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The
Evergreen
State
College

Standard 5
Library and Information Resources

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Introduction

Information resources and services at Evergreen are located primarily within the Library (part of the Academic Division), which includes Media Services, and Computing and Communications (part of the Finance and Administration Division). In keeping with the guiding principles of the institution, library, media and computing services are organized to support teaching as the central work of the faculty, to build skills necessary for participative and self-directed learning, to support students' independent work and to reflect the diversity of the campus and the world around us. The work of these departments combine to provide comprehensive support to the college's mission of ". . . innovative, interdisciplinary educational programs in the arts, humanities, social sciences and natural sciences."

The Library **includes the traditional functions of both public and technical services. Public service units are:**

Reference (7 Library Faculty, 1.25 FTE staff), where library users learn how to use the library and to do research and where they can get assistance in finding information from traditional print sources as well as in emerging electronic formats;

Archives (0.4 FTE staff), which is the keeper of the institution's history and also houses limited special collections;

Periodicals (1.0 FTE staff), which houses the library's collection of journals and magazines in both traditional (print and microform) format and in electronic (CD-ROM and World Wide Web) format;

Government Documents (1.0 FTE staff), which keeps information primarily from federal government sources, much of which is now in electronic format;

Interlibrary Loan (3.0 FTE staff), which provides access for library users to materials in other libraries and lends our materials to users of other libraries;

Circulation (4.5 FTE staff), which manages the library's book stacks and oversees lending.

Technical Services **includes:**

Acquisitions (2.25 FTE staff), which orders and receives most library materials;

Cataloging (1.0 FTE staff plus occasional part-time catalogers), where bibliographic records are created for all library materials;

Processing (4.25 FTE staff), where library materials are prepared to be put on the shelves.

The Library runs the Innovative Interfaces integrated library system on a DEC Alpha 2100 Unix server. We have implemented the circulation and cataloging functions and plan to bring up the serials module next. Evergreen shares the system with the Washington State Library and the St. Martin's College Library through a consortium—Cooperating Libraries in Olympia (CLIO). The Library has recently replaced its old monochrome OPAC stations with Pentium PCs and installed a web-based graphical user interface (Web-Pac). The new stations provide access to the catalog, selected web-based bibliographic and full-text data bases and other Internet resources. In addition, the Library has installed a local area network to link its CD-ROM workstations.

***Media Services* includes the following activities and facilities:**

Media Loan (3.5 FTE staff plus student employees) provides a wide variety of audio, video, and photographic equipment and accessories for student, faculty, and staff use in support of the curriculum;

Electronic Media Services (5.1 FTE staff plus student employees) provides technical media support for academic and campus events, campus conference services, and state agencies. The Media Resource Center is a lab-assisted facility set-up for the production of various stages of audio-visual presentation;

The Sound and Image Library (1.5 FTE staff plus student employees) houses the slide and sound recording collections and resources for locating films and videotapes;

Graphics Imaging Services (3.2 FTE staff plus student employees) include the Graphics Imaging Lab (described below), the Photo Center and Photo Services. The Photo Center includes black-and-white and color darkrooms, a photo classroom/finishing area, and copystands and is available for student, faculty, and staff use. Photo Services is a full-service photo lab that provides black-and-white film processing, color slide processing, copy slides, reprographics, and a full range of computer imaging services.

***Computing and Communications* is divided into the following organizational units:**

Academic Computing (7 FTE staff plus student employees), which provides computer laboratory facilities, and hardware, software, and networking consulting services in support of the academic programs to faculty and students;

Administrative Computing (5 FTE staff), which provides administrative systems support, systems analysis, programming, and consulting services to the administrative units of the college;

The Support Center (3 FTE staff plus student employees), which provides direct support to faculty and staff in their use of networks and personal computers including hardware and software installation, trouble shooting, and one-on-one training;

Telecommunications (1 FTE staff), which provides support and long-range planning for the campus telephone system, voice mail system, long distance services, pagers, and cellular services;

Electronic Maintenance and Engineering (8 FTE staff), which provides maintenance and installation services for all campus electronic equipment including computers, media equipment, telephone systems, video equipment, and campus radios; they are also responsible for all of the campus wiring infrastructure and design of electronic systems for new facilities.

***Academic Computing* operates the following facilities:**

General Computing Classroom—equipped with thirty Pentium-based computers connected to servers and to laser printers. This is a general-purpose facility that supports word processing (Microsoft Word, primarily), student evaluations, Internet access, and other applications such as spreadsheets and statistical software. Curriculum-specific software, which varies from quarter to quarter, is also available. Faculty may schedule the GCC, and it is open to student use when not set aside for classes.

Macintosh Classroom—equipped with twenty-four Power Macintosh 8500 computers connected to servers and to laser printers. Projection and sound systems are available. The Mac classroom supports, in particular, graphics, multi-media, and desk-top publishing applications. Faculty may schedule the Mac classroom, which is available for student use when it is not set aside for classroom use.

Advanced Computing Classroom—equipped with twenty-three DECpc XL 590 Pentium computers connected to servers and to laser printers. The ACC supports specialized work in computer science and other program- specific areas. The ACC is not open for general use. It is available to students in designated academic programs and to students who demonstrate a need for access. The ACC may be scheduled by faculty for class room use.

Cluster Area—includes thirty older Macintosh and PC systems for use by students, faculty, and staff and specialized systems for the visually impaired, plus specialty systems connected to scanners, a laserdisc player, a keyboard synthesizer, and two Zip drives. This is not a class room area and is open to individual use at all times.

***Other, more specialized computing facilities* include:**

Computer Applications Lab (2 FTE staff plus student workers), equipped with thirty Pentium-200 PC systems, scientific software, and data acquisition hardware. The CAL lab is organizationally a part of academic support within the Academic Division. It is intended primarily as support to science programs and science students. It can be scheduled for classroom use and is available to students pursuing scientific topics.

Graphics Imaging Lab (part of Media Services within the library), augments existing campus computer facilities for the purposes of instruction, experimentation, and research in the areas of new media. Equipment includes five Macintosh stations and eight PC stations. The facilities are available for small group instruction and are open to all students, staff, and faculty.

The Tacoma campus is electronically linked to the Olympia campus via a recently-installed T1 line. In addition, *the Tacoma computer lab* has just been upgraded with twenty new Pentium-200 computers. A half-time employee provides instructional and technical computer support for Tacoma faculty and students.

The college has just completed Phase III of a six-year campus networking project. Fiber optic cable has been installed and high speed data communications capability has been extended to all offices, classrooms and laboratories. Wiring is currently being extended to the campus residence halls for data, telephone, and television cable services. Off-campus access to computing resources is through a modem pool with sixteen modems, four of which are set aside for passworded faculty use. Faculty who are outside the Olympia area can access the modem pool through an 800 number.

The Core Collection

An analysis of the various library collections is attached as Vol. 1, Exhibit 5-1. The major conclusions drawn from that analysis are that the collections are well-matched to the curriculum overall, but that there are some things that we might do to fine-tune our collection development efforts. With monographs we need to monitor trends in acquisition and use of materials within subject areas, although it does not appear that there are serious problems. The primary concern with both the periodicals and government documents collections arises from the need to strike a balance between materials in traditional formats—print and microforms—and those in electronic formats—CD-ROM and web-based resources. The reference collection is well along in this same transition, but the impact of new electronic reference tools will continue to be felt for some time. The major shortcoming of our collection development efforts of the past decade is that we have not been devoting enough resources to non-print collections—music, film, and video, in particular.

Information Resources and Services

One characteristic of information resources and services on the Evergreen campus is the institution's commitment to extending these resources and services to all faculty and students. Thus computing and media support are not directed solely, or even primarily, to computing or media intensive programs. The college's philosophy has been that media and computing services should be available across the curriculum, much as traditional library service is at most colleges and universities. This means that the organizational units responsible for providing information services must have a close connection with the curriculum and with the faculty who are planning and delivering that curriculum.

Means for connecting information resources and services to educational programs vary among organizational units. Computing and Communications (C&C) assigns three staff as liaisons to academic programs. Before the beginning of the academic year, C&C sends information to academic program convenors and faculty announcing procedures for scheduling support services and facilities and identifying the staff liaison for the program. Program faculty can then call on the liaison for help at any time during the year. The level of support for each program varies greatly—from no support at all, if the program faculty decide not to include computing, to intensive assistance with design and implementation of computing components in programs.

The Computer Applications Lab (CAL) works differently in that it is part of overall staff support to science programs and science faculty. The CAL coordinator meets regularly with the Scientific Inquiry Planning Unit and works closely with faculty teaching science programs.

The library has a more elaborate system for connecting with the curriculum that involves the library faculty. There are seven library faculty; six are librarians, one is a media specialist. Each library faculty member is required to teach in a full-time program at least one out of every nine academic quarters. This rotation scheme keeps the library faculty well connected with the curriculum and provides for a close working relationship between the Library and regular teaching faculty.

As a part of their teaching responsibilities, each library faculty member is involved with one of the five Planning Units and provides a link between curricular planning and Library planning. In addition, the library faculty serve as liaisons to academic programs and coordinate the delivery of library services, including bibliographic instruction, to those programs. The library faculty media specialist, along with the Media Services Manager, serve as liaisons among the Library, Media Services, and faculty who use media materials or services in their programs.

In addition to library faculty rotating out of the library, regular teaching faculty also rotate into the library. Typically, one or two of the full-time faculty serve in the library in any given year. As part of their library duties they learn the Reference desk routine and work along with the reference librarians. They also take on a project which is generally directed at helping to improve some aspect of the collection that is consistent with their interests and disciplinary expertise. In recent years faculty rotating into the library have worked on collections in the following areas: Political Economy, Community Planning, Race and Ethnicity, and Nature Writing. An added benefit of this rotation is that these faculty take library skills back into the curriculum.

The Library model, with its emphasis on library faculty to provide linkages to the curriculum, provides a superior means of anticipating and monitoring curricular changes. Library

faculty are generally involved in curriculum discussions at all levels and regularly bring information from those discussions back into the Library where it is used to guide resource selection, changes in service, and assignment of staff. The teaching interests of the library faculty assure that the library has a voice, and ears, in the Planning Units. The area where this tie is least direct is with the Scientific Inquiry Planning Unit, since none of the library faculty teach regularly in the sciences. We have addressed this by assigning one library faculty to attend the Scientific Inquiry meetings on a regular basis.

The liaison roles of Computing and Communications staff are effective in coordinating short-term developments in the curriculum but are not as well connected to long-term curriculum planning. Media Services, as a part of the Library, benefits from information provided by the library faculty, especially from the media coordinator, but its ties to long-term curriculum planning are less direct than with traditional Library functions. Media services staff actively participate in the meetings of the Expressive Arts and Culture Text and Language Planning Units and of the Moving Image Group. The Planning Units, which have been implemented over the past two years, may provide a means for better including media and computing concerns in long-range curriculum planning.

Coordination of services to sites other than the Olympia campus is accomplished through these same channels. Computing and Communications assigns liaisons to off-campus programs, such as Tacoma, Grays Harbor, and the tribal-based programs, while the Library links with off-campus sites through the Planning Units and through the liaison roles of the library faculty. One library faculty member each year provides support to the Tacoma and tribal-based programs and serves as a link between faculty and students in those programs and library resources.

Planning for Information Services and Resources

Some of the most important planning processes for the design and development of information resources and services have already been described in the section above—the liaison activities among the Library, Media Services, Computing and Communications, and faculty. Additional opportunities include a Library suggestion board, "If I ran the Library . . . ," that gives students a chance to make recommendations, many of which are very helpful. In recent months the Library has ordered new materials, improved the lighting in some areas and altered services in response to these suggestions. Library staff are now working on an automated suggestion box to add to the web page. Academic Computing and Media Services maintain suggestion boxes that get regular follow-up. In all areas, student employees are a rich source of suggestions on how to improve information resources and services.

During the last several years Computing and Communications has also operated with the advice of a Technology Steering Committee (comprised primarily of college leadership), an Academic Computing Advisory Committee (comprised primarily of faculty), an Administrative Computing Users Group (comprised primarily of mid-level managers in the Student Affairs and Accounting areas), and a Network Facilitators Users Group (comprised of skilled end-users who assist in the distribution of news and assistance regarding network resources). This committee structure is currently being reviewed by the new Director of Computing and Communications as the college seeks new ways to include users in the design of technical resources.

The linkages outlined above between organizational units supporting information services and the curriculum also connect the educational program to decisions about equipment and materials. Equipment purchases are planned on a two-year cycle. Each operating unit on campus develops a list of equipment priorities that are forwarded to an Equipment Committee,

which is responsible for making recommendations to the vice presidents. Information about equipment needs related to the curriculum are collected by Computing and Communications, Media Services, and the Library through their liaison activities and is used to make up each unit's list. The Equipment Committee has representation from the Academic Division, including the Academic Budget Dean, the Associate Vice President for Academic Budget and Planning, and the Dean of Library Services, who reflect the interests of the educational program in that stage of equipment planning.

Academic Computing equipment lists to support curricular and student needs are prepared from information on current-year usage, faculty plans, liaison information, annual surveys, and User Group and planning unit input. Computer Center laboratory equipment has been replaced when it can no longer support software requirements or curricular needs. Recent proposals have suggested funding replacements on a five-year cycle.

Library materials are selected by the Resource Selection Committee (RSC) made up of the library faculty plus key library staff. Information regarding curriculum development is provided to the committee through the library faculty. Acquisitions of library materials are not formula-driven and are very responsive to curricular changes. In addition to the RSC, faculty and students can make direct requests for acquisitions to enhance Library collections. Unfortunately, with relatively fixed budgets for materials and constantly-increasing serials prices, the Library has not been able to respond well to suggestions for new journal subscriptions. A new title has generally been added only if another title has been dropped, but this is changing with availability of full-text periodical databases. With monographs, however, the Library has been very responsive to patron requests.

The Library uses an approval plan and has taken great care in constructing and monitoring the profiles for materials selection under that plan. The library is happy with its approval plan vendor..

Developing the Ability of Students, Faculty, and Staff to Use Information Resources Independently and Effectively

The Library faculty takes its teaching role seriously and tries to avoid having the Library be seen simply as a place to get information. Instead, the emphasis is on teaching students how to acquire and use information, always within a specific academic context. The other units involved in providing information resources and services on campus are also organized to develop the skills and abilities of faculty, staff, and students. Staff in Media Services, the Library, and Computing and Communications are prepared to do workshops and tutorials and to build proficiencies.

This emphasis on skill-building has generated, in just one year, a doubling of attendance in specialized Library workshops conducted by library faculty to 4,364 in the 1996-97 academic year. In addition, over this same period in the Graphics Imaging Lab (GIL) the number of proficiencies given increased by more than 50 percent to 283 and use of the GIL nearly doubled to 3,076 sessions in 1996-97.

In 1996, the college initiated what promises to be annual summer workshops for faculty on curricular applications of information technology. This effort was led by library faculty and included staff from Media Services, Computing and Communications, and the Computer Applications Lab. Approximately thirty faculty were introduced to techniques for constructing web pages for their programs in those first workshops. In the summer of 1997, the same team

offered another beginning workshop for more faculty plus an advanced workshop for people from the first year's workshops who wanted to reinforce and expand their skills. In addition, two groups of staff from across campus went through similar workshops.

Availability of Policies, Regulations, and Procedures for Information Resources

All organizational units involved in providing information resources and services have written policies and regulations that are available to students, faculty, and staff. Increasingly these documents are being made available on web pages.

Many of the policies which guide the development and management of computing resources are found in the Computer Center User handbook. In the past, this handbook was printed in quantity and distributed to all faculty and staff mailboxes. Community discussions resulted in the decision to only distribute paper copies of the handbook upon request and to post these policies instead on the web. Copies of the handbook are available at the Technician's desk in the computer lab. Guidelines for use of public computing resources are distributed to students when they apply for email and Internet accounts.

A Strategic Plan for Information Technology, a Tactical Plan for Technology, a Security Plan, and a Disaster Recovery Plan are all submitted by Computing and Communications to Washington's Information Services Board, and updated every two years. These plans are shared with college leadership and available to any interested person, but are not broadly distributed to the entire campus community.

Extending our Boundaries

With completion of Phase III of the campus network project and extension of the campus network to residence halls, the entire campus now has access to network file and print servers and to the Internet. The Library has been pursuing a number of options for extending the reach of its patrons to remote sources of data. Sharing an integrated library system with the Washington State Library and the St. Martin's College Library through the Cooperating Libraries in Olympia consortium has opened up the holdings of these two nearby libraries to the Evergreen community. In addition, an on-going effort among the libraries of the state's six public baccalaureate institutions has produced a joint catalog and improved interlibrary lending service; final discussions are underway to jointly purchase access to on-line, full-text databases. The Library has just installed new Pentium-based workstations in place of its old OPAC terminals in order to support a graphical user interface that makes use of networked resources easier and more efficient. The Library has a web page with links to a wide variety of Internet information resources.

Concerns about security have been an impediment to access to the Internet for students, faculty, and staff. The computing Peer Review team concluded that:

> The integrity of the college's core systems (administrative, email, etc.) is essential. However, security cannot become too much of a focus. The needs of faculty and students and the functionality of systems must be weighed against the risks to security. Relaxing security must be coupled with the formulation and adoption of policies about the appropriate use of computing and networking resources at Evergreen.

Computing and Communications will have, in conjunction with computer user groups on campus, to find an appropriate balance between security, acceptable use, and access to information services and resources.

As mentioned earlier, Evergreen is a part of the state's K-20 Network Project which will link all the public educational institutions in the state and which may, eventually, include private schools and colleges and public libraries. So far, the college has received greatly expanded bandwidth for data transmission and for interactive video applications and will, under the second phase of the project, get expanded bandwidth for the Tacoma campus. The college plans to use this capacity for interactive, web-based instruction and to experiment with interactive classroom applications.

There has been strong participation by faculty and staff in multi-day summer workshops which provide instruction in the use of these resources, but there is a strong desire for opportunities of different formats which are offered during the academic year. The lack of professional development opportunities and readily accessible technical support for these resources is a limiting factor in their use.

Facilities and Equipment

Adequate facilities are a growing concern for the Library, Media Services, and Computing and Communications. Remodels of the C&C and Media Services areas during the summer of 1996 improved the efficiency of space use in those areas, but increasing demands in both areas are creating bottlenecks, especially in Media Loan, the Graphics Imaging Lab, and the Computer Center.

The Computer Center was remodeled in 1996 to enlarge space for the Macintosh (Mac) Classroom and the computer studies (Advanced Computing Classroom (ACC)) labs. The ACC has capacity for additional computer systems but the Macintosh Classroom does not. The Space Planning Report, The C&C peer review report, and customer surveys indicate a need for additional laboratory and computer system space. Although a survey report indicates that 60 percent of our customers have computers, they still need access to higher performance systems configured with software that are not available on customer systems. Usage of the Computer Center has surpassed 206,000 user hours—a 50 percent increase over the past two years.

The Library falls short of both Association of College and Research Libraries (ACRL) and Washington State standards in student study space and is about to run out of stack space. The Library has just filled the last available space for stacks. Even with that additional shelf space, the stacks will be filled to over 75 percent of physical capacity with 80 percent being the limit for reasonable working efficiency. We have gradually removed student study spaces to support other Library functions and are currently about 5,000 square feet short of ACRL standards, given our enrollment. Space is critically short in the Archives area. In total, the Library, including Media Services, needs about 15,000 square feet of added space to accommodate growth in collections and enrollment over the next ten years.

Beyond space for these traditional library functions, the campus needs to consider information technology applications that might require added or reconfigured space—electronic classrooms and language labs come to mind.

The draft campus space plan includes a proposal for converting the existing C wing of the Library Building into an "Information Technology Wing" that will allow for more space and for integration of appropriate Library, Media Services, and Computing and Communications services. Planning for the Information Technology Wing will proceed with plans for the Seminar Phase II Building, in order to allow for displacement of activities from the Library Building to Seminar Phase II, and implementation will immediately follow construction of Seminar Phase

II. Even if planning and construction proceed as planned on these projects, adequate space will continue to be a problem for the next five years.

Adequate equipment is a growing concern. All three areas—Library, Media Services, and Computing and Communications—are increasingly dependent on rapidly changing technologies. Equipment in the computer labs and in the Library Reference area will have to be replaced on a four- or five-year cycle. In addition, there is a large and growing backlog of media equipment that is wearing out.

Access

Completion of Phase III of the campus network project and extension of the network to the residence halls, coupled with changes in the Library, have greatly improved access to information resources and services across campus. The trade-off between security and access, as noted above, is a concern that will need to be addressed.

While the computer resources available in faculty offices and open access labs are, in general, adequate for most instructional needs, there are certain programs which have need of more sophisticated resources, and which feel under-served. Examples of these include the computer science, graphic arts, music technology, animation, and all the hard sciences as a whole. The college has yet to articulate a specific set of principles by which it will apportion fiscal resources between general and higher-level technology needs.

The Computer Center and labs are open nearly twenty-four hours a day (Monday to Thursday from 6:00 a.m. to 2:00 a.m., Friday from 6:00 a.m. to 10:00 p.m., Saturday from noon to 7:00 p.m., and Sunday from noon to 2:00 a.m.). Heavy usage is made of computing facilities by over forty curricular programs from about 9:00 a.m. to 5:00 p.m. most week days. The Mac and General Computing labs have very current PowerMac and Pentium systems. The Advanced Computing lab has older Pentium systems which are at the end of their useful life for advanced studies. General systems in clusters in the Computer Center are a mix of old Mac II, Mac Classics, and 386 Windows systems.

Access to network resources from on and off campus has improved over the past six years as a result of legislative funding of the college's infrastructure. This year, as funding is available, improvements to network infrastructure will be implemented providing higher speed access between buildings and servers. College faculty and staff will identify resource needs, network and access directions to facilitate increased use of technology on campus, and to facilitate access to resources from off campus for research and curricular development and deployment.

Service to Evergreen programs away from the Olympia campus has been uneven. Computing and library services at Tacoma have been improved in recent months with the upgrade of the Tacoma computer lab and addition of web-based, full-text databases to the campus network. In addition, the Library provides free commercial document delivery service to Tacoma faculty and students. One Library faculty member is assigned each year to work with Tacoma students and faculty, teaching the equivalent of two credit hours of bibliographic research each year. Finally, under the Reciprocal Borrowing Agreement among the libraries of the state's six public baccalaureate institutions, Evergreen-Tacoma students have borrowing privileges at the University of Washington's Tacoma campus library.

Information Technology services to sites of Evergreen's tribal-based program have been problematic due to the relative remoteness of the sites. Faculty in the program generally schedule periodic program meetings at the Olympia campus so that students have an opportunity to work with Library faculty and collections. An effort is currently underway to provide improved computer access from, and possible interactive video access to and from, these sites.

Cooperative Agreements

The Evergreen Library has had a long and successful cooperative relationship with the Washington State Library that has included sharing of an integrated library system. This consortium also included the Timberland Regional Library System until 1994, when Timberland decided to develop its own system. As a result of discussions spanning more than a year, St. Martin's College entered into the consortium with Evergreen and the State Library in early 1997. This arrangement is significant in that it is the first instance of private and public libraries in Washington State sharing a library system.

Evergreen has also participated in the Cooperative Library Project, an effort by the libraries of the state's six public baccalaureate institutions to work together in developing a combined catalog and in sharing resources. So far, the project has resulted in all six libraries implementing the Innovative Interfaces integrated library system, developing the combined catalog, and upgrading the interlibrary borrowing and lending capabilities at each library. Project funds have also allowed for retrospective conversion, to provide automated records of the libraries' holdings and upgraded computer systems. As another result of this cooperation, the libraries have just completed joint acquisition of electronic data bases at significant savings over individual purchases.

Agreements relating to the Cooperating Libraries in Olympia consortium and to relationships among the libraries of the six public baccalaureate institutions are included in the exhibits. The exact nature of the latter is still developing and will be spelled out in detailed agreements as they become clearer.

Evergreen's participation in the state's K-20 Network Project, first described above, is just beginning to be documented. The service level agreements between Evergreen and the Project for the operation of the network were developed during fall 1997; financial agreements will be finalized and documented during spring of 1998. The higher education Council of Presidents, the Department of Information Services, and the Telecommunications Oversight and Policy Committee have assumed leadership for completing and documenting the agreements necessary for the successful operation of the K-20 Network Project. Evergreen provides input to these agreements through the Council of Presidents, a voluntary association of the public baccalaureate institutions.

Staffing Levels in Information Services Units

Organizational charts for Media Services, the Library, and Computing and Communications are shown in the exhibits. It is worth noting that the three units have exactly the same numbers of staff as they did ten years ago (leaving out the Electronic Maintenance and Engineering section of Computing and Communications, which was a part of Facilities ten years ago). Employment has not been steady in these units, however, since there was a budget cut five years ago that eliminated a number of information services positions. Some of these positions have been replaced over the past few years.

While staffing levels in the information services units are even with ten years ago, work loads are not. Enrollment has increased by nearly 25 percent. Library circulation transactions

have increased by 63 percent. Media Services has been impacted by growth of media-intensive academic programs—the number of full time film/video faculty has increased from one to five in ten years—and from media applications across the curriculum. As a result, Media Loan transactions are up by 30 percent, and use of the Graphics Imaging Lab nearly doubled just last year. Computing and Communications has experienced an explosion of use, with the number of user hours in the labs quadrupling in the eight years that statistics have been kept. In addition, the number of personal computers on campus has tripled, to just under 1,000 units, in ten years.

We have met the increasing demands for information services without additions to staff in a number of ways. In both the Library and Computing and Communications, administrative and support positions have been reduced while operating, and especially public service, positions have been steady or increased. Computer Center hours have been reduced; service levels have been reduced, for example, in Periodicals where staffing has been cut from two to one. Automation of some Library functions has allowed the shifting of positions from support to public service. In Media Services, increased support to academic programs has come, in part, at the expense of support to campus productions. In Computing and Communications, added curricular support has been provided by reducing the number of positions supporting administrative computing. They have also transferred services to other departments.

The stresses of wringing more service from limited staff resources are showing. During the 1996-97 academic year, faculty discussions about quality of work life on campus often centered on the need for better support from Computing and Communication, the Library, and Media Services. Staff, meanwhile, are stretched to the limit. The most pressing needs for additional staffing appear to be in network development and in the Computer Support Center within Computing and Communications, in the Graphics Imaging Lab and Electronic Media within Media Services, and in technical computer support, Interlibrary Loan and general public service support within the Library.

A trend in the curriculum toward smaller faculty teams has also had an effect on information services. Whereas the "average" team ten years ago might have had somewhere between four and five faculty, it is now between three and four. This means that there are more programs relative to the level of enrollment, each program with fewer students than ten years ago. This trend has had an impact on Library faculty, whose liaison workload varies directly with the number of academic programs. We have added one Library faculty position in ten years, but that addition has been more than matched by growth in enrollment, the impact of which is felt at the Reference desk, and compounded by proliferation of programs, that demand more attention to liaison work. The addition of evening/weekend and off-campus programs has also added to workloads. Similar effects are evident in computing and media—wherever the workload is affected more by the number of presentations or workshops than by the number of students in the workshops.

Qualifications of Information Services Personnel

Faculty and staff in Media Services, the Library, and Computing and Communications have education, training, and experience that are appropriate to their various jobs. Within Computing and Communications and Media Services emphasis is on technical skills; however, a number of employees, especially in media, are part-time instructors at the college and/or are involved in creative work in their fields. Nearly half of Media Services employees have taught in a part-time media studies offering, in addition to their staff duties, in the past two years. This combination of teaching and creative work keeps the job-related skills of these employees up-to-date.

Within the Library, the Library faculty generally hold a Masters in Library Science degree, except for the media specialist who has a Masters of Arts in English. Some of the Library faculty also have additional masters degrees in fields outside librarianship. The faculty hiring and reappointment processes assure that Library faculty have an orientation to teaching in addition to library experience. Since the Library faculty have unusual teaching roles, more of the management of the Library is done by staff than would be the case in most academic libraries. Incumbents in key positions—Head of Cataloging, Archivist, Library System Manager, and Head of Circulation—hold Masters in Library Science degrees. Other key staff have extensive experience in library work, exceeding twenty years in several cases.

The present Dean of Library Services is not a library professional, but has rotated into the deanship from the full-time teaching faculty. This rotation is typical of academic administration at Evergreen. Nevertheless, this is the first time it has occurred in the Library and was a response to a particular set of circumstances that does not necessarily set a precedent for the future.

There are clear job descriptions for all positions in Computing and Communications, Media Services, and the Library. Résumés of key employees are included in the exhibits.

Professional Development for Information Services Personnel

Professional development opportunities are especially important for information services personnel who work in what are arguably the fastest changing environments on campus. Funds for staff development are available from within the operating units and from a campus-wide staff development fund. Library faculty are eligible for all faculty development opportunities. Amounts available for either faculty or staff, however, have not kept up with demand. Consequently, allocations often do not cover the full cost of the activity, and employees must meet some of the expenses out of their own pockets. Further, because of workload pressures noted above, employees often cannot be spared from the work site for enough time to attend development sessions.

Evergreen is fortunate to be located in a desirable geographic region with ready access to a large and well-developed technology industry. This has allowed the college to recruit technically-able staff despite public sector wages which are well behind private sector wages for similar positions. The collegial atmosphere at the college also fosters a low staff turnover rate. The strength of these stable staffing patterns is the preservation of intellectual capital and the ability to leverage long-term employees into ever more complex roles. But in a rapidly changing industry, long-term employees are in need of constant professional development, and sometimes in need of complete retooling.

The thinking by most prominent consultants on information systems is that the training budget for technical staff needs to afford $3,000–$5,000 per person per year in order to keep up with changes in the industry; Computing and Communications has had on the order of less than $500 per person per year available for training. Particularly as the desktop computing revolution has taken hold, and as networking has become core to the delivery of information services, the lack of these training dollars has hampered Evergreen's ability to keep staff at the sophisticated technical level required for a small staff to manage a complex environment.

Collaboration and Linkages Between Information Services Work Units

The founders of the Evergreen Library saw the need for a strong linkage between library and media functions. Their vision of a multi-media library that provides information in many formats—print, sound and images—is finally being realized with the introduction of new information technologies. (This vision is described in Vol. 1, Exhibit 5-3.) These same developments have given rise to a high level of cooperation between the Library (including Media Services) and Computing and Communications. Staff members of the two units meet often to coordinate their work. In addition, staff from the Library, Media Services, Computing and Communications, and the Computer Applications Lab have jointly conducted the CyberDivine faculty development workshops over the past two summers and have co-taught two programs for students focusing on topics related to information technology.

As mentioned above, over the next few years we will have to turn the combined efforts of the information services units toward designing a major remodel of the entire wing of the Library Building that now houses computing, the library, and media operations into an Information Technology Wing that effectively integrates these functions to the fullest extent possible. This is an opportunity to adjust the physical layout of information services to new developments in technology.

Involvement in Curriculum Development

As a result of the close working relationship between information services staff and the faculty, Computing and Communications, the Library and Media Services are, to a great extent, an integral part of curriculum development. Further, the introduction of Planning Units as a way to organize the curriculum provides a more direct and systematic link than existed before. Key information services staff regularly attend Planning Unit meetings. In addition, as noted above, Library faculty are affiliated with the Planning Units and are full participants in curriculum planning.

Financial Support for Information Services and Resources

Chart 5-1 shows expenditures for library and information resources and services and total spending (General Fund—State plus Tuition) for the college for the last four biennia. In order to keep the relative pattern between total college spending and information services spending within a more easily viewable scale, total college spending is divided by ten—but the reader should keep in mind that this simple mathematical manipulation causes the total college budget trend to look flatter than it really is. Between the 1989-91 biennium and the 1995-97 biennium, the total college budget increased by $10 million, not $1 million. Complete numerical tables of the figures represented by these graphs are contained in Vol. 1, Exhibit 5-2.

Figures for Library, Computing, and Media Operations, as depicted in the graphs, do not include equipment spending, spending for library materials, or one-time funding for the Cooperative Library Project. Total college spending grew only slightly between the 1991-93 biennium and the 1993-95 biennium due to budget cuts imposed by the legislature. But spending for operations of all three information services units dropped in the same time period. Library materials spending was protected from the budget cuts and increased slightly.

Chart 5-1
Information Services Expenditures

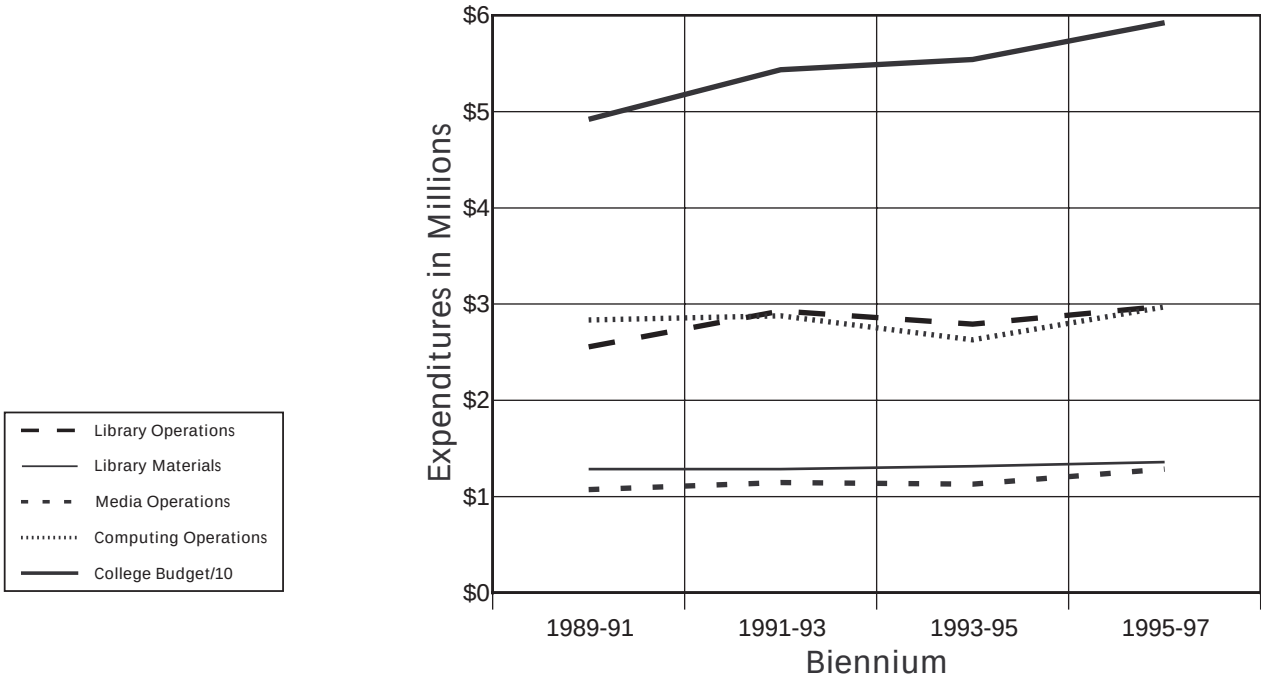
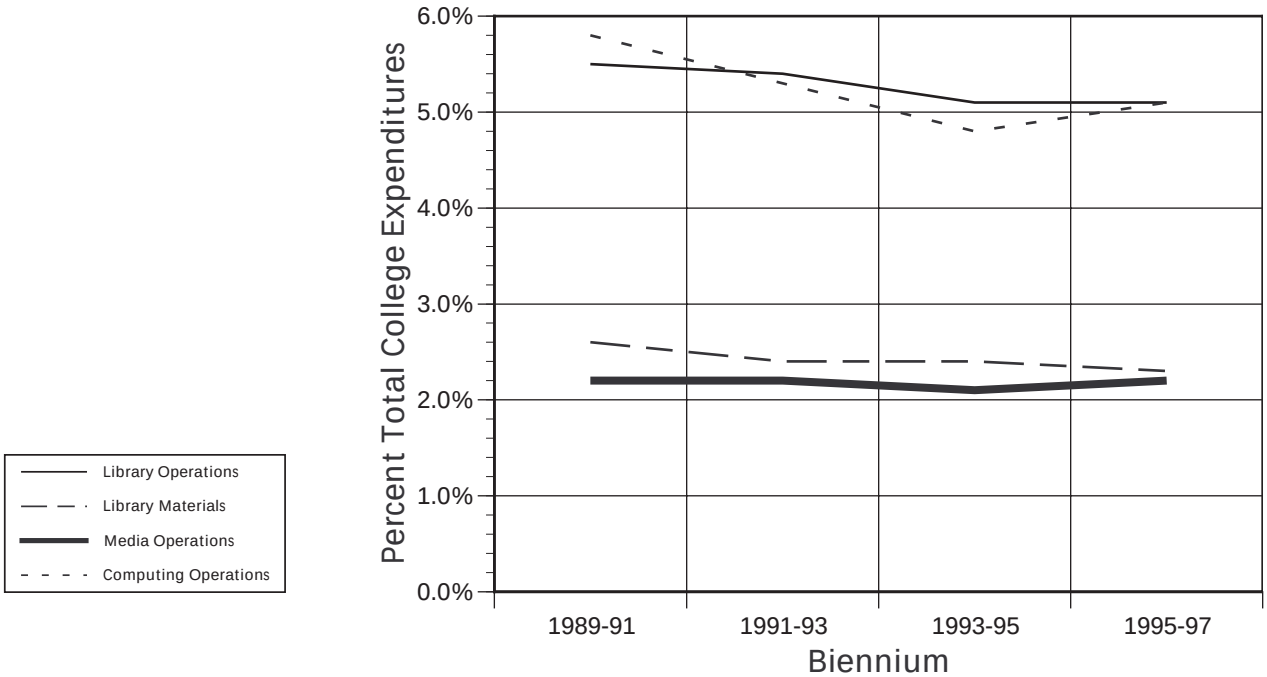


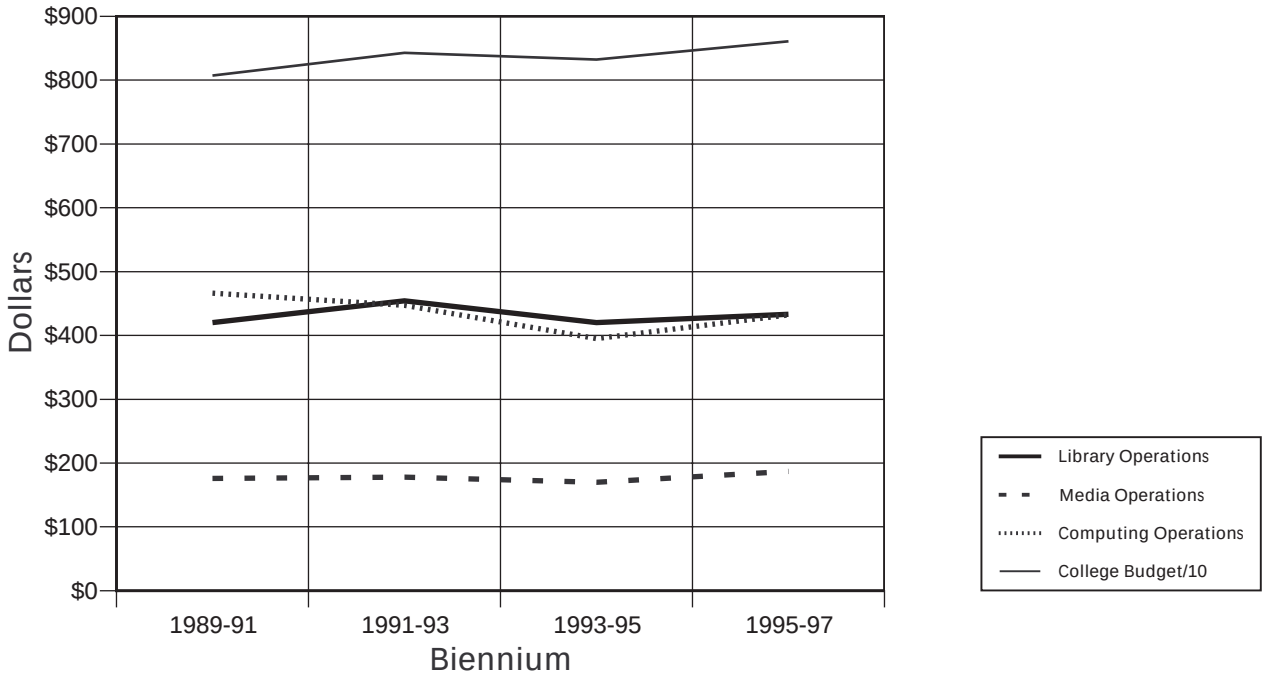
Chart 5-2 shows information services operating expenditures as a percentage of the total college budget. The same pattern of decline and growth shows up in this table, but even in 1995-97 the shares of college spending applied to Library and Computing Operations were below levels of the early 1990s.

Chart 5-2
Information Services — Percentage of College Expenditures



Expenditures per student FTE for the college and for information services are shown in Chart 5-3. The same pattern of growth, decline, and growth shows up here, and again in 1995-97 Library and Computing Operations expenditures had not quite returned to levels that prevailed in 1991-93. On an inflation-adjusted basis the drop-off in per student spending on computing and the library would be even greater. Some of the increase in per student spending on Media Operations was the result of eliminating student media fees, which would not be captured in these numbers, and transferring those costs to state funds, which are reflected here.

Chart 5-3
Expenditures Per FTE Student



Finally, Table 5-1 shows library materials expenditures in total, as a percent of total college spending and on a per student basis. Total materials spending has increased over the period as a result of annual inflation adjustments to the materials budget. The increases have not kept up with growth in either the college budget or in the number of students. That is, both the share of college spending and the spending per student on library materials have declined steadily.

Table 5-1
Biennial Expenditures for Library Materials

Biennium	Library Materials	Percent of Total College	Per Student
1989-91	$1,284,281	2.6%	$421
1991-93	$1,285,603	2.4%	$398
1993-95	$1,315,242	2.4%	$394
1995-97	$1,359,037	2.3%	$393

Overall, the spending figures indicate much the same as the staffing figures do, that Computing and Communications, the Library, and Media Services have been doing more with less for many years. The past year has brought additional resources to information services, but these increases do not match the heightened demands on these services brought about by

increased enrollments, which have been compounded by growth in computer and media intensive programs and the spread of media and computing across the curriculum.

It is interesting to note that in comparing costs among the six public baccalaureate institutions in Washington, Evergreen's library is the most costly on a per student basis. In a 1996 study of unit costs in the library (Exhibit Room, Exhibit 5-8) that drew on comparative figures for Evergreen, Central Washington University, Eastern Washington University, and Western Washington University, we concluded that the difference in per-student library costs—$727 annually for Evergreen and just under $400 on average for the other three libraries (based on FY 1992-93 and 1993-94 data)—could be attributed to four factors. First, the Media Services operation, which is a part of the Library at Evergreen and at one of the other schools (though on a much smaller scale), provides services that are unheard of at other institutions. These services at Evergreen are not restricted to media students but are available to all students on campus on an equal basis. We estimated that about one-third of the difference in unit costs among the four libraries was attributable to Media Services.

A second factor in unit cost differences is the teaching role of the Library faculty, which is quite different from other institutions. Evergreen Library faculty rotate into the curriculum to teach full time at least one quarter out of nine. When they are in the Library, they serve as liaisons to academic programs and work with faculty in those programs to incorporate materials and activities to teach research and library skills. Library faculty at Evergreen do not take on managerial roles in the Library that are typical of academic librarians elsewhere. We estimated that the teaching role of the Library faculty accounted for about one-fifth of the Evergreen Library's higher per-student cost.

A third difference has to do with the impact of Evergreen's broad and ever-changing curriculum on materials expenditures. It is difficult at Evergreen to focus materials expenditures into areas of curricular emphasis, because the emphases change rapidly. As a result, funds allocated to purchases of books, journals, and other materials accounts for about one-fourth of the difference in per student library costs between Evergreen and its three sister libraries.

These three factors, then, account for somewhere between 75 and 80 percent of the difference in unit costs noted above. The final factor, economies of scale, accounts for at least some of the remainder. Evergreen is, by far, the smallest of the four institutions. Some library expenses have little to do with size. Expenditures for a "good reference collection" might be about the same for the four libraries. The same is true of computer systems and, to some extent, of staff when staffing levels are often dictated more by number of open hours than by numbers of students.

So the Evergreen library is expensive, but the expense is largely related to the unique and innovative curriculum that sets Evergreen apart from its peers. The expense and the difference in the way the Evergreen library operates pay off in terms of student use of the library. Of seven comparative use measures that were available for the four libraries, the Evergreen library was first in use per student on four of them (circulations, interlibrary loans provided, persons served in presentations, and reference transactions), and second on the remaining three (interlibrary loans received, number of presentations, and gate count). Evergreen had more than twice the circulations per student compared to its peers. In fact, on a cost per circulation comparison, the Evergreen library is the least expensive of the four.

Participation in Institutional Planning

The institution's planning processes are highly inclusive and participatory. Information services staff and faculty are given regular opportunities to participate in campus governance

and planning exercises. The recent strategic planning effort included information technology and services as a central element of consideration. The Library Dean and the Director of Computing and Communications served on strategic planning subcommittees, as did other information service faculty and staff. Users of information services, both faculty and students, were also represented.

Institutional Commitment to Linkages Between Information Services

The institution provides formal recognition of these linkages in a number of ways relating to representation on governance committees and task forces. For example, both the Library Dean and the Director of Computing and Communications served on the strategic planning subcommittee on emerging information technologies and have both been on the college's Technology Steering Committee. Library faculty and staff and Computing and Communications staff have designed and implemented the CyberDivine summer workshops for faculty and staff over the past two years. The Dean of Library Services served as interim Director of Computing and Communications after the retirement of the former director. The new Director of Computing sits in on meetings of the Academic Deans on a regular basis.

Evaluation of Services and Staff

The institution has a tradition of continuous evaluation of student achievement, of faculty performance, and of the success of academic programs. This process extends to information services and results in frequent, incremental adjustments of allocation of resources in Computing and Communications, Media Services, and the Library. Some of this evaluation derives from the end-of-year evaluations that faculty do of their programs and of their program colleagues. Concerns or problems about information services that surface in these evaluations often are communicated back to the operating units, which adjust their plans for the following year accordingly. While this evaluation process is regular, it is hardly systematic.

A related and more systematic process operates in the Library and is linked to the annual collegial evaluations done by the library faculty. At the end of each academic year, each library faculty member, including the full-time teaching faculty who have rotated into the library, evaluate each other. These narrative evaluations are shared in a group discussion that moves from performance of individuals to overall performance of the group and of the entire library.

In addition, each unit collects statistics on its operations and uses them to identify and respond to problems that arise.

There are indicators that suggest that library and information services are heavily used on campus. Statistics on library use per student, noted above, show that students find their way into and actively use the library. In addition, the College Student Experiences Questionnaire that was implemented on campus showed that Evergreen students reported their general use of the library to be comparable to the experiences of students at other liberal arts institutions. Where the experiences seemed to differ, however, was in how library use connected with active learning. For example, Evergreen students rated their experiences higher in response to such statements as, "Looked for further references that were cited in things you read," and "Gone back to read a basic reference or document that other authors referred to." Beyond the library, Evergreen students rated their "Familiarity with use of computers" slightly higher but their knowledge of "Computers and other Technologies" much higher than other liberal arts students.

In spite of ongoing evaluation efforts and evidence of heavy use of information and library services on the part of Evergreen students, we have not addressed the question of what students are actually learning from their experiences. Presumably, if they are using the Library, Media Services, and Computing and Communications they are also learning something from this use, but we have not done a careful assessment of this learning, and need to in the future.

Concluding Analysis and Future Issues

As this report took shape it became clear to the authors that we were really trying to satisfy three objectives. First, we wanted to respond to specifics of Standard 5, Library and Information Resources, and this is what we have done in the main text of this report. This text is the result of collaboration among library, computing, and media staff and is directed mostly at identifying what is, though there is occasional mention of what should be or might be. Second, we wanted to review the ideals and values that surrounded the founding of information services on this campus and to identify tensions that have developed over the years around these ideals and values. That is the purpose of the reflective essay of Vol. 1, Exhibit 5-3. This essay, which deals with what was and is, was written by a librarian and centers on the library and media services, since computing functions, as we know them now, did not exist at the time of the college's founding. After we completed drafts of these two pieces, we realized that we needed to draw conclusions and make recommendations to the extent possible in this rapidly-changing world of information technology and services that might guide our actions until someone else writes the next reaccreditation report. That is, we needed to deal more comprehensively with what might be. That is the purpose of this section.

Before looking ahead, we should draw conclusions regarding whether or not we meet the requirements of Standard 5. Our analysis of library and information services and resources on the Evergreen campus leads us to conclude that there are ways in which these services are very strong—open access and support to students, the teaching role of the faculty librarians. There are areas where we might do better—funding for equipment and staff support for computing and media, two of the fastest growing parts of the curriculum. But there are no areas where we are in danger of falling short of the requirements of the standard. That we meet the standard is no reason to be complacent, however. There is much to be done over the next decade.

The biggest challenge for the information services units over the next ten years is, as mentioned elsewhere in this report, the Information Technology Wing, a comprehensive remodel of the C-wing of the Library Building to accommodate both the need for additional space for computing, media, and library purposes and the integration of these functions to provide better service to students, faculty, and staff. At present, the layout of these areas is based on old technologies. Nevertheless, with widespread application of computers to all of the information services functions, the same equipment that is in the Computer Center shows up in the Reference area of the Library and in the Graphics Imaging Lab in Media Services (and also in the Learning Resource Center and, potentially, in a language lab). In many cases, the same software also exists in these different areas. Now, a student doing a project combining text, images, and sound might visit the Library for text and images, work in the Graphics Imaging Lab to process images and sound, and complete the project in the Computer Center. In many cases, there is no reason why the same project could not be done at a single location, at one work station, if the appropriate information and technical support were all available at that site.

The task, then, is to set aside organizational structures and old ways of providing information services and to think about how to design a space to best facilitate teaching and learning using information and information technology. The result may well be an open public service

area with multi-purpose work stations and with support from media, computing, and library staff. More specialized labs, media and multi-media classrooms, offices, collections, and other work areas might be located on other floors, but all would be easily accessible from the public service area. While it is a remodeling project that provides the opportunity to rethink information services, it must be made clear that this is not simply a space problem. In addition to redesigning the physical layout, we must think about new ways to do the work in these spaces. This means rethinking equipment purchases, staffing levels, and job assignments along with remodeling the space.

The actual remodel is about five years away and cannot be done until the Seminar Phase II building is completed. Plans for Seminar Phase II will allow for enough space that existing functions located in the Library Building may be displaced to allow for expansion of the information services units. Planning for the Information Technology remodel must proceed with the design of Seminar Phase II, but final design will not be completed for several years. Meanwhile, changes in technology may reshape our thinking considerably.

In addition to the major task of rethinking the spatial organization of information services, there are a number of problems, bottlenecks in services, rising expectations that we will need to deal with over the next four to five years. All of these have implications for staffing levels, equipment purchases, short-term space needs, and collection development. In analyzing these concerns below, we are assuming that we will continue to operate within the set of ideals and values that we have obtained since the founding of the college and outlined in Vol. 1, Exhibit 5-3 of this report. That is, we will not sacrifice the egalitarian ideal to concerns about efficiency, we will continue to emphasize teaching over research and we will provide open access to our facilities and services.

The *concerns* regarding library, media, and computing services that seem to be looming on the horizon include the following:

Enrollment Increases

As noted above, staffing in all three units is about the same as it was ten years ago in spite of enrollment growth over the period. The increasing use that has accompanied enrollment growth has resulted in service bottlenecks. This is especially true in Media Services, where we are not able to keep up with the need for equipment proficiencies and media workshops, and in Computing and Communications where the Computer Center is often full and the various labs are fully booked. The Library is short on study spaces and is critically short on stack space, though the latter is not directly related to enrollment growth.

Media- and Computing-Intensive Programs

In addition to general enrollment growth, the number of students who are interested in computing and media has increased as a proportion of the student population. Where we had one film/video faculty member ten years ago we now have five. While the number of computer science faculty has not increased as markedly, the required amount and complexity of support to computer science programs has increased greatly. We need to consider added staff support and more hardware and software for both computing and media programs. In addition, funding for non-print library materials, especially films and videos, is far too low relative to use of those materials in the curriculum. Increasing non-print materials spending will also require that we deal with added workloads in Acquisitions, Cataloging, and Processing that will accompany increases in the number of non-print items.

Evening and Weekend Support

Over the last few years the college has expanded its part-time offerings, primarily in the form of evening programs and classes. So far, we have not offered media- or computing-

intensive programs in the evenings or weekends, since we do not have the staff to support these programs. There is growing pressure to do so, however. In addition, part-time studies options have generated demand for general computing, media, and library support. We added a half-time position in Media Loan to extend hours into the evening, but we have not addressed the added workloads in Library public services—Reference, Periodicals, Government Documents, and Sound and Image Library—or in Computing and Communications. Further growth in part-time studies will make these needs more urgent.

Other changes in program formats are affecting workloads. Over the past ten years the average size of a coordinated study program has declined with two- or three-faculty teams more common, and four- or five-faculty teams less common, than before. Thus there are more separate programs for any given enrollment. Some information services activities—library, computing, and media workshops, for example—vary more with the number of programs than with the number of students. This has tended to compound the effects of enrollment growth and development of evening/weekend study options.

Faculty Development

Much remains to be done to more effectively connect new information technology with the Evergreen curriculum. The CyberDivine summer workshops which library and computing staff and faculty have designed for the faculty as a whole for the past three years provide a model for transferring technology skills and information to the faculty but these efforts need to be broadened and deepened. The campus needs to find applications of the World Wide Web and of the state's new K-20 Network that fit with the college's commitment to interactive, cooperative learning. Faculty must have training and on-going support to work these new applications into their programs.

Special Services/Collections

A number of groups on campus have approached us with requests for special services or special collections. For example, the directors of both the Masters in Teaching program and the Washington Center for Educational Improvement have asked that we make changes in our curriculum room that would make it more attractive and useful for K-12 teachers. With the retirement of many of the founding faculty we need to direct more attention to preserving the college's history and building the campus archive collection. In addition, faculty in Native American Studies have asked about developing a Native American Archive. Growth in the tribal-based programs and the Tacoma program will force us to rethink and probably expand library, computing, and media services in these areas. Our current experiment with computer-aided language instruction may lead to a proposal for a language lab. These activities, if we take them on, will require added staff, equipment and space.

Student Services Software

It is time to replace software that is used for registration and records, student accounts, and financial aid. This might be done in-house or by purchasing an integrated package from a vendor and altering it as necessary to suit Evergreen's unique academic program. In either case, this will take significant resources and several years to accomplish.

While some of these concerns will probably go away and others will be dealt with out of existing resources, any significant progress in addressing them will require additional resources. We estimate that we will *need* the following:

Staff

Addressing the issues outlined above, over the next five years, will require two or three additional positions in the Library, primarily in Public Services (Periodicals, Documents, Ref-

erence), but some added staffing might be required in Technical Services to deal with workloads associated with increasing acquisitions of non-print materials. In Media Services, two to four positions would be required, especially in Electronic Media, the Graphics Imaging Lab, and in the Sound and Image Library. Two to four positions might be necessary in Computing and Communications, primarily in network development and applications support. This does not count positions that might be needed for development or adaptation of student services software. Any big push into distance learning or major expansion of off-campus programs might require even more support.

Space

The Library needs at least an additional 2,500 square feet of space to install more book stacks, provide more study space, and expand the college archive. A language lab, special collections, or additional computer labs would require additional space.

Materials

The highest priority, in terms of Library materials, is to protect the budget from inflation by allocating annual inflation adjustments to the budget base. In addition, the only area where collection development efforts need a boost is in non-print materials where an additional $20,000 to $30,000 per year would seem justified.

Equipment

Replacing worn or outdated equipment and keeping up with changes in technology will require approximately $200,000 to $250,000 per year each for Media Services and Computing and Communications and $50,000 to $75,000 per year for the Library, a total of at least a half million dollars per year. This does not make allowance for purchase or development of student software.

Summary of Recommendations and Findings

- Evergreen has excellent and well-used library and computing resources that are uniquely organized to support the curriculum and provide open access to students.

- Enrollment growth and more intense use of media, library resources, and computing across the curriculum have stretched these resources in recent years. While resource concerns focus on information technology, they extend to staff, space, and collections as well.

- The college will soon have to make large investments in a new student information system and a new telephone system.

- The scheduled remodeling of a part of the Library Building into an Information Technology Wing provides an opportunity to creatively rethink the integration of media, library, and computing technologies to provide even better service to students, faculty, and staff.

- Growth has raised important questions about how to provide support to the Tacoma campus, evening and weekend, and reservation-based students.

- Questions about technology, the state's emerging K-20 telecommunications system, and faculty development need to be addressed.

Exhibit 5-1
Evergreen Library Collection Analysis

Monograph Collection

Evergreen's monograph collection includes approximately 225,000 titles or 260,000 volumes. It is housed primarily in open stacks on the third floor of the Library, but about 30,000 volumes are in the reference collection on the second floor.

In order to assess the adequacy of the collection the Library contracted with the Western Library Network for a two-part collection analysis. The first part was a comparison of the Evergreen collection against *Books for College Libraries*, Third Edition (BCL3). The second part was a simple tabulation of titles in the Evergreen collection by subject area and age (date of publication). Summaries of these two analyses are in the exhibits.

A caution regarding this collection analysis is in order here. Any categorization of the collection will tend to mask some features that may be important. That is certainly the case with the way we have broken down the collection in what follows. Some areas that we consider to be strengths of the Evergreen collection—women's studies, racial and ethnic diversity, gay and lesbian issues, for example—simply do not show up in the highly aggregated categories that we have used for the analysis. Conclusions from the analysis, therefore, can be only suggestive. Any changes in collection development that result from the analysis must take into account more subtle features of the collection and of the curriculum and must grow out of extended discussions with faculty.

The BCL3 analysis revealed that the Evergreen collection includes 57.9 percent of all recommended titles and had another 2.8 percent as "near misses." According to the WLN staff member who coordinated the BCL3 analysis, "I don't think any other individual library has ever gotten as high a match rate as Evergreen did in this comparison. And we have done lots of them."

The tabulation of titles by age reveals that the collection is relatively "young," reflecting the overall age of the college:

Table 5-1-1
Monograph Collection Distribution by Age

Time Period	Titles	Percent
Pre-1950	9,890	4.4
1951-60	12,691	5.7
1961-70	43,926	19.6
1971-75	25,948	11.6
1976-80	27,837	12.4
1981-85	34,524	15.4
1986-90	35,085	15.6
1991-96	34,455	15.4
Total	**224,377**	**100.0**

Table 5-1-2 shows a summary of the two collection analyses at the category level. The first column of numbers shows the percentage of BCL3 titles in the category that are included in the Evergreen collection (combining matches and near misses). These range from lows of 41.4 percent and 42.8 percent, respectively for Engineering and Technology and Physical Education and Recreation to highs of 73.9 percent and 72.5 percent for Biological Sciences and Anthropology. These results correspond roughly to the amount of interest in these topics in the curriculum. Anthropology and Biological sciences are topics of relatively strong interest among faculty and students, while Engineering and Technology and Physical Education and Recreation receive less emphasis.

Table 5-1-2
Analysis of Evergreen Library Monograph Collection

CATEGORY	Percent of BCL3	Percent of Total Collection April, 1997	Percent of Additions 1991- April, 1997
AGRICULTURE	54.2	1.4	1.5
ANTHROPOLOGY	72.5	1.1	1.8
ART AND ARCHITECTURE	65.4	6.1	7.9
BIOLOGICAL SCIENCES	73.9	3.7	4.1
BUSINESS AND ECONOMICS	56.0	8.1	6.4
CHEMISTRY	58.1	0.6	0.2
COMPUTER SCIENCE	55.6	0.7	0.8
EDUCATION	55.7	3.2	5.1
ENGINEERING AND TECHNOLOGY	41.4	3.8	2.6
GEOGRAPHY AND EARTH SCIENCES	61.5	1.6	1.6
HISTORY AND AUXILIARY SCIENCES	59.3	14.9	15.0
LANGUAGE, LINGUISTICS, AND LITERATURE	64.2	23.6	20.9
LAW	58.3	1.6	2.0
LIBRARY SCIENCE, GEN. AND REFERENCE	59.0	1.1	0.8
MATHEMATICS	46.2	0.9	0.5
MEDICINE	50.0	3.4	4.5
MUSIC	69.2	2.0	2.1
PERFORMING ARTS	68.1	1.8	2.5
PHILOSOPHY AND RELIGION	59.3	5.7	4.9
PHYSICAL EDUCATION AND RECREATION	42.8	0.6	0.3
PHYSICAL SCIENCES	66.6	2.0	1.5
POLITICAL SCIENCE	54.0	3.5	2.9
PSYCHOLOGY	65.1	1.8	1.9
SOCIOLOGY	67.5	6.6	8.3
TOTALS	**60.7**	**100.0**	**100.0**

The second column shows the percentage distribution of titles by category. The two largest categories, by far, are History and Auxiliary Sciences and Language, Linguistics, and Literature. The third column shows the percentage distribution of titles with publication dates from 1991 through early 1997. This information reflects collection development efforts in recent years and is useful in that the BCL3 recommendations are now nearly ten years old.

Table 5-1-3
Evergreen Collection and Circulation Patterns

	Percent of Total Collection		Percent of Circulations	
CATEGORY	Percent of BCL3	April, 1997	Additions 1991-April, 1997	Percent of Total
TOTALS	**60.7**	**100.0**	**100.0**	**100.0**
BIOLOGICAL SCIENCES	73.9	3.7	4.1	5.3
ANTHROPOLOGY	72.5	1.1	1.8	3.0
MUSIC	69.2	2.0	2.1	6.8
PERFORMING ARTS	68.1	1.8	2.5	2.1
SOCIOLOGY	67.5	6.6	8.3	4.2
PHYSICAL SCIENCES	66.6	2.0	1.5	1.1
ART AND ARCHITECTURE	65.4	6.1	7.9	9.5
PSYCHOLOGY	65.1	1.8	1.9	3.1
LANGUAGE, LINGUISTICS, LITERATURE	64.2	23.6	20.9	19.2
GEOGRAPHY AND EARTH SCIENCE	61.5	1.6	1.6	1.5
HISTORY AND AUXILIARY SCIENCE	59.3	14.9	15.0	15.5
PHILOSOPHY AND RELIGION	59.3	5.7	4.9	5.9
LIBRARY SCIENCE, GEN. AND REF.	59.0	1.1	0.8	0.1
LAW	58.3	1.6	2.0	0.9
CHEMISTRY	58.1	0.6	0.2	0.4
BUSINESS AND ECONOMICS	56.0	8.1	6.4	4.2
EDUCATION	55.7	3.2	5.1	3.1
COMPUTER SCIENCE	55.6	0.7	0.8	1.7
AGRICULTURE	54.2	1.4	1.5	2.1
POLITICAL SCIENCE	54.0	3.5	2.9	1.3
MEDICINE	50.0	3.4	4.5	4.7
MATHEMATICS	46.2	0.9	0.5	0.5
PHYSICAL EDUCATION AND REC.	42.8	0.6	0.3	0.7
ENGINEERING AND TECHNOLOGY	41.4	3.8	2.6	2.9

Table 5-1-3 presents the same data, with the addition of circulation information, but sorted by the BCL3 percentages. The top group of categories represent the subject areas where Evergreen's collection is relatively strong; the percentage of BCL3 recommended titles is five or more percentage points greater than for the overall collection. The bottom group includes subject areas where Evergreen's collection is relatively weak; the percentage of BCL3 recommended titles is five percentage points or more below the percentage for the overall collection. The remainder of categories are generally representative of the overall collection in terms of how well they match with the titles in the BCL3.

Data in the other three columns, percentage of total titles in each category, percentage of titles added since 1991 in each category, and percentage of circulations for each category, allow further analysis. For example, comparing the distribution of total titles against the distribution of added titles shows if collection development efforts over the past several years have tended to increase or decrease a category's representation in the total collection. Comparison of the distribution of the total collection against the distribution of circulations tells something about how much use the materials in each category get.

These comparisons are displayed in Table 5-1-4. The subject categories are sorted, as in the previous table, according to relatively strong, weak, or average representation in the collection from the BCL3 analysis. The column marked "Collection Trend" shows if, since 1991, each category has been increasing, decreasing, or holding steady in terms of share of total

titles in the collection. Strong, weak, or average use is determined from comparing the distribution of circulations among categories against the distribution of titles. If a category has a significantly greater percentage of circulations than titles, use is strong; if circulation percentage is below percentage of titles, use is weak.

Table 5-1-4
Characteristics of Collection Development and Collection Use

REPRESENTATION IN COLLECTION:	Collection Trend	Collection Use
RELATIVELY STRONG CATEGORIES		
BIOLOGICAL SCIENCES	Steady	Strong
ANTHROPOLOGY	Increasing	Strong
MUSIC	Steady	Strong
PERFORMING ARTS	Increasing	Average
SOCIOLOGY	Increasing	Weak
PHYSICAL SCIENCES	Decreasing	Weak
AVERAGE CATEGORIES		
ART AND ARCHITECTURE	Increasing	Strong
PSYCHOLOGY	Steady	Strong
LANGUAGE, LINGUISTICS, LITERATURE	Steady	Average
GEOGRAPHY AND EARTH SCIENCE	Steady	Average
HISTORY AND AUXILIARY SCIENCE	Steady	Average
PHILOSOPHY AND RELIGION	Steady	Average
LIBRARY SCIENCE, GEN. AND REFERENCE	Decreasing	Weak
LAW	Increasing	Weak
CHEMISTRY	Decreasing	Average
RELATIVELY WEAK CATEGORIES		
BUSINESS AND ECONOMICS	Steady	Weak
EDUCATION	Increasing	Average
COMPUTER SCIENCE	Steady	Strong
AGRICULTURE	Steady	Strong
POLITICAL SCIENCE	Steady	Weak
MEDICINE	Increasing	Strong
MATHEMATICS	Decreasing	Weak
PHYSICAL EDUCATION AND RECREATION	Decreasing	Average
ENGINEERING AND TECHNOLOGY	Decreasing	Average

This analysis is best viewed as suggestive of topics for further study and for discussion. Firm conclusions about changes in collection development strategy will require careful consideration of the greater amount of detail that is available in the WLN reports and discussions with faculty and the Planning Unit Coordinators about developments in the curriculum. Some tentative conclusions and questions that flow from the analysis and that need to be addressed include:

Among the subject categories that are strongly represented in the collection, is it advisable to continue to increase their representation as has been the case in recent years with Anthropology, Performing Arts, and Sociology? The justification for further increases seems especially doubtful for sociology where use of the collection is relatively weak, except we are now hiring more faculty in this field.

Of the categories that have average representation in the collection, the relatively low circulation levels for Library Science and Law should be no surprise, since works in these two subject areas are used primarily within the library. Many of them either don't circulate or are

best used on-site. Thus weak use, as measured by circulations, would not necessarily raise questions about Law's increasing share of the collection. The decline in relative share of Chemistry, especially since it has average use, should probably be reversed.

There are some surprises among the categories that have relatively weaker representation in the collection. Education, for example, should be better represented given the Masters in Teaching program on campus. The fact that its share of titles has been increasing is encouraging, and discussions are underway about changes in the Curriculum Room that might make for more intensive use of the collection. Computer Science is another category that might receive greater attention since that collection appears to be well-used, despite its small size. Much the same is true of Agriculture. The Mathematics collection is small, declining in share and doesn't circulate much, but the Library should work with the academic deans to support a possible effort to infuse more math into the curriculum since this is an in institutional priority. Collection trends for the other categories in this group seem to be consistent with circulation statistics.

As a final step in analysis of the monograph collection, we have compared the information presented above regarding trends and use of the collection against information about the curriculum. Specifically, we asked the Curriculum Dean to provide us with information about credits awarded by subject categories. The results are shown in Table 5-1-5. Numbers in the "Headcount" column represent the number of individuals who have received credit in the category during the 1996-97 academic year. Since students receive credit in more than one topic, they are also counted in more than one category. The tabulation does not include part-time or graduate students. Categories are shown in descending order by headcount.

Table 5-1-5
Headcount in Full-Time, Undergraduate Programs by Category of Credit 1996-97

CATEGORY	Headcount	Percent
TOTALS	**6,442**	**100.0**
BIOLOGICAL SCIENCES	1,135	17.6
LANGUAGE, LINGUISTICS, AND LITERATURE	825	12.8
POLITICAL SCIENCE	608	9.4
ART AND ARCHITECTURE	471	7.3
MATHEMATICS	468	7.3
HISTORY AND AUXILIARY SCIENCE	458	7.1
PHILOSOPHY AND RELIGION	387	6.0
PERFORMING ARTS	326	5.1
PSYCHOLOGY	312	4.8
GEOGRAPHY AND EARTH SCIENCES	271	4.2
COMPUTER SCIENCE	260	4.0
SOCIOLOGY	226	3.5
PHYSICAL SCIENCES	206	3.2
CHEMISTRY	129	2.0
MEDICINE	71	1.1
ANTHROPOLOGY	63	1.0
BUSINESS AND ECONOMICS	62	1.0
EDUCATION	50	0.8
MUSIC	49	0.8
LAW	47	0.7
AGRICULTURE	18	0.3
ENGINEERING AND TECHNOLOGY	0	0.0
LIBRARY SCIENCE, GENERAL, AND REFERENCE	0	0.0
PHYSICAL EDUCATION AND RECREATION	0	0.0

Drawing conclusions from this comparison is risky, since the curriculum changes a great deal from year to year. However, the comparison does support some features of the collection, such as the relatively weak representation of Engineering and Technology, Physical Education, Agriculture, and Business and Economics. Further, emphases in the collection that seem appropriate are Biological Sciences, Art and Architecture, and Language, Linguistics, and Literature. This snapshot of the curriculum does raise questions about some features of the collection: Do Sociology, Physical Sciences, Anthropology, and Music receive too much emphasis? Do Political Science and Mathematics receive too little?

Periodicals Collection

Assessing the periodicals collection is difficult, since this is the area where technological change is, perhaps, having the greatest impact on libraries. The advent of full-text periodical databases has changed the very nature of collection development. The Evergreen library has added hundreds of new titles in electronic format, just in the past year, and will be adding more in the next few months. So far, this has been accomplished without cancellations of duplicate titles in traditional—paper and microfilm—formats. We have been waiting to gauge acceptance of the new formats by faculty and students and to see how stable the new services are.

Table 5-1-6 shows the number of unique titles in our periodicals collection, by broad category and format. Duplicates, in this tabulation, have been eliminated. So the figures under "WWW" include only those titles available in web format that have not already been counted in the "Paper" or Microfilm" columns.

Table 5-1-6
Periodical Titles by Category and Format

Category	Paper	Microfilm	WWW	CD-ROM	Total
Education	154	157	21	1	333
Arts and Humanities	267	153	137	4	561
Natural Sciences	263	121	343	12	739
Social Sciences	438	284	900	174	1796
Total	**1,122**	**715**	**1,401**	**191**	**3,429**

Table 5-1-7 shows the same information grouped by traditional format (paper and microfilm) and electronic format (WWW and CD-ROM). This table shows that since we began adding electronic full-text services just over a year ago, the periodicals collection has nearly doubled in size with the addition of titles available in electronic format. The new format has the disadvantage of limited backfiles—most full-text collections go back just a few years. The advantage of some of them, of course, is that they are available over the campus network, and all can be searched electronically.

Table 5-1-7
Periodical Titles, Traditional and Electronic Formats

Category	Traditional Format	Percent	Electronic Format	Percent	Total Titles	Percent
Education	311	16.9	22	1.4	333	9.7
Arts and Humanities	420	22.9	141	8.9	561	16.4
Natural Sciences	384	20.9	355	22.3	739	21.6
Social Sciences	722	39.3	1074	67.5	1796	52.4
Total	**1,837**	**100.0**	**1592**	**100.0**	**3,429**	**100.0**

Table 5-1-7 also shows that the increase in titles has been primarily in the Social Sciences. This is not surprising, given the products and services that have been available. At the time of this writing, we are working with the libraries of the other public baccalaureate institutions in Washington on cooperative purchases of additional databases, especially in the natural sciences and health sciences.

The challenge for the next year or so is to look at the duplication of titles and decide what we might cancel to free up funds for the periodicals titles, products, and services that we want to maintain or to add. Much of the funding for the electronic products came from one-time funds, and we are treating them as trials, until we have better information on their quality and acceptance on campus. The fact that there is duplication of titles means that we can look at canceling some titles in paper or microfilm.

Reference Collection

Evergreen's initial Reference collection was carefully chosen to support substantive research across the disciplines among undergraduate students. As it has been developed over the years, it has continued to reflect the Library's commitment to acquiring reference materials as comprehensively as possible, and as responsively as possible, to shifts in the curriculum and to the creation of the three graduate programs, the Tacoma campus, the tribal-based programs, and the public service institutes. Given the size of the Library, the collection is remarkable for its range, effectiveness, and value. Visiting librarians are regularly surprised and impressed by its stature. Reference monograph titles in paper number 16,160; its paper indexes amount to nearly 300; compact disc indexes around 30. Reference Services maintains a web page which affords ready access to additional reference resources; and it subscribes to Dialog and its nearly 1,000 databases. These resources and points of access, along with the enhanced capabilities of the Library's OPAC for searching via Internet, allow users to conduct research on literally anything under the sun. Current decisions about acquisitions and access for Reference resources increasingly involve choosing among various formats of information and their delivery, but always in the spirit of the first intention of providing a first-rate collection which addresses diverse dynamic interdisciplinary interests.

Government Documents Collection

The Library receives 25 percent of the documents distributed by the federal government as part of the depository program. These include agency reports, congressional publications, and maps from various agencies. The rapid conversion of federal information to a WWW format is revolutionizing government publications, especially legal and legislative materials which are now readily available to anyone. These sites have been incorporated in the WWW pages compiled by the library. Mapping projects now coming from USGS provide the rationale for working closer with newly hired Geographic Information Systems faculty to develop a library/laboratory for viewing and manipulating this new geographical medium. New staff in the Documents Library are converting as many chores as possible to machines. Major projects begun this year include completely cataloging the collection so it will appear as part of the general catalog and weeding the twenty-five-year-old collection, reducing it by half. The Documents collection, always valuable, should become more valuable as its contents and services become more widely known by faculty and students in public policy and environmental studies.

Non-Print Collections

Non-print collections include items shown in Table 5-1-8. Except for the slides, all of these items are cataloged and entered into the library database. In addition, there are about another 150 LP Masters that are in the process of being cataloged as the final step in a retrospective conversion project.

We have recently purchased software that will allow us to build a searchable database of slides and that includes a circulation system. We have entered about 16,000 slides into the database and expect it will take another two to three years to add records for the remainder of the collection. The software will also allow us to store images digitally and make them available over the campus network.

Table 5-1-8
Non-Print Collections

Item Type	Number
Audio CDs	820
Audio Cassettes	4,305
LP Masters	6,849
VHS Videotapes	960
3/4" Videotapes	47
Video Discs	43
8 mm Films	13
16 mm Films	453
CD-ROMS	176
Games	77
Filmstrips	37
35 mm Slides	85,000 (estimated)

Evergreen's films and videos are housed with the Washington State Library Media Center, which is located on campus in the Library Building. In return for free space, the state library manages our collection, operates a booking system for those materials and gives Evergreen faculty, staff, and students access to their collection of about 5,000 films and videos. While many of these items are training films or are specific to state government operations, many of them are of interest for academic purposes.

During fall quarter 1997, faculty member Anne Fischel rotated into the Library to analyze our film/video collection. She noted that at about $6,000 per year, our budget for all of non-print purchases was less than 1 percent of the total materials budget, and she recommended that the Library acquire more films and videos to serve the needs of students and faculty in film/video programs, one of the fastest growing areas of study on campus.

While this proposal is still under discussion, there is no doubt that the non-print budget has not kept up with curricular demands. Non-print items, especially audio CDs and VHS videotapes, are the most heavily circulated items in the Library's collections. The non-print budget was cut by at least two-thirds several years ago, before the college began to hire additional media faculty. Unfortunately, that budget cut also eliminated much of the staff capability to order, catalog, and process non-print items. Accordingly, if the non-print budget is increased significantly now, we will have to pay attention to workloads in technical services and may have to supplement staff support to meet those workloads.

Exhibit 5-2 — Financial Support for Information Services and Resources

Table 5-2-1
Total College and Information Services Expenditures

	Library Operations	Coop. Lib. Project	Library Materials	Media Operations	Computing Operations	Total Info. Services	Total College
FY89	$1,207,297		$488,323	$463,084	$1,196,446	$3,355,150	$21,793,431
FY90	$1,197,039		$471,478	$507,256	$1,306,292	$3,482,064	$22,876,546
FY91	$1,356,618		$812,803	$563,651	$1,529,248	$4,262,320	$26,314,852
FY92	$1,383,655		$431,345	$552,477	$1,399,153	$3,766,630	$25,393,375
FY93	$1,545,365		$854,258	$594,370	$1,479,015	$4,473,009	$28,949,081
FY94	$1,383,556		$494,826	$558,868	$1,270,252	$3,707,502	$25,949,224
FY95	$1,408,979	$380,274	$820,417	$569,972	$1,357,996	$4,537,638	$29,475,487
FY96	$1,387,382		$428,306	$602,637	$1,388,063	$3,806,388	$28,002,713
FY97	$1,589,566	$256,177	$930,731	$681,764	$1,581,582	$5,039,820	$31,225,645

Table 5-2-2
Information Services Operations Expenditures
Percent of Total College Spending

	Library Operations	Library Materials	Media Operations	Computing Operations	Total Info. Serve. Ops.	Total College
FY89	5.5%	2.2%	2.1%	5.5%	13.2%	100.0%
FY90	5.2%	2.1%	2.2%	5.7%	13.2%	100.0%
FY91	5.2%	3.1%	2.1%	5.8%	13.1%	100.0%
FY92	5.4%	1.7%	2.2%	5.5%	13.1%	100.0%
FY93	5.3%	3.0%	2.1%	5.1%	12.5%	100.0%
FY94	5.3%	1.9%	2.2%	4.9%	12.4%	100.0%
FY95	4.8%	2.8%	1.9%	4.6%	11.3%	100.0%
FY96	5.0%	1.5%	5.0%	12.1%	100.0%	
FY97	5.1%	3.0%	5.1%	12.3%	100.0%	

Table 5-2-3
Information Services and Total College Expenditures per Student

	Library Operations	Media Operations	Computing Operations	Total Info. Serv. Ops.	Total College
FY89	$400	$153	$396	$950	$7,221
FY90	$401	$170	$437	$1,008	$7,656
FY91	$439	$182	$495	$1,116	$8,516
FY92	$431	$172	$436	$1,039	$7,908
FY93	$477	$184	$457	$1,118	$8,943
FY94	$422	$170	$387	$979	$7,907
FY95	$417	$169	$402	$988	$8,728
FY96	$410	$178	$410	$997	$8,268
FY97	$456	$195	$453	$1,104	$8,950

Table 5-2-4
Biennial Expenditures for Library Materials

Biennium	Library Materials	Percent of Tot. College	Per Student
89-91	$1,284,281	2.6%	$421
91-93	$1,285,603	2.4%	$398
93-95	$1,315,242	2.4%	$394
95-97	$1,359,037	2.3%	$393

Exhibit 5-3
Realizing a Multi-Media Library: Towards the Next Twenty-Five Years

As the campus and the Library observed Evergreen's twenty-fifth anniversary last year, reflection seemed right, even necessary. This document, a birthday song of sorts written during that time, attempts an evaluation of our work in the Library since its first radical formulation; it also attempts to imagine our work for the next twenty-five years. Have we continued to be innovative? Flexible? Exceptional as a Library? How might we continue to be? In this regard, "Creating a Multi-Media Library: A Case Study"—co-authored in April 1971 by James Holly, the first Dean of Library Services at Evergreen, and David Carnahan, its first Coordinator of Media Services—provides a gauge by which to measure ourselves. In many respects the library they described was an impossible one for the times, but the college proceeded nonetheless to try to put their vision into action: it automated library functions to the extent that it could; combined conventional library services and resources with media services; obtained an impressive range of equipment for what were then state-of-the-art studios and labs; hired graphic artists, media, and computer specialists as full-time members of the Library Group; allocated significant portions of the acquisitions budget to nonprint resources and began building an integrated collection of print and nonprint materials. In time, some of these practices fell away somewhat or gave way to the circumstances of hard budget cycles and seemingly incongruent services. Media Services became rather distinct in its operations from the whole Library, although it remained within its organizational purview; early members of "The Group" left altogether to join what developed into Computing Services. In recent years, turns in technology have pushed library, media, and computing functions together as Holly and Carnahan had supposed—a condition which is reflected in the considerations of this very standard for reaccreditation which addresses library *and* information resources as a whole, despite organizational distinctions between the Library and Computing and Communications. What have been constant across time are the high levels of service and genuine commitment to learning and teaching which distinguish Evergreen among campuses and certainly among libraries. These found their early articulation in Holly's and Carnahan's case study, as did the library's open door policy to off-campus borrowers.

> The Library of a new college should serve as a catalytic agent on the campus and should help to set a "feeling tone" or climate of learning on campus which encourages students, staff, faculty and members of the Olympia community tobecome involved and committed participants in learning processes—formal and informal, structured and unstructured— sponsored by the college. (Holly, 434)

To the extent that we remain catalytic, the Library also remains "new." If it shares a common fate with libraries generally, as they are (re)newed by emerging information technologies which leave significant social shifts in their wake and require continuous study, adaptations and organizational change, it has also obtained some practice and experience with them over the years since taking the authors' next directive to heart and applying it to collection development, management, and access early on.

> The multi-media library provides access to information resources on campus and/ or distribution and retrieval of such resources whether in print, media, or other format. The library provides a primary link to off-campus resources of the community, governments, and other libraries and information bases. (ibid.)

In their list, one recognizes what we now term the Internet, the World Wide Web, multimediated research projects, hypertext—all part of a remarkably constellating information environment. Evergreen's Library, in its attempts to build an "integrated" library collection of

print and non-print materials, along with providing access to media equipment, production, and instruction prepared it well in advance for the so-called information explosion. Perhaps the most profound of their recommendations resides in this next injunction:

> The library and its staff must avoid an adversary role by accepting full responsibility for participation in learning processes with conventional faculty in preparation for group learning situations, for supervision of appropriate individual learning situations, and in the production and utilization of learning materials. (ibid.)

Here Holly and Carnahan set into motion, once and for all, the remarkable, student-centered role the library has played in providing direct instructional support to the curriculum, as well as in providing resources and more familiar sorts of staff support for it. From the get-go, the Library Group has routinely assisted patrons in the use and interpretation of the library's print, media, and computerized services, resources and equipment. They also offer specialized workshops on-site, in the classroom, and by remote access. Computing Services has increasingly engaged in these activities as well, and there have been several collaborations between the Library and Computing and Communications to offer instruction together.

This level of support to the curriculum, though unusual, is not unique to Evergreen. What is remarkable here is the work of the seven library faculty members who teach vigorously in a variety of capacities, including as full-time program team members who deliver course content. In turn, members of the full-time faculty rotate into the library regularly to work alongside the reference librarians, thereby deepening the involvement of the library in campus-wide learning. A correspondent blurring of boundaries between library staff and computing services staff also occurred in the early days of the college and, has been often noted by others, the two "cultures" are blending more and more with the advent of emerging and ubiquitous technologies and related services. The work of print-based and non-print-based staffs are overlapping more and more as well, so that the historical distinctions between their work at Evergreen are beginning to disappear altogether.

If "Creating a Multi-Media Library" has been a work-in-progress, a case study which has been inventing itself as it went along, an instance of Eliot's "time future contained in time past," the Evergreen State College Library, its faculty and staff, and their practices have arrived at a point where there exists technology sufficient to begin to predict a multi-media library's likely effect and next future as it advances the college's mission, to prepare students for the complexity of a rapidly changing world and their place in it as information workers and researchers. This the library has begun to do, and, in so doing, has met with some interesting tensions, dynamic tensions, irritating tensions. Described, these may serve to illustrate the library's purpose and scope, information resources and services, facilities and access, personnel and management, planning, and evaluation in its aim to continue to be experimental, innovative, and "catalytic."

Landscapes

> **And if to digitize cultural texts is to *desubstantialize* them, what of the architectural plan of a university, based as it is on *substance*, the book, the embodied teacher, the chairs we rent out to our students? And what of the only center the multiversity has left, the library? The library world feels *dépassé* today, and rightly so. Both of its physical entities, the buildings and the books they contain, can no longer form the basis for planning. And the curatorial function has metamorphosed, to borrow a phrase from an archivist acquaintance, "from curatorial to interpretive." Librarians of electronic information find their job now a radically rhetorical one—they must consciously construct human attention-structures rather than assemble a collec-**

> **tion of books according to commonly accepted rules. They have, perhaps unwillingly, found themselves transported from the ancillary margin of the human sciences to their center.** (Lanham, 134)

Thus writes Richard Lanham in "Electronic Textbooks, University Structures" in *The Electronic Word: Democracy, Technology and the Arts*. And it's certainly true enough that libraries regularly and increasingly offer access to invisible worlds as well as to visible ones. Still, in a recent meeting of the Evergreen Library Group, the Head of Circulation announced that he and his staff had just finished vacuuming the quarter of a million books which currently comprise the circulating collection on the third floor of the Library. These are not likely to go away soon, nor are we likely to discontinue acquiring paper text soon; they have crowded what shelves we have and filled what room we have to capacity. On the other hand, magazines, journals, and newspapers *have* been disappearing in a physical sense as well as becoming more affordable in their electronic formats, enough so that for the first time in a long while we are seeing appreciable gains in the number of titles we are able to add to the Serials collection. Similarly, more and more U.S. government documents are accessible electronically (and often, only electronically). The college's Archives area is bulging at this time and due for more and more acquisitions as faculty retire in the next few years. On the second floor, Reference research occurs through a dizzying mix of multi-media tools—long expanses of paper materials continue to stretch across the room, while computerized stations line up around them or nestle amongst them, depending on the vagaries of where the plug-ins are. What had been mostly the work of Media Services on the first floor has become all of our work as reference research and authoring have come to require multi-media tools and we are beginning to see the combinations of staffs and services in interesting ways. The migration of the Sound and Image Library and its personnel stand as one example. How to make sense of all this?

Not only do we need more space, we need a reconfigured space that attempts to address questions about just what *does* form a "basis for planning." The Information Technology Wing, scheduled to be implemented in the next few years, provides us with a chance to design such a space, one that takes into account not only physical and electronic texts and multi-mediated tools, but also the combined work of people from what has historically been separated out as library, media, and computing services. In their report to the Long Range Curriculum DTF three years ago, Reference Faculty Sara Rideout and Caryn Cline urge a collapse of the old barriers: "The library/media areas should take a close look at the physical structures which divide us . . . [and they should take a close look at] the artificial delineation of information into a variety of formats (print, video, computer, visual, audio). . . . The role of library Media Services and Media Loan at Evergreen is substantially different from the role of 'audio-visual' areas at most colleges and universities. Usually such departments provide very limited services. At Evergreen, our mission is not merely to deliver equipment. More importantly, we facilitate the use of, access to and understanding of media tools for learning, viewing them as one among a variety of information sources." They then go on to make specific recommendations that return these media functions to the "library proper," again echoing Holly's and Carnahan's paper and seeking to redress the split created by the "horizontal" worlds of upstairs and downstairs—media and library.

There remains as well, the vexing question of how to make the invisible visible, the databases, catalogues, Internet connections, and so forth, comprehensible. Here Lanham's desubstanialized texts do make themselves felt in discussions about moving through physical space into cyberspace. There is also perhaps good reason to consider how the Evergreen Library will maintain its reputation for hospitality and "ambience" as described by Peter Tommerup in *Teaching and Learning at Evergreen: An Ethnographic Study*, his assessment

project for the college in 1993. In it he describes library "traditions" which "help to make the library one of the most attractive places to study on campus"—a characteristic he identifies as being one of Evergreen's "unique cultural stamps" in his section on "The Symbolic Landscape of Evergreen: Themes and Settings" (Tommerup, 140). In the library, he observed, "computers are kept in balance by an array of houseplants," and a number of other considerations too, no doubt, some which may need to be imagined yet.

Transformations

In *Tolstoy's Dictaphone: Technology and the Muse*, Carolyn Guyer closes her essay "Along the Estuary" saying, "It takes little to realize for instance, that those of us who are already subordinated—women, people of color, developing countries—are the ones less likely to be participating in technology, and that as computers influence human society more and more powerfully, those same groups will be even more reduced in status than they are now. It is quite possible that all inroads made in recent decades for social justice could be simply wiped away. Knowing that to be true is precisely the reason for more of us, concerned with the human condition, to become involved. I believe that this is indeed the most powerful and affecting technology we have ever contrived, and that there is no denying its hold on our lives and consciousness. As we form it, we are being formed. This is true for all of us, whether we use a computer or not. In the largest and most genuine sense, this is our future. Right here is where we are." (Guyer, 164)

Information technologies. Emerging technologies. Ubiquitous technologies. Nascent cultures. Technocultures. Our attentions are caught by technologies spinning into our worlds and spinning us out of them. We worry about how to think about them, try to learn how to use them, wonder about how to involve them in teaching and learning. They have changed and do change libraries utterly in many respects; in Evergreen's "multi-media library" they have been implicated in our work well before the doors ever opened. So, in many respects, we may claim to have been ready for the way our resources, services, and productions have been transformed and will be transformed, however we haven't altogether relinquished some of our old models. It remains to be seen how well we combine our respective talents to learn from each other about each others' work in library, media, and computing "cultures"—to spill across borders and into different lives. Here, if there ever was one, is a chance at combining "theory and practice" along the way to implementing institutional change, rather than watching it be technologically determined. A good deal of our thinking and planning in this regard gets done on our feet; we learn as we go. The Library, Media Services, and Computing Services all offer workshops across the campus; alert to shifts in technologies and their applications to learning and teaching, faculty and staff in the three areas are also beginning to join with each other more often to offer instruction and training. Reference faculty and instructional support staff in Media Services and Computing Services have played pivotal roles in bringing so-called literacies in library research, media, and computing into academic programs, especially in the last three years with the astonishing growth of the Internet and information technologies generally. The proliferating use of web pages by faculty, for instance, is due in no small measure to institutes sponsored by the Library during the last two summers. The library's own utilization of web pages and its expansion of the online public access catalogues well beyond its own collection serve as other impressive examples of how we've adapted technologies effectively.

Nevertheless, there remains little time to otherwise pursue substantive development and training, let alone research opportunities. Support for such activities seems critical for us to continue anywhere near anything like a cutting edge in bringing technologies to the educational enterprise.

Horizons

Related questions arise in relationship to competing needs for library resources and services. These are old, familiar questions for libraries who used to answer them by creating hierarchies of users and different levels of services and access. In many academic libraries, faculty are accorded privileges that staff and students might not be; and in most libraries, borrowing privileges are extended to a narrowly defined user base. These practices are being contested and contradicted as people rethink access within the contexts of information universes, webs, global villages, and shared resources. Again, Evergreen seems to have anticipated this shift in thinking; the Library has hewn to egalitarianism as closely as possible. We extend services and resources evenly to students, faculty, and staff on both the Olympia and Tacoma campuses, in the tribal-based programs, and at Grays Harbor Community College; we provide faculty reference liaisons and additional instructional support to all programs on campus, as well as to the public policy centers; and we issue library cards to people from the larger community. The Library Group as a whole is relatively "flat" as an organization, employing people to work in positions which in other libraries would only be occupied by professional librarians. Work tends to be characteristically collaborative and collegial; increasingly it intersects and complements the work in computing services. Library faculty have been full members of the faculty since 1978, and the Library Dean works alongside the academic deans; they all participate fully in campus-wide governance.

We have participated in a number of consortial partnerships: with WLN, with the other six public baccalaureate schools in the state, with the state library, and now Saint Martin's; in each instance, we provide direct access to our catalogues and to our collections to users in all those other libraries. We run a vigorous interlibrary loan service for our students, as well as for faculty and staff, to support their research; and we are a net-lender to other libraries who borrow from us through interlibrary loan. As we make the online catalogue more and more available, we become more and more "a library without walls" both in respect to access beyond them ourselves and in respect to how people come into Evergreen's library.

Needless to say, there are real strains on the Library as it struggles to maintain an egalitarian ideal and open door policy. How to assure a high level of service locally, meet consortial commitments, and extend ourselves generally, are ongoing challenges. We're seeing ourselves addressing them often now in service reconfigurations and new applications of technologies on a daily basis. And we're beginning to think our way toward major changes and development projects which engage traditional library services and resources closely with those of media, computing, and communications.

Coda

So, yes, to those first questions: yes, Evergreen's library has continued to be innovative, flexible, and exceptional within the context of a multi-media library as theorized by Jim Holly and Dave Carnahan. It now requires the inspired jugglers who work here to bring their resolve and imagination to *realizing* a multi-media library.

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