research I</td>
<td>$2,026,556</td>
</tr>
</tbody>
</table>

1Classifications derived from A Classification of Higher Education - 1987
2Data derived from 1985 HEGIS Statistics.
# Table XIV

Peer Group Comparison B:
Comparison of NMSU Library with Other Land Grant Libraries with a Research I Carnegie Classification

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>No. of Titles Added</th>
<th>Serial Subscriptions</th>
<th>Total Volumes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univ. of Arizona</td>
<td>68,529</td>
<td>32,425</td>
<td>2,966,323</td>
</tr>
<tr>
<td>Univ. of Calif., Davis</td>
<td>41,075</td>
<td>26,771</td>
<td>1,975,337</td>
</tr>
<tr>
<td>Colorado State Univ.</td>
<td>12,698</td>
<td>17,390</td>
<td>1,544,118</td>
</tr>
<tr>
<td>New Mexico State Univ.</td>
<td>10,392</td>
<td>6,920</td>
<td>771,036</td>
</tr>
<tr>
<td>Oregon State University</td>
<td>15,244</td>
<td>7,050</td>
<td>1,013,032</td>
</tr>
</tbody>
</table>

| Land Grant Average               | = 29,567            | = 18,111             | = 1,657,962    |
| NMSU                             | = 10,392            | = 6,920              | = 771,036      |
| Difference                       | = -19,195           | = -11,191            | = -886,926     |

| Univ. of New Mexico             | 32,192              | 19,255               | 1,518,442      |

---

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>No. of Titles Added</th>
<th>Serial Subscriptions</th>
<th>Total Volumes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univ. of Cal., Riverside</td>
<td>32,273</td>
<td>13,349</td>
<td>1,204,419</td>
</tr>
<tr>
<td>University of Idaho</td>
<td>20,540</td>
<td>12,314</td>
<td>1,037,558</td>
</tr>
<tr>
<td>Kansas State University</td>
<td>20,829</td>
<td>14,084</td>
<td>1,349,359</td>
</tr>
<tr>
<td>North Dakota State Univ.</td>
<td>6,434</td>
<td>4,706</td>
<td>630,742</td>
</tr>
<tr>
<td>Univ. of Nebraska-Lincoln</td>
<td>34,506</td>
<td>23,427</td>
<td>1,773,097</td>
</tr>
<tr>
<td>Univ. of Nevada, Reno</td>
<td>11,908</td>
<td>5,692</td>
<td>763,487</td>
</tr>
<tr>
<td><strong>New Mexico State Univ.</strong></td>
<td><strong>10,392</strong></td>
<td><strong>6,920</strong></td>
<td><strong>771,036</strong></td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>NA</td>
<td>13,176</td>
<td>1,390,221</td>
</tr>
<tr>
<td>Utah State University</td>
<td>9,621</td>
<td>7,150</td>
<td>904,399</td>
</tr>
<tr>
<td>Washington State Univ.</td>
<td>NA</td>
<td>33,947</td>
<td>1,418,725</td>
</tr>
<tr>
<td>Univ. of Wyoming</td>
<td>30,704</td>
<td>15,762</td>
<td>793,395</td>
</tr>
</tbody>
</table>

Land Grant Average

<table>
<thead>
<tr>
<th></th>
<th>19,689</th>
<th>13,674</th>
<th>1,095,130</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMSU</td>
<td>10,392</td>
<td>6,920</td>
<td>771,036</td>
</tr>
<tr>
<td>Difference</td>
<td>-9,297</td>
<td>-6,754</td>
<td>-324,094</td>
</tr>
</tbody>
</table>

Appendix F

Options for the Future: Attachment A contains four different projections of the Library Acquisitions at NMSU over the next 5 years. The Planning Assumptions are described in the "Explanation of Attachment A." At this point, it is sufficient to say that the primary driving force of the materials budget is the rising cost of serials and therefore each of the options or "scenarios" for the future single out the serials budget for special attention. In effect, the serials budget is the "causal agent" that has a very real impact on the number of books that the library is able to acquire after it has paid the bill for its ongoing serials subscriptions. In each of the options, the rising cost of serials is calculated at three different rates of increase - 15%, 12%, 10%. Although it is likely that NMSU's rate of annual increase will be closer to 15% than 10%, it is impossible to predict how the continued decline/rise in the value of the dollar will affect each individual budgetary year. Nevertheless, the continuing long-term trends of double-digit inflation in the cost of serials is predictable. What follows is a brief evaluation of each of the 4 options described in Attachment A.

Option A: 5% Annual Increase in the Library's Materials Budget over 5 Year Period

Narrative: This kind of increase in the library’s materials budget over the next five years means at best the maintenance of the status quo (See A3) and at worst the continued decline of the library’s acquisitions budget and collection development program (See A1 and A2). For example, if the library is the victim of another 15% increase in the cost of serials in 1988/89, we will only be able to add 6718 book titles. If this trend continues, in 1991/92 we will not be able to add any book titles if we want to maintain our current 7,510 serial descriptions.

Option B: 10% Annual Increase in Library's Materials Budget over 5 Year Period

Narrative: This option I would call the "survival" option. The decline would not be so rapid even if the serials budget does increase at a 15% annual pace (See option B1). But the decline does continue. Even in the best case scenario (B3), our serials allocation would still continue to be at or above 70%. If the economy does not cooperate, the earliest year that we would be able to add new serials titles and not subtract from the book budget would be 1989/90. The planning assumption here is that a high priority for the NMSU Library would be to get our annual acquisition of new books up to 10,000 per year. Thus, B3 offers the possibility that in 1990/91 we would be able to allocate money for new serial titles and still achieve an acquisitions rate of 10,000 books per year.
Option C: 15% Annual Increase in Library's Materials Budget over 5 Year Period

Narrative: With the adoption of Option C the Library could make significant improvement in its acquisition rate for books as well as gradually increase the number of serials needed to support new and ongoing academic programs. As scenario C1 indicates, even with a 15% increase in the cost of serials in 1988/89, the Library would still be able to achieve a book acquisition rate of 10,000 by 1989/90. Scenarios C2 and C3 would allow the addition of new serial titles to the acquisitions budget, beginning as soon as 1989/90. However, it should be noted that the percentage of the materials budget allocated for serials does not return to 60% until 1991/92 in scenario C2 and 1990/91 in scenario C3. In other words, the serials budget would continue to be problematic in Option C.

Option D: 20% Annual Increase in Library's Materials Budget over 5 Year Period

Narrative: The scenario might be entitled the pursuit of excellence. Not only could significant improvement be made in the rate of acquisitions for books, but the serials collection could also be developed to support both new and ongoing academic programs. NMSU could surpass the land grant average acquisitions budget for academic libraries, probably by 1991/92 (See Table XII). Option D would also move the NMSU Library closer to the average acquisition rate for books for land grant academic libraries with a Research I Classification by 1990/91 (See Table XV). Options D2 and D3 would also allow for significant additions to our serials collection, beginning in 1990/91.
# Attachment A

NMSU Library

Five Year Acquisitions Projections
1988/89-1992/93

Option A: 5% Annual Increase in Library’s Materials Budget Over 5 Year Period

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Budget</strong></td>
<td>$1,032,675</td>
<td>$1,084,308</td>
<td>$1,138,523</td>
<td>$1,195,449</td>
<td>$1,255,221</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Serials Budget</strong></td>
<td>$797,525 (77%)</td>
<td>$917,153 (84%)</td>
<td>$1,054,725 (93%)</td>
<td>$1,212,933 (101%)</td>
<td>$1,394,872 (111%)</td>
</tr>
<tr>
<td><strong>No. of Serial Title Continuations</strong></td>
<td>7510</td>
<td>7510</td>
<td>7510</td>
<td>7510-</td>
<td>7510-</td>
</tr>
<tr>
<td><strong>No. of Book Titles Added</strong></td>
<td>6718</td>
<td>4,476</td>
<td>2,394</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Serials Budget</strong></td>
<td>$776,720 (75%)</td>
<td>$869,926 (80%)</td>
<td>$974,317 (85%)</td>
<td>$1,041,235 (87%)</td>
<td>$1,222,183 (97%)</td>
</tr>
<tr>
<td><strong>No. of Serial Title Continuations</strong></td>
<td>7510</td>
<td>7510</td>
<td>7510</td>
<td>7510</td>
<td>7510</td>
</tr>
<tr>
<td><strong>No. of Book Titles Added</strong></td>
<td>7313</td>
<td>6125</td>
<td>4691</td>
<td>2977</td>
<td>943</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Serials Budget</strong></td>
<td>$762,850 (74%)</td>
<td>$839,135 (77%)</td>
<td>$923,048 (81%)</td>
<td>$1,015,353 (81%)</td>
<td>$1,116,888 (90%)</td>
</tr>
<tr>
<td><strong>No. of Serial Title Continuations</strong></td>
<td>7510</td>
<td>7510</td>
<td>7510</td>
<td>7510</td>
<td>7510</td>
</tr>
<tr>
<td><strong>No. of Book Titles Added</strong></td>
<td>7,709</td>
<td>7,000</td>
<td>6,156</td>
<td>5,146</td>
<td>3,008</td>
</tr>
</tbody>
</table>

*Note: 91 = 15% Annual Increase in Cost of Serials
92 = 12% Annual Increase in Cost of Serials
93 = 5% Annual Increase in Cost of Serials*
### Five Year Acquisitions Projections 1988/89-1992/93

**Option B: 10% Annual Increase in Library's Materials Budget Over 5 Year Period**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$1,081,850</td>
<td>$1,190,035</td>
<td>$1,309,038</td>
<td>$1,439,941</td>
<td>$1,583,935</td>
</tr>
<tr>
<td>Serials Budget</td>
<td>977,525</td>
<td>917,153</td>
<td>1,054,726</td>
<td>1,212,935</td>
<td>1,394,872</td>
</tr>
<tr>
<td>% of total budget</td>
<td>(73%)</td>
<td>(77%)</td>
<td>(80%)</td>
<td>(84%)</td>
<td>(88%)</td>
</tr>
<tr>
<td>o. of Serial Title Continuation:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o. of Book Titles Added:</td>
<td>7510</td>
<td>7510</td>
<td>7510</td>
<td>7510</td>
<td>7510</td>
</tr>
<tr>
<td>2</td>
<td>775,720</td>
<td>869,926</td>
<td>974,317</td>
<td>1,091,235</td>
<td>1,222,183</td>
</tr>
<tr>
<td>Serials Budget</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of total budget</td>
<td>(71%)</td>
<td>(73%)</td>
<td>(74%)</td>
<td>(75%)</td>
<td>(77%)</td>
</tr>
<tr>
<td>o. of Serial Title Continuation:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o. of Book Titles Added:</td>
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<td>7510</td>
<td>7510</td>
<td>7510</td>
<td>7510</td>
</tr>
<tr>
<td>3</td>
<td>762,850</td>
<td>839,135</td>
<td>923,048</td>
<td>1,015,353</td>
<td>1,116,808</td>
</tr>
<tr>
<td>Serials Budget</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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11 = 15% Annual Increase in Cost of Serials
32 = 12% Annual Increase in Cost of Serials
33 = 10% Annual Increase in Cost of Serials
Option C: 15% Annual Increase in Library's Materials Budget Over 5 Year Period

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1 = 15% Annual Increase in Cost of Serials
2 = 12% Annual Increase in Cost of Serials
3 = 10% Annual Increase in Cost of Serials
### Five Year Acquisitions Projections 1988/89-1992/93

**Option D: 20% Annual Increase in Library’s Materials Budget Over 5 Year Period**

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D1 = 15% Annual Increase in Cost of Serials
D2 = 12% Annual Increase in Cost of Serials
D3 = 10% Annual Increase in Cost of Serials
Explanations of Projections: Planning Assumptions

1. **Total Budget** figures derived from 1987-88 budget, plus whatever % of annual increase that might be projected for the next five years.

2. **Serials Budget** figures derived from 1987-88 budget, plus whatever % of serials increases that might be projected on an annual basis. Each option shows the impact of three different rates of increases of the cost of serials over the next five years - 10%, 12% 15%. As Attachment B indicates, the largest serials vendor in the U.S. currently projects a 15% (1987-88) increase for academic libraries with many foreign (e.g. scientific serial titles).

3. **No. of Book Titles Added** is calculated at $35.00 per title over the next five years. The Blackwell North America database for academic books currently averages $34.92 for academic books. This figure corresponds with recent book price information published by Choice Magazine. Obviously, this is a conservative figure, for it is likely that books will increase in price over time also.

4. **The NMSU Library Currently Subscribes to 7510 Serials**
   - Need to cut serials
   + Can add serials

5. **All Serials Budget** figures include $100,000 from Research overhead.

6. **Example: Option A**

   **A1 Total Budget** = $1,032,675. This represents a 5% increase over the 1987-88 materials budget for the NMSU Library.

   **A1 Serials Budget** = $797,525. This represents a 15% increase over the allocation for serials in the 1987/88 budget

   7510 serial subscriptions that NMSU currently subscribes to can be continued with this amount of money

   6718 Books can be purchased with the remaining funds that have not been spent on serials. Each book is calculated to cost $35.00.

   **A2** figred the same way, except a lower % is projected as an increase in serials costs.
Appendix G

Draft

Strategic Planning Group


Introduction: The following constitutes a brief listing and description of anticipated automation needs in Collection Management over the next five years. No effort has been made to detail actual equipment needs and no budget figures have been developed. Rather, this is a very general projection of basic automation needs. Time-frames for completion have been added to the specific needs, applications or functions - this is an indication only. A more detailed and budgeted action plan would have to be developed at a later date.

Automation Need(s)

1. Online Catalog (VILS)
-Collection Management needs to be able to monitor user interaction with the online catalog. With this kind of information, it should be possible to analyze collection failures by determining rate of unsuccessful searches. Performance measures could then be developed to measure our future success in collection building.

2. External Databases (OCLC Bibliographic Utility)
-Collection Management needs to complete the collection analysis program currently being developed by Amigos. With the completion of the Amigos collection analysis project, we should be able to conduct internal collection assessments for accreditation and new academic program evaluations.

- In addition, NMSU should conduct an Amigos "overlap'' analysis with other academic libraries that it intends to cooperate with for collection development and document delivery purposes.

- Online bibliographic connections need to be made with other academic institutions in the Southwest in order to facilitate resources sharing, document delivery, and cooperative collection development.

Time-Frame

1991/92

1988/89

1989-1991

1988-
Automation Need(s)

3. Acquisitions and Serials Control System (Innovacq)
-Collection Management needs detailed acquisition data on growth of the collections by LC Class/subject and by disciplines/departments.

-Collection Management needs detailed fiscal data that is specific to NMSU (For example, the cost of items in particular subject areas or by LC classification). This price per volume information that is specific to NMSU can then be compared with external cost sources of information.

-We need to automate the binding function.

-Selector/Selection information needs to be provided to both librarians and faculty engaged in collection development. Who is behind ordering decisions? Who is selecting/rejecting approval books, etc.?

-New Acquisitions information needs to be provided automatically to librarians and faculty liaisons involved in collection development project.

Time-Frame

1988/89

-This is perhaps the most important area. We need user circulation information according to LC classification and/or subject area. This information needs to be correlated with specific patron group, i.e., undergraduate students, graduate students, faculty, dept., etc.

-We also need to explore the possibility of a portable data scanner for recording in-house use (re-shelving statistics).

Time-Frame

1988/89

1989/90

5. Microcomputer Applications
-We need a microcomputer system that will improve intellectual access to the archives collection by automating bibliographic control.

-We need to automate insofar as possible all gifts & exchange functions (for example, maintain exchange lists online).

-We need to improve the word processing capabilities of Collection Management. Specific applications and examples may include but not be limited to, the following:

Time-Frame

1988/89

1990/91
a) Desktop publishing
b) Spreadsheet analysis of the budget
c) Local collection policy statement in machine-readable form
d) Local conspectus online in machine-readable form
e) NMSU institutional information online (for example, dept. profiles).

6. **End Result: Collection Management Decision Support System**

The NMSU Library needs to move in the next 5 years toward the development of a local collection management support system that includes the following components:

- The Library's collection development policies online.
- Collection use statistics by subject category, patron category, etc.
- The current materials budget, including specific allocations, for the past 5 years.
- Institutional information kept in machine-readable form
- Internal (local) and external (global) information on publishing trends, price data, etc.
- All of the summary data from local online systems
- Database management system that connects and relates these files.

7. **Conclusion:** It seems to me that we have the automated systems in place now to do much of what is outlined above. However, we have not really even begun to exploit the full potential of the automated systems now in place (OCLC, VTLs, Innovacq, AT Systems, etc.). For example, we are told that VTLs now has the capability to provide circulation reports by macro-level LC classification categories. Yet I have not seen such a report here. Our greatest challenge in the next five years is thus to realize the potential of the automated systems we have spent a great deal of money to acquire for the NMSU Library.

**cc:** Deans Davis/Duhrsen
TO: Dean Davis
FROM: Karen Stabler
DATE: June 22, 1988
SUBJECT: Information Services Objectives for Strategic Planning

Enclosed are the overall objectives of Information Services followed by a more detailed description. I have worked with each coordinator to determine staff and equipment needs.

Departmental Objectives

1. Provide a comprehensive program of library orientation and instruction appropriate for all users.
2. Locate specific information using appropriate technology.
3. Develop and maintain a working reference collection.
4. Increase usage of government documents and increase hours of service.
5. Request and send materials to other libraries fast and accurately, i.e., within 24 hours.
6. Maintain stacks for fast and efficient retrieval.
7. Provide accurate tracking of library materials.
8. Timely processing of library materials for research.
BIBLIOGRAPHIC INSTRUCTION 5 YEAR PLAN

Year 1 1988-89

Program:
Work with English Dept. to get English 111 bibliographic instruction program working smoothly; strive for 100% involvement; restructure class to emphasize instruction rather than orientation; write goals and objectives; design evaluation

Design format for "How to do research in ...." series; create at least 5 guides

Design walking tour brochure

Design term paper writing guide

Do instructional needs assessment for departments currently involved in BI program

Design and carry out 3 graduate seminars on research strategy; one in humanities, one in social sciences, and one in sciences

Joan Ormondroyd's workshop "Teaching Librarians to Teach"

Work with General Education Committee to make library skills part of the general education requirements

Be part of the New Student Orientation, summer 1989

Be part of GS 590 (class for teaching assistants)

Continue with the programs already functioning

Equipment:
Bibliographic instruction room
OLE terminal in BI room
Overhead projector and screen
Transparencies, pens, etc.
Better signage system for library

Staff:
Add 2 reference librarians to bring total to 8
Year 2 1989-90

Program: Continue ongoing programs; revise as necessary

Faculty survey to see how they perceive students' needs, abilities, class needs, etc. for library instruction

In conjunction with faculty survey, analyze which classes in each department are required for all/most students; then target those classes where there is a perceived need and a high enrollment to expand the BI program

Faculty seminar on the computerized card catalog

Finish needs assessments for all departments

Continue to develop new "How to do research in .... " guides

Continue work with General Education Committee to make library skills part of the general education requirements

Survey local area high schools and branch campuses to see what library skills are being taught; invite these librarians to NMSU Library for orientation

Possibly develop a videotape for library skills

Equipment: Projector that can show OLE screen (magnified) for demonstration use

Staff: For any expansion, we should have at least one more reference librarian

Year 3 1990-91

Program: Continue ongoing programs; revise as necessary

More faculty seminars on new technologies; i.e. CD-ROM

Continue to expand BI program into new areas; promoting service

Equipment: BI Program office

Staff: By this time, to continue all programs and introduce/expand others, we will need 1 librarian to be full-time BI, and the other 8 reference librarians to be doing classes
Year 4 1991-92

Program: Continue ongoing programs; revise as necessary

Develop orientation/instruction program for university staff (workshop)

Look into starting a term paper advisory service

Expand faculty seminar program; possibly bring in outside people to hold workshops on topics not specifically related to the library - a broader scope; hold these seminars in the library to bring faculty in, PR, make contacts, etc.

Staff: If term paper advisory program took off, we could easily need to add staff; these are one-to-one sessions, very labor intensive

Year 5 1992-93

Program: Continue ongoing programs; revise as necessary

Look into areas already covered to find places where refinement/expansion is needed

Equipment: Room for term paper advising

Staff: Desired by year 5: 1½ full-time B1 librarians, 9½ reference librarians
ONLINE SEARCHING
FIVE-YEAR PLAN

YEAR 1  1988-89
Program: Improve quality of intermediary searches, introduce alternative methods for end user searching and answer reference questions via electronic mail.

Equipment: Three CD-ROM units.
386 microcomputer plus three terminals.
One modem.

YEAR 2  1989-90
Program: Increase capability for end user searching, improve publications for promotional materials, and initiate in-house databases to improve access to materials.

Equipment: Two CD-ROM units.
Five terminals.
AT with mouse set up for desk top publishing and laser printer.
Software: Pro Cite, desk top publishing, R Base, and R Base graphics.

YEAR 3  1990-91
Program: Increase capabilities of end-user searching and improve access to periodical literature.

Equipment: Two CD-ROM units; additional terminals as needed
Software—Wilesearch and Citation software.

YEAR 4  1991-92
Program: Improve access to information such as Census Data and other information formerly in printed form and now available only electronically.

Equipment: Appropriate hardware and software.

YEAR 5  1991-93
Program: Improve access to scientific information such as IETH Collective Index of Chemical Abstracts. Begin initiating "Expert Systems" to improve service.

Equipment: Appropriate hardware and software.
REFERENCE DEPARTMENT
5-YEAR OBJECTIVES

Year 1  1988-89

Program:  In addition to the programs in Bibliographic Instruction and Online Searching, the reference staff plans to improve quality of service through training. More emphasis needs to be placed on developing a current working reference collection. As reference librarians assist in collection development, it will become necessary to increase the number of reference staff in order to provide coverage to the reference desk.

Staff:  1) Increase number of librarians by 2.
       2) Increase number of student assistants by one.

Equipment:  Improve access to technology by introducing a 385 microcomputer and terminal (also in Online Searching and Bibliographic Instruction objectives).

Year 2  1989-90

Program:  Introduce online ready reference searching. Continue existing programs, and improve service in microforms area.

Staff:  1. Increase number of librarians by one.
       2. Increase number of students by one.

Equipment:  Increase number of terminals so that reference staff has computing power available to compile brochures, bibliographies, etc. Add INNOVACO terminals, shelving, booktrucks, microform cabinets and microfilm copiers.

Year 3  1990-91

Program:  Continue existing programs as well as evaluate reference collections.

Staff:  1. Increase the number of librarians in Ph.D. specialty area.
       2. Increase support staff.
       3. Increase student assistants by two.
Year 4 1991-92

Program: Continue existing but growing programs. Provide for training to support the new format in which reference materials will be available.

Staff: To be evaluated.

Equipment: Appropriate hardware and software.
Add or replace microform copiers and readers.

Year 5 1992-93

Program: The advent of the move to a new building or an addition will require enlarging the Reference Unit a full 33 1/3% to maintain the proposed level of service and programming and to staff a sci/tech/agric facility. This would include library faculty, staff, and student assistants.
MICROFORMS
FIVE-YEAR PLAN
(Located in Reference)

We can anticipate that the current trend towards filming journals will continue, and therefore that use of the microform collection should and will increase. There will be increased copying activity.

The five-year plan for microforms in Information Services will comply with the following goals and objectives:

Goal 1: Improve access to materials in microformat.

Objectives: 1. Place identifying signs in appropriate location.

2. Label drawers in a consistent, clear and attractive manner.

3. Publicize special microform collections.
   a. Inform potentially interested faculty.
   b. Mention microform collections in Bibliographic Instruction (B.I.)

4. Redo written instructions for copiers.

5. Introduce copying equipment in elementary B.I. sessions.

6. Post lists of newspapers on microfilm.

7. Add copy machines, replace copy machines as necessary.

Goal 2: Improve efficiency in managing the microform materials and equipment; have materials refilled promptly.

Objectives: 1. Purchase one-way take up reels for microfilm.

2. Purchase place holder cards for microfiche; post directions for using them.

3. Hire an especially-trained student who will be responsible for the maintenance of materials and equipment.

Goal 3: Enlarge the spectrum of materials to meet information and research needs.
FIVE-YEAR STRATEGIC PLAN
CIRCULATION DEPARTMENT

YEAR I 1988-89

PROGRAMS
1. Reorganize Reserve Collection to increase efficiency in locating items.
2. Develop increased communication with faculty who post reserve items.
3. Develop guest card fee system.
5. Complete all shifting of stacks during summer, with emphasis on shelf-reading during balance of year to provide improved access to materials.

EQUIPMENT
1. One AT to develop comprehensive statistical graphs, companion bookkeeping records, and correspondence. Also would be used for signage, including printing labels for stacks.
2. Tattletape for Reserves
3. Kickstools

STAFF
1. 2 additional student assistants
2. 1 additional assistant facility supervisor

YEAR II 1989-90

PROGRAMS
1. Implement E-mail processes for submitting Reserves, and other Circulation functions (holds, recalls).
2. Offer new Circulation services for the handicapped (i.e., book paging and xeroxing).

EQUIPMENT
1. 1 INNOVACO terminal
2. 2 additional VTLS terminals
3. 1 additional terminal linked to AT

STAFF
1. 1 part-time staff position, to cover weekend hours
YEAR III  1990-91

PROGRAMS
1. Evaluate current demands, implementing programs to meet new needs.

EQUIPMENT
1. Replace Plasti-Cashier main unit
2. OCLC terminal for searching purposes

STAFF
1. Expand part-time staff position into a full-time one, covering inter-night hours

YEAR IV  1991-92

PROGRAMS
1. Design a secure Reserve reading area with access to the Circulation Department.

EQUIPMENT
1. Xerox machine for Reserves
2. Stacks
3. Furniture landscaping to create individual staff workstations

STAFF
1. Assess student assistant positions, possibly adding new ones

YEAR V  1992-93

PROGRAMS
1. Operate a totally automated circulation system, eliminating all card files (except US Documents).

EQUIPMENT
1. Replace shelving trucks and kickstools

STAFF
1. With the possibility of a new building or addition, staff demands will have to be totally reassessed, possibly doubling our current staff.
GOVERNMENT DOCUMENTS

FIVE YEAR PLAN

YEAR 1 - 1988-89

OBJECTIVES: Increase shelving capacity for paper documents. Available shelves are almost full while the collection rate has remained constant. Provide for better service to document users by making available in-house finding aids and state of the art indexes. Because of anticipated changes at GPO to publish in electronic format, an evaluation should be conducted semi-annually to choose how best the library can accommodate these changes.

EQUIPMENT: Shelving
OCIC
CD-ROM version of the Monthly Catalog (LePac)
Completed Printout of Document Serial holdings

STAFF: One Librarian, 2 library assistants, 2 to 3 students

OTHER: Evaluation of GPO electronic publishing plans.

YEAR 2 - 1989-90

OBJECTIVES: Provide for better integration of the document collection in the general pattern of library services. This would include revising the existing manual check-in procedure for documents to conform with automated check-in system within the library, keeping the document hours of service to conform as nearly as possible to the main reference desk hours of service and including government document bibliography in the on-going bibliographic instruction program. An evaluation of the need for more microfiche shelving would occur.

EQUIPMENT: INNOVACQ terminal in the Document Department
Microcomputer for office use
Microfiche cabinet(s)

STAFF: Add a professional, degreed library school graduate to staff

OTHER: Increase the number of hours the document department is staffed
Include government documents into the bibliographic instruction program

YEAR 3 - 1990-91

OBJECTIVES: Continue for integration of the document collection into the general pattern of library services. New Mexico State documents would become a physical addition to the U.S. Document holdings. Because New Mexico state publications appear on the OLE terminals, the addition of the GPO MARC tapes would finally include all document holdings into the public catalog, either OLE or whatever OPAC is in place in the library. Physical space factors for New Mexico documents would need evaluation along with current U.S. Documents space needs.

An examination of GPO electronic publishing would provide information about the possible need for computer hardware, software etc. making available GPO publications that may only come out in electronic format.
GOVERNMENT DOCUMENTS

FIVE YEAR PLAN

YEAR 3 - 1990-91

EQUIPMENT: Shelving
GPO MARC tape subscription
Hardware and/or software as needed to make available magnetic tape
or compact disc format of GPO publications

STAFF: 2 librarians, 2 library assistants, 2 - 3 students

OTHER: Evaluation of space needs for state and federal documents
Evaluation of electronic publishing for federal documents

YEAR 4 - 1991-92

OBJECTIVES: Integration of the document collection into the general pattern of
library services would have by year four taken a major turn if all
objectives have been met. Evaluation of state of the art indexes
for government publications would need attention as well as evaluation
of the GPO MARC tapes on the public catalog. Investigation into
electronic networking activity of depository libraries would need
attention as well.

EQUIPMENT: Addition of government document indexes as determined by availability and
potential usage

STAFF: Would continue as listed in year 3

OTHER: Evaluation programs for:
Document indexes in place and those available that
would be new.
OPAC/GPO MARC tapes
Electronic networking capability with other depository:

YEAR 5 - 1992-93

OBJECTIVES: Upgrade the reference service and record keeping functions of the
document department by adding "expert systems" to reference service
and INNOVACQ enhancements. Investigate the need for computer hardware
to accommodate GPO electronic publishing. If available at that time,
join a network of depository libraries that would electronically correct
for additions and changes in the SUDOC classification scheme as decided
by GPO.

EQUIPMENT: Addition of "expert systems" most likely in WORM
Addition of hardware or software as needed to participate in depository
library networking activity

STAFF: Would continue as listed in year 3

OTHER: Evaluation programs for:
"Expert System" usage and availability
GPO Electronic Library
INNOVACQ Enhancements and Changes
INTERLIBRARY LOAN
FIVE-YEAR PLAN

Objective: Request and send materials to other libraries quickly and accurately, i.e., within 24 hours.

Year 1 1988-1989

Equipment: Two computers—one computer to transmit OCLC requests which will allow for batching of requests. The other for record keeping of copyright statistics and for word processing capabilities. Remove papercutter from Interlibrary Loans (ILL) office to ease unnecessary traffic flow in office (or obtain another papercutter for public use.).

Staff: Employ a third student employee.

Other: Consider a copyright clearinghouse for requests beyond our five article limitation (i.e., UMI, Faxon).

Year 2 1989-90

Equipment: Periodic access to a second OCLC terminal with dial-up access because Reference terminal will be replaced with "view only" access.

Install INNOVACO terminal to replace serials holdings list as soon as the majority of the serials titles have been entered into the system.

Install a second xerox machine for ILL use only to ease work load on only staff machine in building.

Staff: Continuous monitor work load for additional staffing needs.

Other: Remodel current office space to include a service window-counter and book drop for after hours.
Year 3: 1990-91

Equipment: Telefax machine and electronic mail capability.

Staff: (same as year 2)

Year 4: 1991-92

Staff: (same as year 2)

Year 5: 1992-93

Staff: (same as year 2)

Other: Implement a Document Delivery Service separate from ILL for patrons willing to accept costs of service. This service would include NTIS and British Lending Library deposit accounts.
New Mexico State University Library
Technical Services Department

Goals & Objectives

Goal Statement One

To improve the physical environment

Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. To relocate and provide electrical outlets where needed.</td>
<td>1988/89 - 1989/90</td>
</tr>
<tr>
<td>3. Improve maintenance and safety by:</td>
<td></td>
</tr>
<tr>
<td>a. adding custodial staff</td>
<td>1988/89 +</td>
</tr>
<tr>
<td>(cleaning is greatly improved &amp; current staff should be commended,</td>
<td></td>
</tr>
<tr>
<td>but area remains too large for single person)</td>
<td></td>
</tr>
<tr>
<td>b. clean windows</td>
<td>on-going</td>
</tr>
<tr>
<td>c. provide hot water</td>
<td>immediate</td>
</tr>
<tr>
<td>(for convenience and sanitation)</td>
<td></td>
</tr>
<tr>
<td>d. provide regular safety checks including fire extinguishers and exits</td>
<td>on-going</td>
</tr>
<tr>
<td>e. improve sanitary facilities including bathrooms and drinking fountains.</td>
<td>new building</td>
</tr>
<tr>
<td>Upgrade for disabled</td>
<td></td>
</tr>
<tr>
<td>f. redesign ramps to a more gradual incline to facilitate book trucks</td>
<td>1989/90</td>
</tr>
<tr>
<td>4. Improve ventilation/air conditioning:</td>
<td></td>
</tr>
<tr>
<td>a. provide regular cleaning of air ducts &amp; regular maintenance</td>
<td>on-going</td>
</tr>
<tr>
<td>b. provide fans as needed</td>
<td>immediate</td>
</tr>
<tr>
<td>5. Provide a computer training facility.</td>
<td>new building</td>
</tr>
<tr>
<td>6. Provide individual lockers for staff.</td>
<td>new building</td>
</tr>
<tr>
<td>7. Consider anti-static carpet.</td>
<td>new building</td>
</tr>
<tr>
<td>8. Improve staff lounge:</td>
<td></td>
</tr>
<tr>
<td>a. repair chairs</td>
<td>1988/89 - 1989/90</td>
</tr>
<tr>
<td>b. general upgrading</td>
<td>new building</td>
</tr>
<tr>
<td>9. Provide exercise equipment for staff.</td>
<td>new building</td>
</tr>
</tbody>
</table>
Goal Statement Two

To replace and add equipment as necessary

Objectives

1. Replace all non-ergonomic and worn out chairs with ergonomic chairs.
   Target Date: 1988/89 +

2. Provide office landscaping & computer furniture including:
   a. room dividers  
   b. individual work stations  
   c. individualized lighting  
   Target Date: 1988/89, 1989/90 +, 1989/90 +

3. Provide equipment for automating and upgrading the labelling process.  
   Target Date: 1989/90

4. Provide for interactive terminals and computer systems as technology allows.  
   Target Date: 1990/91 +

5. Provide better copy facilities by:
   a. adding a copy machine  
   b. adding a micro copy machine  
      (or providing a machine to ILL to reduce use of current machine)  
   Target Date: 1990/91, 1990/91

6. Add and replace book trucks as needed.  
   Target Date: 1990/91 +

7. Install a PA system, phones, & E-mail to improve communication links.  
   Target Date: new building
Goal Statement Three

To develop human resources

Objectives

1. To continuously evaluate staff positions
   a. to fully staff the Special Projects Unit including the elimination of temporary positions and the addition of permanent positions  
   b. to monitor work loads and request additional staff as needed  
   Target Date: 1989/90

2. Provide regular desk audits.  
   Target Date: 1988/89 +

3. Provide continual staff development.  
   Target Date: on-going

4. Provide on-site day care.  
   Target Date: new building
Goal Statement One
To implement the Technical Services reorganization plan.

Objectives
a. To identify goals and objectives for each Technical Service unit.
b. To develop in-house job descriptions for Technical Services staff.
c. To identify space and equipment needs and to re-allocate these as appropriate.

Goal Statement Two
To manage and coordinate the Technical Services Department.

Objectives
a. To provide direction for short- and long-range planning.
b. To develop departmental budgeting.
c. To facilitate interaction between units.

Goal Statement Three
To act as a communication link.

Objectives
a. To foster the sharing of information within the department by developing both formal and informal communication networks.
b. To support the information needs of the Library and Library community by providing management reports, statistics, training, and other available resources as required.
c. To participate in training, continuing education and users groups as appropriate to the goals of the Technical Services Department.
Goal Statement One
Catalog all incoming non-serial materials.

Objectives
a. Catalog all incoming non-serial materials with OCLC copy.
b. Transfer OCLC copy into VTLS database.
c. Create item records on VTLS.
d. Catalog incomplete OCLC records.
e. Original cataloging.

Goal Statement Two
Label all materials.

Objectives
a. Label all materials.
b. Proofread materials.
c. Take materials to Circulation.
d. Special projects as assigned.

Goal Statement Three
Maintain accuracy and integrity of the bibliographic database.

Objectives
a. Check series in manual file for incoming non-serial material.
b. Transfer OCLC authority records into VTLS.
c. Add and upgrade authority records on VTLS.
d. Input new OCLC copy.
e. Review and revise daily VTLS printouts.
f. Do catalog revision as needed.

Goal Statement Four
Maintain bibliographic inventory.

Objectives
a. Maintain shelflist.
b. Keep statistical records.
c. Search for and withdraw missing materials.
d. Process bindery materials.
e. Withdraw damaged, out-of-date, and weeded materials.
f. Location changes.
Order/Receipts Unit
Goals/Objectives for 1988

Goal Statement
The goal of the Order/Receipts Unit is to produce the quickest, most cost-effective, and most efficient method in the acquisition, processing, and organization of materials, to serve the needs of the university community.

Objectives
a. Learn, study and apply the INNOVACQ system.
b. Integrate serials, acquisition, and accounting materials into one workable unit.
c. Coordinate the processing of approval plan material with the Collection Management Department.
d. Devise a plan for removal of the Kardex.
Goal Statement One
Catalog all serial materials and non-U.S. government publications.

Objectives
a. Recatalog and add older titles to the automated systems.
b. Catalog all journals, analyzed serials, and annuals on a current basis.
c. Upgrade and transfer serial records into the automated systems.
d. Catalog non-U.S. government publications.

Goal Statement Two
Create and maintain check-in records and holdings list.

Objectives
a. Place all current serial subscriptions on INNOVACQ.
b. Devise a plan for removal of the Kardex.
c. Continue to update, maintain and produce serials holdings list.
d. Delete, add, and revise records as changes occur on automated systems.
Goal Statement
The fundamental goal of the Unit is to provide specialized processing as required by Technical Services and other departments for projects needing intensive attention but which are usually temporary in nature.

Objectives
a. Timely processing of current library collection for access through VTLS by:
   1. Creating item records for current collection.
   2. Identifying and correcting discrepancies between bibliographic records and materials.

b. Retrospective conversion of materials for VTLS access.
c. Miscellaneous projects as assigned.
June 27, 1989

MEMORANDUM

To: Lowell Dubrisen
From: Gerald Denny and Carol Boyse
Subject: Automation Five-Year Plan

Attached is our five-year plan for automation at the NMSU library. We have included a list of recommendations, the plan for implementation, and current price estimates.

The basic automation needs of the library are as follows:

1. Word processing capabilities available to all staff, including desktop publishing.
2. Data base management systems to improve service to the public and to streamline administrative functions.
3. Spreadsheet capabilities for improved management and fiscal decision-making.
4. Automation of Special Collections/Archives.
5. Interconnection of discrete systems, including OCLC, VTLS, and INNOVACO, to improve efficiency of processing materials.
6. Continual upgrading, or replacement where appropriate, of existing systems to take advantage of state-of-the-art technology.

The present plan makes use of currently available systems and components. With the ongoing rapid changes occurring in the computer industry, the specifics may need to be altered to take advantage of decreasing costs and increasing processing power and capabilities.

The plan attempts to make the most efficient use possible of available computer technology in bringing the processing and information power of the library staff to the most appropriate levels. By phasing in systems in the suggested pattern, we can
move all areas of the library toward full utilization of computer resources, while at the same time working within budgetary constraints. This gradual implementation allows staff to develop expertise as systems are installed, resulting in computing power being available as needed, but not so overwhelming as to be wasted. The needs and wishes have been expressed. Now is the time to provide the resources so that we all may do the best possible job in meeting our mission of serving the public.

cc: Dean Hiram Davis
    Automation Task Force Members
    Library Strategic Planning Team Members

Enclosure
Five Year Plan for Automation at the NMSU Library

1988/89

ADMINISTRATION

Administrative Office
1 INNOVACQ terminal
1 486 Multiuser Workstation (upgraded)
6 Terminals for 486
1 Laser printer

Automation
1 Tape drive

COLLECTION MANAGEMENT

Collection Management Office
1 INNOVACQ terminal

Archives
1 486 Multiuser Workstation

INFORMATION SERVICES

Circulation
1 PC with light pen and barcode reader
1 PC (made available when time clock replaced by terminal connected to 486 in Administrative Office)

Documents
1 AT
1 OCLC M220 (bond money)

Reference
2 INNOVACQ terminals (one at Reference Desk, one at Current Periodicals Reading Room counter)
3 CD-ROM
1 386 Multiuser Workstation (transferred from Administrative Office)
3 Terminals

TECHNICAL SERVICES

7 OCLC terminals (bond money)

Technical Services Office
1 PC or AT
AT and Laser printer for desktop publishing, including Fax card and scanner for telefacsimile.

ADMINISTRATION

Administrative Office
1 486 Multiuser Workstation (upgraded)

Automation
1 386 Multiuser Workstation (transferred from Reference)
1 HP disk drive (upgraded)

COLLECTION MANAGEMENT

Archives
1 486 Multiuser Workstation (upgraded)
3 486 terminals
1 Photo scanner

INFORMATION SERVICES

Circulation and Interlibrary Loan
1 486 Multiuser Workstation (transferred from Administrative Office)
3 486 terminals (two to Circulation, one to Interlibrary Loan)

Documents
1 CD-ROM

Reference
4 INNOVACQ terminals (two for public use, one to Current Periodicals Reading Room, one to Reference Office)
2 CD-ROM
1 486 Multiuser Workstation (transferred from Archives)
3 486 terminals

TECHNICAL SERVICES

1 INNOVACQ terminal

Special Projects
2 OCLC/AT Workstations
1990/91

ADMINISTRATION

Administrative Office
2 INNOVACO terminals

Automation
1 486 Multiuser Workstation (transferred from Circulation and Interlibrary Loan)
2 HP disk drives (upgraded)

COLLECTION MANAGEMENT

Archives
1 486 Multiuser Workstation (upgraded)

INFORMATION SERVICES

Circulation and Interlibrary Loan
1 486 Multiuser Workstation (transferred from Reference)

Reference
3 INNOVACO terminals (for public use on upper floors)
1 486 Multiuser Workstation (transferred from Archives)

TECHNICAL SERVICES

2 INNOVACO terminals

General Cataloging
2 OCLC/VTLS Workstations

Technical Services Office
1 386 Multiuser Workstation (transferred from Automation)
ADMINISTRATION

Administrative Office
1 486 Multiuser Workstation (transferred from Archives)

Automation
1 486 Multiuser Workstation (transferred from Circulation and Interlibrary Loan)
3 HP disk drives (upgraded)

COLLECTION MANAGEMENT

Archives
1 486 Multiuser Workstation (upgraded)

INFORMATION SERVICES

Circulation and Interlibrary Loan
1 486 Multiuser Workstation (transferred from Administrative Office)

Documents
1 CD-ROM

Reference
1 CD-ROM

TECHNICAL SERVICES

1 486 Multiuser Workstation for Training Room
(transferred from Automation)

Upgrade INNOVACQ
ADMINISTRATION

Automation
- 3 HP disk drives (upgraded)
- upgrade VTLS CPU

INFORMATION SERVICES

Reference
- Expert system for assistance of public when staff not available
Five Year Plan for Automation at the NMSU Library

Budget Estimates

Prices of systems and components can be estimated for 1988/89, but changes in technology, systems availability and the computer marketplace are occurring so rapidly that predictions of costs beyond the next year are difficult at best. However, the following prices are noted in order to indicate at least approximate budgetary requirements for implementation of the proposed systems:

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>386 Multiuser Workstation</td>
<td>$7,000</td>
</tr>
<tr>
<td>486 Multiuser Workstation</td>
<td>$9,000</td>
</tr>
<tr>
<td>Terminal</td>
<td>$489</td>
</tr>
<tr>
<td>PC</td>
<td>$2,000</td>
</tr>
<tr>
<td>AT</td>
<td>$3,500</td>
</tr>
<tr>
<td>Laser Printer</td>
<td>$3,500</td>
</tr>
<tr>
<td>INNOVACQ Port (1/terminal)</td>
<td>$2,500</td>
</tr>
<tr>
<td>CD-ROM</td>
<td>$3,500</td>
</tr>
<tr>
<td>Desktop Publishing System</td>
<td>$7,500*</td>
</tr>
<tr>
<td>Fax Card</td>
<td>$1,500</td>
</tr>
<tr>
<td>Photo Scanner</td>
<td>$2,000</td>
</tr>
<tr>
<td>Tape Drive (used unit)</td>
<td>$4,000</td>
</tr>
<tr>
<td>HP Disk Drive</td>
<td>$20,000**</td>
</tr>
<tr>
<td>CPU</td>
<td>$200,000</td>
</tr>
<tr>
<td>Software</td>
<td>varies</td>
</tr>
</tbody>
</table>

*(if an AT currently in the library can be utilized, subtract $3,500)*

**(price depends on technology, trade-in allowance, etc.)*
Five Year Plan for Automation at the NMSU Library

Recommendations

1. Automation should become a line item in the budget. Considering the critical importance and high cost of automated systems to support the library's service mission, it is no longer appropriate to depend on the overall equipment budget for financial resources.

2. The Automation staff should be increased by two positions by the fifth year. As a greater number of increasingly complex systems are added, the ability of the current staff to keep pace with demands for attention decreases, resulting in delays and inefficient use of library staff time. The following two positions are suggested:

   a. Operator - to maintain operation of the systems, e.g., job scheduling, backup, disk maintenance.

   b. Hardware maintenance person - to provide capability for in-house maintenance, with support from the Computer Center. At the present time, the following maintenance fees are in effect:

   - OCLC $800/M310/year
   - INNOVACQ $12,000/year (minimum)
   - VTLS $8,900/year
   - HP $50-55,000/year
   - AT $800/year

In addition, maintenance on the Wyse terminals would be $200/terminal/year should the library choose such maintenance. As systems become more numerous, complex and older, the above maintenance costs will soar. By assuring appropriate staff knowledge and planning for a sufficient inventory of equipment and parts, while at the same time cultivating support from the Computer Center, maintenance costs and loss of use of the systems due to down time can be kept to a minimum.

3. Multiuser workstations (386/486) are recommended rather than single user workstations. Multiuser systems will support up to nine active users and cost $7,000-9,000, while single user workstations cost approximately $2,000 each plus the cost of software. During backup procedures, the equivalent of nine individual systems are backed up at one time, rather than each one being handled separately. Interconnection of multiuser workstations is easier and more efficient than linking a
Recommendations (continued)

A comparable number of individual workstations. The five-year plan provides for one or two systems to be purchased every year, with the expectation that available systems will become more powerful each year. As new systems are brought into the library, they will go to units requiring the increased power, making previously purchased systems available to other units. New systems for the specific year are noted in the plan as "(upgraded)."

4. Many units within the library are requesting desktop publishing capabilities. The plan calls for a single, high-quality system to be purchased and made available to all library staff. Time-consuming composition of publications can be accomplished at other workstations, then transferred to the desktop publishing system for final design and production, making efficient use of the system.