



Access

News from the University Libraries

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THE UNIVERSITY LIBRARIES

The Year in Review

The past year has been one of significant achievement and frustration in the University Libraries. In this brief summary of my annual report I can deal only briefly with selected developments over the last year. Greater detail and discussion can be found in my full report and the unit reports available in the Director's Office.

On the fiscal front, the Libraries for the first time expended over four million dollars. The total for materials, \$1,746,806, rose from the previous year by 13.2%, in good part because of the increased availability of endowment income. To permit more systematic controlled use of these monies, all subject-restricted endowment funds were for the first time budgeted along with the University funds. As of June 30, 1985, the Libraries had direct use of some 44 individual endowments, with a fund value of over six and a half million dollars and a market value over eight and a half million.

This past May the Libraries also received notification of the receipt of a Higher Education Act Title II C grant for the cataloging and preservation of the Greene Collection of Botanical Literature. This is the first such grant awarded to Notre Dame and represents both important financial assistance and recognition of the national importance of our resources.

The Libraries continue to make good progress on the development of the collections, though there is still far to go. The various approval programs functioned well and the availability of new endowment funds enabled selectors to fill in gaps in a number of areas. A sizable increase in the general gifts fund also permitted the purchase of a number of more expensive and specialized items. The strong position of the dollar abroad worked to the Libraries' advantage as it significantly increased the volume of material purchased from foreign sources. Major attention to the expansion of journal holdings continued, with some 315 titles added during the year. Gifts, both individual items and in collections large and small, were received on a regular basis. Especially noteworthy were those from the Moreau Seminary Library, the estates of two deceased faculty members, Robert A. Caponigri and George S. Shuster, the Lilly Library at Indiana University, the Mulkeen family, and Herb True. Given the growing awareness of the interdependence of research library collections, it was only appropriate that this past year saw much effort devoted to Notre Dame's participation in the ARL North American Collection Inventory Project, its Indiana component in cooperation with Indiana University and Purdue, and the National Shelf List Count.

Last year's report dealt at length with a number of space issues confronting the Libraries. Fortunately, significant progress has been made in several areas, including the libraries for Architecture and Mathematics. In Life Sciences, however, the situation remains criti-

NEW DATABASE SYSTEMS

The University Libraries now have access to two additional database systems, RLIN (Research Libraries Information Network) and Wilsonline. The addition of these systems provides the Libraries with access to a total of six different systems. The four systems already available are OCLC, DIALOG, BRS and IDRC (Information Development Research Centre).

The RLIN system is like OCLC in that it provides access to bibliographic data on monographs and serials held by a group of libraries. The system is produced by the Research Libraries Group (RLG) and the content reflects what is owned by some of the major research libraries in the country. In addition to access by author and title, RLIN offers subject access as well as title keyword access. Thus a bibliography of monographs by a certain author or by Library of Congress subject categories can be generated. The bibliography would not be inclusive, however, but would reflect the holdings of RLG libraries. RLIN can also be used to verify titles since it provides keyword access to titles. RLIN displays the record with a list of libraries which own the item. Interlibrary loan requests not found through the OCLC system can be searched on RLIN for possible locations.

Wilsonline is a bibliographic search system that corresponds to the H.W. Wilson indexes such as Reader's Guide, Social Sciences Index, Humanities Index, Cumulative Book Index, etc. Currently 14 databases can be accessed, but the coverage is primarily recent material. The Index to Legal Periodicals has the most retrospective

cal, with grossly inadequate space for collections, users and staff, and no relief in sight, despite an addition to the building.

In Memorial Library the 5th and 11th floors were recovered for library purposes, providing major new space for collections and 35 new student carrels. To take best advantage of this, the entire tower collection of over a million volumes was shifted. In addition, a major shift in public services was begun late in the fiscal year, involving the merging of current periodicals and microtext, the construction of new quarters for documents staff and microtext equipment and the shifting of the reference collection.

Operationally, the ongoing work of the Libraries continued apace. Circulation, both regular and reserves, declined slightly, but the workload of the latter unit increased greatly because of changes in the Libraries' handling of copyright permissions to remain in compliance with both the law and court decisions. Interlibrary loan experienced major increases in both lending and borrowing requests, with the added complication of the staff turnover problems. Database services also expanded considerably in both volume and scope of activity. Of particular note was the introduction of end-user CAS Online Service in the Chemistry/Physics Library and the offering of two general end-user workshops. There was a major change in the Libraries' photocopy service with the introduction of vendor-operated new equipment and charge card service.

In the processing area, the Acquisitions Department handled over 20,000 requests and placed some 18,000 orders. The bindery unit handled more than 4100 journal volumes, processed another 6900 monographic volumes, and in addition implemented a regular professional level book repair program. On top of all its routine work, the Acquisitions Department also undertook planning and implementation of a major relocation of the gifts and sales and bindery operations in the basement. Because of the magnitude of the retrospective conversion project for the Cataloging Department, a moratorium was placed on most original cataloging and all but the most essential special projects. The principal impact of this has been on the processing of backlogged gift and purchased collections. Plans to deal with these in a systematic fashion are currently being formulated. Despite the work from retrospective conversion, overall output of new cataloging increased to a near record level (27,346 titles), and included completion of the of the cataloging of microfilms of Catholic newspapers, a major resource at Notre Dame, and the establishment of special arrangements with the University of Chicago Library for the cataloging of materials in Far Eastern vernaculars.

In anticipation of full automation, during the past year considerable progress was made in the preparation of our machine-readable database, with about 70% of monographic records now in machine-readable form and all the requisite editorial work accomplished for the 10,000 current serials. Regrettably, progress on the installation of the automated system itself has not gone as well. Because of technical and other considerations a contract for the system of first choice has not been effected. Additional investigations are currently underway.

On a more positive note, the Libraries have taken significant steps toward widespread use of microcomputers for routine operations such as word processing, statistics and database searching. By the opening of the fall semester some nineteen personal computers will be in active use on all levels throughout the Libraries. It is expected that this will have a major impact on the nature of clerical support and on the quality of data analysis for operations.

The past year has been one of much hard work throughout the Libraries, significant achievement in a number of areas, and great

coverage (August 1981). Scheduled for availability during the fall of 1985 are Art Index, Bibliographic Index and Library Literature. The advantage of the online databases over the printed indexes is the addition of access points. Keywords can be used where the proper subject categories are difficult to determine. Titles are enhanced where the title of the article is not indicative of the subject matter. Authors can be searched directly as can type of record such as article, review, monographic work, etc. Different terms, concepts and keywords can be combined through the use of Boolean logic operators "and," "or," "and not" for more precise retrieval. A feature available on Wilsonline not currently available on any other system is the ability to search multiple files simultaneously. This is an efficient and cost effective way to search for comprehensive retrieval.

While the limited coverage and the lack of abstracts reduce the usefulness of Wilsonline as a major research tool, it is still a major addition to the information retrieval capabilities of the University Libraries.

G. Margaret Porter

BIBLIOGRAPHIC INSTRUCTION AT EARLHAM

The bibliographic instruction program at Earlham College in Richmond, Indiana has long been considered a model for successful college library instruction. This is in no small degree due to the work of Earlham's library director Evan Farber. For well over twenty years Farber has written and taught in the field of bibliographic instruction and is considered one of the leading scholars in this area. The form of the program at Earlham is as much a result of Farber's early experience as it is of learning theory or paradigms.

Farber first became interested in instruction as a reference librarian at Emory in the late '50's. As with many librarians who were later to go into instruction, he experienced questions at the ref-

frustration over the failure to begin installation of the automated system. The faculty, staff and student assistants in the University Libraries care about their work, about Notre Dame and about the people they serve. It is that caring which accounts for the hard work, the achievement and the frustration. To them, individually and collectively, my thanks.

Robert C. Miller

erence desk which suggested that even bright and advanced students were often ill prepared for research work in a library. He became aware that it was commonplace to misapprehend native intelligence or subject knowledge for general professional preparedness; he learned that the bright student in "Poetry 431" was not necessarily capable of researching the Cantos reasonably. Farber's work at Earlham appears to be an outgrowth of his response to this dilemma.

Library instruction at Earlham College is based upon an initial thorough grounding in research skills and followed at appropriate intervals by bibliography classes on assigned research topics; both are course related. Initial orientation sessions attempt to demonstrate that:

1. there are differences between use of a high school library and a college library;
2. there are relevant reference sources for almost any topic;
3. there are certain principles that comprise a search strategy; and
4. sources are so numerous that it is impossible to be totally aware of all of them.

However elementary such principles appear to the experienced researcher, they constitute key information for new students. Such instructional sessions at Earlham are always given by a librarian rather than a programmed text or slide/tape presentation because it is felt that the placement of personnel should reflect the priorities of the program. Moreover, a teacher can respond to a variety of situations and queries that are not within the capabilities of other information sources.

Although the instructional program in the University Libraries at Notre Dame resembles that of Earlham, it is far from being identical due to the size of the Notre Dame library system, the student body, and the numerous graduate programs at the University. However, the experience that motivated the Notre Dame instructional program is identical to that witnessed by Evan Farber at Earlham many years ago: students are inexperienced at research and require systematic assistance. The consequent commitment to help student researchers by providing instruction is singularly strong. Along with the teaching faculty and the administration, librarians at the University are dedicated to contributing to the education of students who are trained to think critically regarding their lives and culture. The ability to gain access to the wisdom of the culture through research is perceived as a skill of great significance. Fortunately this sort of work is valued in institutions such as Earlham and Notre Dame. We have reached the point where our students appear to be interested in the process of research and not simply the myriad facts produced by the successful application of library skills.

Patrick J. Max

ARL: WINDOW ON THE LIBRARY WORLD

In 1962 the Association of Research Libraries (ARL) admitted twenty new members, the largest number ever in a single year. Among the twenty was the University of Notre Dame. At the time it was considered a benchmark for the University and its Libraries in their drive for academic recognition. Why? What is the Asso-

ciation of Research Libraries?

ARL was established in 1932 by 42 university and private research libraries. Its original object was "to develop and increase the resources and usefulness of the research collections in American libraries." Membership was by invitation only. Today there are 110 member libraries, of which 104 are university-based. Membership is still on an institutional basis and by invitation, with the library director as the voting representative.

The original dues were set at \$5 a year; in 1985 they were \$5,260. This difference reflects far more than the effects of inflation. For many years all office work was handled on a volunteer basis and there were no direct Association-administered programs. Accomplishments such as sponsorship of the original publication of the printed version of the Library of Congress catalog and the operation of the Farmington Plan for cooperative foreign acquisitions were handled by other agencies on behalf of the Association. Informality was the key to the operation of the group; indeed, it was accused of being an old boys' club, an attitude which still haunts ARL.

Today, the Association has an annual operating budget in excess of \$800,000, a staff of 20, and on-going programs in preservation, collection development, bibliographic control, microforms, data gathering, lobbying and training. It meets formally twice a year and has standing committees in all the areas of operating concern.

In large part, the changes in the organization are the result of the immense expansion and change which higher educational institutions and their libraries have gone through in the intervening years.

But is it all worth it for Notre Dame? What do we get for the very substantial dues we pay? The benefits are several: recognition as a major research library;

access to timely information that would not otherwise be available; involvement in policy formulation at a national level on issues that vitally affect the Notre Dame Libraries, such as cataloging standards, microform control, preservation and collection development; the opportunity to participate in programs of immediate value, such as the Collection Analysis Program and the cooperative cataloging of microform sets which will provide greatly improved access to materials we already own; participation in statistical studies of local use; and access to training programs for individuals and groups.

As the foregoing indicates, membership in the Association of Research Libraries has benefited Notre Dame's Libraries in both direct and indirect ways. The information maintained and disseminated by ARL gives us a measure of our progress as well as assisting in the creation of realistic goals. The positive influence that the Association has on legislative and legal issues impacting on both the Libraries and the University has facilitated Notre Dame's growth as an academic center of excellence.

Robert C. Miller

THE MEMORIAL LIBRARY MOVE

If you are wondering why the library staff undertook the excruciating task of moving some 1,000,000 volumes in the Memorial Library along with four public service centers and their collections in the relatively short period of three months, the following brief report will give some explanation.

The relocation and reorganization of the collection in the Tower was prompted, in part, by the generosity of the Arthur J. Decio family who made possible the construction of Decio Faculty Hall. This event allowed for the return of an estimated 40,000 square feet of badly needed space for additional shelving to the library following the relocation of the Arts and Letters faculty

to the new building and several of the non-library offices from the 5th and 11th floors to the ground level of the Memorial Library.

Many of you who were frequenters of the Memorial Library undoubtedly were aware that numerous segments of the Tower collection were, of necessity, shelved much too tightly. The windfall of space for shelving dictated that since the loosening up of the collections was now a possibility, this task, though onerous, had to be done as soon as possible. It had to be done to protect the books and journals from needless wear and tear (especially the bindings), to provide space for additions to the collection, and to make it practicable to return materials to the shelves more expeditiously.

It was also determined that since the Tower collection had to be rearranged into a more logical sequence it could be accomplished simultaneously with the move to loosen it up. Over the years, the arrangement of the collection on the shelves became "curiouser and curiouser" as the result of concessions being made to special interest groups and to the need to complete necessary shifts of library materials in the least amount of time, at the least cost, and with the least number of people. A number of users of the Memorial Library found it confusing and irritating that the books and journals in the BF classification did not follow after those in the BD classification but instead were sandwiched between the AY's and the G's. Similarly, others who were looking for a book in the B segment of the collection were puzzled and annoyed that their materials came after the BX's instead of being at the beginning of the collection. These are only two examples among others.

We hope and trust that once you have familiarized yourself with the new and improved arrangement of a straight alphabetical order starting with A's

on the 13th floor to Z's on the 4th floor you will find it advantageous. One note of caution, however. As in all of life's matters, there are exceptions to the rule. The library materials for art (N), music (M), general social sciences (H), statistics (HA), economics (HB-HC), and business studies (HD-HJ) remain on the 2nd floor of the Memorial Library. The nature of these particular segments of the collection determined that they should stay where they are.

This extensive undertaking was accomplished by the staff of the Circulation/Stacks Services Department with the help of eight Notre Dame students. Though it was the largest such project in the history of the University Libraries, it was completed in approximately three months. It dwarfed the move from the old Lemonier Library to the present one which occurred 23 years ago when an estimated 580,000 volumes were trucked over. It also was a more extensive operation than the collection shift of several years ago when the College Library collection was merged with the general collection. The two previous moves proved highly beneficial to the academic community, and it is expected that the most recent one will also turn out to be equally as valuable.

The rearrangement of the Tower collection was preceded by the relocation of four of the Memorial Library's public service units, namely, the Reference Center, the Document Center, the Microtext Reading Room (renamed the Current Periodicals/Microtext Center), and the Reserve Book Room. A series of discussions was held with library staff members in the to-be-affected areas about actions to be taken to provide for more effective access by faculty, students, and staff of the available resources, services, and equipment. The result of the meetings was the decision to relocate the Microtext Reading Room so that it was adjacent to both the Reference and the Document Centers. This arrangement places the library's costly microtext reading equipment at the disposal of the Document Center, which

was badly in need of it to enable its readers to exploit more expeditiously its rapidly growing collection of works in microform. In addition, the Microtext collection relocation made immediately available to the Reference Center additional sources of information from the library's sizable and varied general collection of microtext publications and their accompanying indexes.

A useful by-product of the above described relocations was the availability of adequate space for the Reserve Book Room which was experiencing space problems due to the increasing size of its collections and its services. The area formerly occupied by the Microtext Reading Room proved to be an ideal location for the reserve book operation.

Our appetite for improvements in the Memorial Library, unfortunately, exceeded our capacity to digest them. Consequently, there are a number of loose ends which will take a few weeks to tidy up. Before the semester ends, we plan to have everything in order.

George E. Sereiko

DISASTER PLANNING

Fortunately, major disasters such as fires or floods occur relatively infrequently in academic libraries. Unfortunately, most academic libraries have been unprepared to deal promptly with such disasters -- with dire results. Those are the libraries without a formal written disaster plan. When disasters have occurred in a library with a disaster plan in effect, the consequences have been minimized.

Responsibility for the development of a disaster plan must remain within the library, but it must also be shared by other components of the academic community. One person, preferably the person with responsibility for the building and/or the preservation of the collection, should be assigned to develop, maintain, review, and, if necessary, implement a disaster plan. In a small academic library

that may be the Librarian, in a medium academic library the head of the Acquisitions Department, and in a large academic library a Preservation Officer.

What's in the Plan?

Any disaster plan must give primary attention to the safety of individuals. Plans need to protect individuals from injury and to give them prompt medical attention in case of injury. The same kind of attention needs to be given to library collections. The contents of a good academic library collection, and the time that has been invested in it, cannot be replaced overnight. Insurance payments, or contributions, cannot provide an instant or adequate replacement. Attention also needs to be paid to the library building and its furnishings but, while valuable, those can be much more easily replaced than people or library materials.

That plan must contain provisions for the actions that are to be taken in the case of specifically identified disasters. Fire and flood, including broken water pipes, are the primary disasters to be accounted for. Many libraries may want to add the possibility of a bomb explosion. Above all, the circumstances of the individual library must be taken into account. Libraries in areas subject to earthquakes must deal with that possibility just as libraries located in areas subject to hurricanes or tornadoes must account for that eventuality. The object of the exercise is to account for any eventuality.

The Best Remedy is Prevention

The first step in the development of a disaster plan should be the examination of the actions that can be taken to prevent and/or minimize the impact of a disaster. That includes identifying the materials and services needed to deal with a disaster. In libraries located in an area subject to hurricanes, for example, provision should be made for covering windows in the case of an impending storm. In every li-

brary adequate fire extinguishers must be available, but other preventive supplies should also be available. Having at hand sheets of plastic to cover stack ranges in case of a roof leak can substantially minimize the impact of such a calamity.

Major attention should be given to the damage water can do to library materials. Water damage can be overcome by prompt action. Water-damaged material needs to be frozen as quickly as possible and subsequently dried slowly or preferably, treated in a freeze-dry vacuum chamber to remove moisture. A facility prepared to freeze the quantity of material that may be damaged by water should be identified in advance. Any delay in getting material frozen will result in permanent damage.

A disaster plan must mobilize people to deal with emergency situations at any time. It is essential for the library disaster plan to be shared with others including academic administrators, business administrators, physical plant staff, and fire and police units. A disaster requires trained personnel to deal with a variety of situations. The aftermath may well require a large number of people to handle material under trained supervision.

Write It, Share It, Practice It

Guidelines and plans developed by other libraries may help a library develop a disaster plan, but cannot be used as a substitute for a local plan. Each library building is different, the kinds of disasters that might be anticipated are different, and the resources available to deal with it are different. Each library must have its own plan which, ideally, should be a component of an institutional disaster plan. In particular, the priority that will be given to dealing with library materials in the case of an institution-wide disaster should be clearly established.

Having a written plan filed away for use in case of an emergency is not enough. A disaster plan must be shared with, and explained to,

everyone involved inside and outside the library. Training should be provided not only in the form of fire drills, but of covering collections with plastic, packing and moving material quickly, air-drying, and other specific actions that staff may be asked to undertake. Inform academic administrators of the plan and make them aware of any responsibilities they may have in putting the plan into action.

We do not expect disasters to occur, but they do. We must be prepared to deal with them. Because of the value of library collections, it is critical to have a disaster plan in place that will enable the institution to deal promptly and effectively with such unforeseen events and their aftermath.

Norman D. Stevens
University of Connecticut

Notre Dame Update

The University Libraries at Notre Dame can be counted among the minority of academic librar-

ies which have a formal written disaster plan. It was drawn up by the Libraries' Preservation Officer and the Library Preservation Committee during the period from March through July of 1982. It is primarily a disaster preparedness plan for the recovery of water damaged library materials. Copies of it are kept in the offices of the Provost and the Director of Libraries, the homes of the six members of the Libraries' Disaster Coordinating Committee, and in each of the branch libraries. The Associate Director of the University Libraries has been given the responsibility for the maintenance, review and implementation of the plan. During the coming year, it will be updated.

In addition to the disaster plan, the Libraries have a plan describing the procedures to be followed if and when it becomes necessary to evacuate the Memorial Library building. The Libraries possess the requisite equipment to combat local fires. The extinguishers, which are

strategically placed throughout the Libraries, are checked every 30 days, and the Memorial Library building was recently fitted out with six-inch standpipes running the length of the Tower to provide a more adequate water supply to fight fires. The University's Director of Fire Safety makes periodic checks of the Libraries to see that they comply with fire and safety regulations.

The Memorial Library also has a staff of Library Monitors who make rounds of the building to look for potential hazards and who are always available to assist in emergency situations. Within the Memorial Library building there is a separate telephone system which connects directly to the Monitors at their Exit Control station. These individuals are trained to respond to certain emergencies, and they are instructed to call for aid from the University's Security Office when a situation arises which they cannot or should not handle.

George E. Sereiko

AS AN INSERT SUPPLEMENT TO THIS ISSUE,

THE EXECUTIVE SUMMARY OF THE
REPORT OF THE DEVELOPMENT PLAN TASK FORCE OF
THE UNIVERSITY LIBRARIES AT NOTRE DAME

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THE UNIVERSITY LIBRARIES AT NOTRE DAME
DEVELOPMENT PLAN TASK FORCE

REPORT
EXECUTIVE SUMMARY

INTRODUCTION

In April 1985, the Director of Libraries, Robert C. Miller, appointed a task force to review and revise the University Libraries' Five Year Development Plan and to report on the progress made on the goals set for 1983-88. Composed of eight members of the Libraries' faculty and staff and one member of the teaching faculty, the Development Plan Task Force studied comments made at the Libraries' Planning Day meeting, the PACE Report, earlier versions of the Five Year Development Plan, and suggestions made at three internal review meetings.

The Task Force's Report includes ten continuing goals for the University Libraries which are listed in the Report's Executive Summary, reprinted below. More specific objectives are included in the body of the report. These objectives will be reviewed and updated annually as part of the Libraries' budgeting and reporting processes.

The Report was presented to the University Committee on Libraries on October 3, 1985. Other faculty are invited to review the full report, available from the Libraries' Administrative Office (221 Memorial Library; x5252) and to attend a review meeting in the Library Lounge of the Memorial Library at 3:30 p.m. on November 13. Individual faculty members or departments may directly contact Development Plan Task Force members to offer suggestions or to arrange for a departmental presentation.

Sylvia Akai
Jo Bessler, chairperson
Sue Dietl
Maureen Gleason
Karla Goold
Anne Kearney
Alan Krieger
Patrick Max
James Powell

SUMMARY

The University of Notre Dame is committed to excellence as a university actively engaged in both teaching and research. The University Libraries can contribute to the achievement of that excellence, but only if we accept the inevitability of change and plan for it intelligently. This is a watershed time for American university libraries. Research carried out in universities has grown in scope, complexity, and sophistication. Library collections and services must develop to meet the challenge. Revolutionary technologies are transforming the nature of the information required by faculties and students, and those same technologies must be used to the fullest in making that information available. More rapid collection growth, automation of library functions, and a larger, better trained staff will be necessary in the next five years if the University Libraries are to achieve excellence.

The order of the Five Year Development Plan goals does not reflect a judgment on their importance. Each of them is integral to the ideal of the University Libraries envisioned in the Plan. Goals I through V aim at providing an ever increasing proportion of the materials called for by those in Notre Dame's burgeoning teaching and research programs; at preserving the most important of these materials for future generations; and at creating collections which will be a resource for scholars beyond our campus. Goals VI through XI ensure that the collections will be made truly useful for faculty and students and that information retrieval services will more regularly tap resources beyond our local holdings. Without effective methods of locating items and extracting information, without skillful in-

struction in these methods, and without knowledgeable assistance in using the Libraries to meet particular needs, the finest collection will not serve the University as it should.

Goals

- I. The University Libraries will systematically describe their present collections and collecting efforts in all subjects, formulate collection development policies in these subjects, and use these to guide our efforts to raise deficient collections to a level appropriate to Notre Dame's instructional and research emphasis.
- II. The University Libraries will identify new University programs and research emphases and will seek funding to support these areas at a level based on a systematic needs analysis.
- III. The University Libraries will evaluate and strengthen their most noteworthy collections so that these collections will truly be resources for the scholarly community in North America.
- IV. The University Libraries will cooperate with other campus units to ensure that faculty and students have access to materials and information sources necessary to their academic work in the variety of formats that technology has made possible.
- V. The University Libraries will expand their preservation efforts into a multifaceted, adequately funded program which meets the Association of Research Libraries minimum standards.
- VI. The University Libraries will provide appropriate bibliographic access to all materials which they own so that these materials may be used when needed by Notre Dame students and faculty, as well as by the larger community of scholars.
- VII. The University Libraries will insure that its traditional services meet the research needs of the University community.
- VIII. The University Libraries will take full advantage of developments in the field of electronic information handling, adapting to its needs all appropriate systems.
- IX. The University Libraries will maintain a knowledgeable staff through programs of continuing education and development.
- X. The University Libraries will support their commitment to excellence by maintaining a staff of appropriate quality and size, by ensuring a system of continuing review and recognition, and by examining and redesigning staff positions in order to best respond to changing priorities and opportunities.
- XI. The University Libraries will provide space consonant with its aspirations for its collections and services.

By adopting these goals as a plan of action, the University Libraries commit themselves to maintaining traditional strengths in collections and services while making new departures in response to new demands and exciting opportunities. The costs of achieving the goals will be high, but unavoidable, if the University of Notre Dame is to have the outstanding research library its aspirations require.