THE UNIVERSITY OF VIRGINIA LIBRARY STAFF EDUCATION AND DEVELOPMENT PROGRAM AND VISION FOR THE LIBRARY OF TOMORROW

by
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Abstract

This article presents an overview of the University of Virginia Staff Education and Development Program. It includes a historical perspective of the library, the library and university programs, benchmarking project, statistics, trends, and staff training implications for the library of tomorrow. The web version specific of this article is also provided which includes links to full library documents and expands material presented in the article.

*What Say Ye, Mr. Jefferson –
Is Your Library Staff Coping With Change
and New Technologies?*

If Thomas Jefferson, Founder of the University of Virginia, were asked that question *today* about his library staff, he would give an enthusiastic and resounding **Yes!** In 1819, Mr. Jefferson envisioned his Academic Village as a vibrant and forward-looking university. He, himself, was progressive in action and thought and an avid inventor. Those who study his life see that his insatiable appetite for learning continued throughout his life. Because of this, many of his friends called him a "walking library". He had read and studied virtually every important book written in the Western world since ancient times, often preferring to study each book in its original language. Historians have written that Mr. Jefferson was the most widely read man of his time in America.

Thomas Jefferson, if living today, would embrace change and technology with an open mind and marvel at the complexity and breadth to which his faculty and students are able to access knowledge and information. He probably would add another phrase to his now famous words written to John Adams, "I cannot live without books" or the functionality of my personal computer! But Mr. Jefferson would also be concerned about the well being of his library staff today. He would question how they were being trained to cope with change and new technologies and more importantly, he would ask if library staff were properly involved in staff development and planning for the library of tomorrow.

Historical Vision

Just as Thomas Jefferson was the architect and founder of the University of Virginia, he was also the creator of a library collection that would reside in the beautiful Rotunda Dome Room for over a century. The library would be a tribute to his love of books, containing a collection which represented the accumulated learning and wisdom of the ages and housed in a building that is the central focus of his architectural design. His enthusiasm for enlightenment and his undying faith in the power of knowledge was evident as he began his list of books that were to be purchased and arranged for use according to a subject classification he adapted from Francis Bacon. He chose the first two university librarians and formulated the first library regulations.

Unfortunately, Thomas Jefferson did not live to see his books placed in the Dome Room. The collection, both purchased and donated, had to be stored in another building within his Academic Village due to the delayed completion of the Rotunda. In April, before his death on July 4, 1826, he watched the raising of a capital

on top of a Rotunda pillar from the balcony of Pavilion IX. And then, at the age of eighty-three, he slowly rode his horse back to his beloved home, Monticello.

Sadly, most of Jefferson's books were destroyed in a catastrophic 1895 fire in the Rotunda, but the faculty and students managed to save his statue, a poignant reminder that his indomitable spirit and love of books would live on at his university. Donations of books began to arrive from citizens all over America, the Rotunda was rebuilt with expanded space, and Jefferson's vision of his university library was once again a reality. In 1924, the growth of the collections and the inadequacy of space prompted the vision and dreams of then President Alderman for a new library building, later to be named the Alderman Library. It was built and dedicated in 1938 and continues to this day as the main university library. Currently, Alderman Library, 10 branch and departmental libraries, and 3 professional school libraries comprise the University of Virginia Libraries. The three professional school libraries—Darden Business Library, Law Library, and the Health Sciences Library—remain under the administration of their schools.

Building Today's Library Within the Serpentine Walls

The University of Virginia Library of today has been changed extensively by technology. Anyone who enters Memorial Hall of Alderman Library no longer sees the rows of card catalogs that served students and faculty for so many years. Instead, an espresso cafe with the aroma of freshly brewed coffee wafting over rows of computers now greets the University community. Not only has technology effected physical change, it has opened the library and its collections to the world. Today, the library is at the forefront of change and technology.

UVA's first online catalog system was an in-house product and introduced to the academic community in 1984. After several generations of online systems, the University of Virginia Library was one of several major research institutions to acquire the web-based Sirsi system in 1995.

In mid 1980, the Education Library took the first step in providing access to databases on networked CD-ROMs *outside* of the"physical" library environment. Access was available both to faculty in their offices and in an electronic classroom within the Curry School of Education, and soon after in Psychology Department faculty offices across the street.

The university libraries have implemented further technological initiatives during the last five years. These include electronic reserves; journal articles and other materials from outside sources delivered electronically to user's e-mail; documents in microform format such as ERIC documents scanned and delivered electronically to a user's home directory/e-mail service; user requested materials borrowed or ordered and delivered within 7 days; and digitized multimedia made available

for classroom and individual use. More recently, the acquisition of commercial e-books has begun. In order to keep pace with the ever changing technology landscape, a new university program to replace staff and public computers every three years, known as DCI (Desktop Computing Initiative), is a reality.

A plan to create the University of Virginia Digital Library began in 1992 when the first of four electronic centers was established in the university library. As of today, this initial center, known as the E-Text Center, has digitized over 40,000 on- and off-line humanities texts in twelve languages and more than 19,000 related images. It has become one of the foremost repositories and disseminators of electronic texts and images in the world and currently logs one million visits to its site each month. Three other electronic centers serving the academic community are the Digital Media Center, Geospatial & Statistical Data Center, and the Special Collections Digital Center.

Two university centers based in the Alderman Library are the Virginia Center for Digital History (VCDH) and Institute for Advanced Technology in the Humanities (IATH). VCDH's mission is to develop high-quality, well-researched, and reliable history materials for the web and deliver them to schools, colleges, libraries, historical societies, and the general public. IATH explores and expands information technology as a tool for humanities research and creates computer-based projects and software.

Users of these sites range from a high school student writing a paper on Thomas Jefferson to a teacher in Japan researching the manuscripts of a noted American writer. Use of the centers reaches into the academic classroom as well. A professor is now able to teach from a digital version of a rare and historic book available on the web, and students can access the book or document from home or in a library.

Technology has enabled the university's Bayly Art Museum to create a virtual art gallery, adding images and descriptions of its collection for students to study while scholars and art lovers from around the world can research the collection. The university's distance education has been enhanced through a statewide Virtual Classroom created with a new communications system which can accommodate simultaneous real-time two-way voice and audio with more than enough bandwidth to accommodate the university's computing network. In the last year, the Instructional Technology faculty of the Curry School of Education designed and established an electronic instructional classroom for simultaneous sites using an electronic whiteboard, digital cameras, conference telephones with wireless mikes, and Microsoft NetMeeting software.

Technology has also brought together academic libraries in Virginia. The Virtual Library of Virginia (VIVA) is a consortium of the Commonwealth of Virginia's 39 state-assisted and 32 private non-profit college and university libraries. Its mission is to enhance access to Virginia's academic libraries and information resources in a cooperative and cost effective manner. Today's technology

has vastly increased the capacity of the University of Virginia Library to serve the academic community through all of these various initiatives.

A Commitment to Training

With continuous change and rapidly changing technology come the realization that the library staff needs more help to keep pace, and a plan for their future professional development. In the early 1990s, a commitment was made by the university library administration and endorsed by the library's Administrative Council to establish a staff education program that would provide an organized staff training and development program for all staff employed in the university libraries. Although staff training had been available informally in the previous decades, this commitment would initiate library-wide planning for the program, funding support, creation of an electronic classroom, appointment of a training coordinator, a team of trainers, and a curriculum of in-house training opportunities. This commitment formally endorsed the idea that staff development as well as training is important, that change is a continual factor in an evolving academic library environment, and that new technologies are impacting the work environment at an accelerated rate.

As further evidence of commitment, the library administration recommended that each staff person spend a minimum of 1 hour/week or 50 hours per year on training. Release time would be given to staff and schedules rearranged for public service personnel. Today the commitment continues with high priority given to library staff development and education and with vision to prepare for the library of tomorrow and the 21st century while remaining a top ranked university research library.

A Commitment to Funding

Funding remains a central issue in any staff development and training program. There is never enough to cover all the various activities, especially during times of flat line budgets or budget cuts. In order to preserve and continue the commitment, the University of Virginia Library administration has put in place innovative ways to fund staff development and training. The five sources of funding are as follows:

- Associates of the Library Staff Development Endowment Fund
- Department Delegated Fund
- Faculty Research Fund
- Staff Education and Development General Fund
- Travel Fund

Associates of the University of Virginia Library (friends of the Library) was organized in 1969 to assist in bringing new and important materials to the library and Special Collections. Recently, the Associates broadened their scope to support collections and services through their annual gifts and volunteer activities. One of their endeavors is the Associates Staff Development Endowment Fund. This endowment allows the library to provide appropriate opportunities for training, to bring technology experts to the library to teach the staff, to give tuition assistance for classes and workshops, and to provide additional support for travel to conferences and training sessions.

A second source is the Department Delegated Fund. Each department head in the university libraries receives a budget allotment for which each may determine the appropriate uses of the fund. Special training and development needs of department staff are evaluated and projected costs budgeted and expended for the fiscal year. A third source is the Faculty Research Fund. The library has a unique and generous program wherein grants of time and/or funds are made available to enable library faculty to conduct research. A library faculty committee administers these funds. The fourth source, a Staff Education and Development General Fund, which is administered by the Associate University Librarian for Organizational Development, supports the training and development program and its varying activities. And a final source, the Travel Fund is allocated by the university library administration and administered by a library faculty committee for faculty and staff travel to professional meetings and conferences, training courses, and other professional mandatory travel. The primary recipients of these funds are library faculty with a smaller percentage given to support staff.

Although these funds do not cover entire costs of an individual's activities or projects, it does show administrative commitment and support for staff development and training and leaves the decision making process for awarding the various funding to library faculty.

The Library Program

The University of Virginia Library is committed to staff education and development for all staff. Ongoing training provides staff with the skills required to meet the challenge of keeping pace with changing user needs, mastering new and more complex technologies, and adapting to a work environment characterized by constant change. A well-planned program benefits not only the individual but also the library and the university. Library Training Coordinator, Suzanne Bombard recently commented that "Training is a way to say 'we value you'. It is also a way to enrich a person's worklife."

Training can provide both an organized professional approach to the job and increased understanding by staff of the changes and direction in which the library is moving. In order to plan this direction the library administration first reviews university goals and strategies, including strategic planning documents such as Virginia 2020 and the University Strategic Plan for Information Technology. As part of the planning process, the Library administration establishes Library Priorities each biennium, which in turn are reflected in the planning for a staff education and development program.

The library does not restrict its training and development to in-house programs only, but relies on university programs to expand staff education opportunities. An outline of both library and university programs is presented in **Figure 1** with segments of the Library program highlighted in the following descriptions.

Training Coordinator. The Library Training Coordinator develops and designs the training program by conducting needs assessments and designing training for timeliness and trends. She also writes the documentation for course curricula and maintains the web site and staff education calendar. As part of her responsibilities, she works with Library Technology Services Department staff and the User Services Coordinator to plan and develop training for all staff education and training programs. The Training Coordinator has a reporting line to the Associate University Librarian for Organizational Development.

Web Site. A web site maintained by the library's Human Resources staff provides information on all staff education and development opportunities including a curriculum of short courses available to staff and a listing of user education courses open to university staff, faculty and students. The list of short courses contains information about the course, training documentation, prerequisites if required, and online registration. Also presented on the HR web pages are library policies and procedures, reports and planning documents, organization charts, job openings, forms, and related resources and information.

Individual Plans. For individual planning purposes, a staff member's training plan is included in the annual performance and evaluation document. Specific training and development needs are identified and agreed upon by both the supervisor and staff person. The staff development and training program is organized around various approaches to training upon which staff may plan their individualized program. The "I need it now" training provided through short courses or tutorials enables staff to choose when they need the skills training and apply the learning outcomes to current job requirements.

Short Courses. In addition to basic skills training, other skills may be developed through short courses in customer relations training, interpersonal communication, managerial/ supervisory skills, orientations, product knowledge training, technical processes/procedures training, and other professional development activities (**Figure 2**). On the average, most library short courses are 1° to 2 hours in length and include documentation or handouts, discussion time, hands-on practice time, and an online or printed evaluation form for feedback. If required, courses may be scheduled in series and in sequence. Some short courses offer a 30 minute session for the busy librarian or manager as a way to focus on specific applications or segments of software packages such as tips on using style sheets or toolbars in Word and Excel.

Specialized training has been established to meet immediate requirements for job specialization or library-wide technologies. As an example, training for groups (circulation, technical services staff) is offered when updates to the Sirsi (VIRGO) online system include newly implemented features such as Workflows and Wizards.

Orientation. New employees deserve an effective well-planned orientation and training plan. By doing so, new employees feel comfortable in the new work environment and become productive staff members in their job performance at an earlier stage of the process. The University Human Resources staff conduct general orientations covering benefits, health insurance, parking, payroll procedures, and other employee-related information. A Staff Fair is held to acquaint new employees with university organizations and libraries. Library supervisors develop a comprehensive orientation and training plan for the new employee beginning with job responsibilities, library opportunities, and a checklist of skills the individual may bring to the job. Trainers from various units of the university libraries are included in the training plan. This is known as "shared training". A new employee receives specialized training through one-on-one tutorials, thereby establishing contact with staff from other libraries.

Student Assistants. Student assistants receive training at individual libraries or units in which they are hired. Currently, a library-wide effort to provide customer service training for all new student assistants has been initiated, based on the philosophy that customer service is fundamental to the performance of students and staff alike. The one to two hour mandatory training is required for all public service student assistants and scheduled at three different times to accommodate students' class schedules. Training provides basic information about work responsibilities, etiquette and demeanor, service, referring questions, and safety. The program for student assistants serves to present consistent information and emphasizes the importance of excellent customer service to the libraries' patrons.

Computer Support Training. Of vital importance to the staff education and training program are two areas of training involving a fairly large number of staff. Computer support training for LSPs (Library Support Provider) requires an in-depth approach on a continual basis and results in a group of well-trained people in technical support who can serve as problem-solvers and consultants to individual library units. The LSA (Library Support Assistant) program, referred to as DAVEs (from the film *2001: A Space Odyssey*), was created to reduce response time for computer, network, and library system-related problems at the department or unit level. DAVEs work in conjunction with LSPs (Library Support Providers) to ensure that computer-related tasks are handled quickly and efficiently.

Figure 1

University of Virginia Library
Staff Education and Development Program
(http://staff.lib.virginia.edu/HR)

Program Opportunities

Library Faculty and Support Staff

BI (Bibliographic Instruction) Luncheons-roundtable discussions
Career planning/advancement – Univ. of Tenn-Knoxville IS degree program, ITC programs
Conferences, Workshops, National/State/Local Professional Meetings Annual staff appreciation luncheon
Customer Service Workshops
Library staff email listsrvs – communication (current awareness and procedures)
LSPs (Library Support Provider) and LSA (Library Support Assistant) program-computer support
Mentoring for new librarians
New employee orientations-includes Univ. library/Unit library staff "shared training"
Research (faculty and staff)
Short courses – In-house Training
    Computer technologies
    Online library system (VIRGO)– all components of sirsi, discussion groups
    Library resources – databases, full text sources, digitized collections
    Staff development skills
    User Education courses (open to staff, faculty, and students)
    1999-2000 Course Curriculum
Speakers Forums – Invited speakers from both inside and outside the University

Staff Events – Staff Fair (Fun Day), Small group brown bag lunches with the Univ. Librarian,

Staff Sharing
Supervisors Training
Training of Trainers
Travel

Student Assistants

Customer Service Training
Library procedures training-various operations of the library (circulation, shelving, ready reference, technical services procedures)
Library collections and resources, databases...
Online catalog system
Tutorials

Program Resources

Funding Sources
    Associates of the Library Staff Development Fund
    Department Delegated Fund
    Faculty Research Fund
    Staff Education and Development General Fund
    Travel Fund
Support (leave time, staff assistance, equipment/laptop computer)
Collection of training resources-videos, online documentation, handouts and tutorials

Other Staff Policies

Grants
Laptop Computer Policy for Research Projects
Promotion and Ranks for Library Faculty
Telecommuting
UVA Tuition Assistance
UVA Tuition Reimbursement
UVA Tuition Waiver

University Opportunities

Univ. of Virginia ITC (Information Technology & Communications)
(www.itc.virginia.edu/itcweb/help/training/home.html)

Computer workshops
Computer-based training
Computer coffees and Knowledge Exchange Events
Computer survival skills
Conferences
ITC-cable and video-based training
Local training partners-Local Service Provider training program
Microsoft Office user specialist program
Office technology skills certification
Teaching Resource Center-Instructional technologies in the classroom
Training of technical trainers
Training resources – software manuals, video training, handouts,
        tutorials, cable and other sources
Web certification

Univ. of Virginia Organizational Development
and Training
(www.hrs.virginia.edu/odt/)

Leadership Program
Management Program
New Employee Fair
New Employee Orientation Program
Supervisory Program
Training the Trainers

Figure 2

Library Staff Education Catalog of Courses
(staff.lib.virginia.edu/HR/description.html)

Virgo Courses
- Cataloging Workflows Training Session
- Changes in Database Access: WebSPIRS to FirstSearch
- The Circulation Module for Non-Circulation Staff
- Circulation Workflows Training Session
- Finding Legal Information on the Internet
- InfoView Searching for the Library Staff User
- An Introduction to Serial Orders
- MARC for the Masses
- MHLD's in VIRGO
- Mining the Display 1/Display 2 Item Screen
- *Not Just Another* VIRGO Class
- OVID Databases
- Passport for Windows
- Power to the People: VIRGO Reports for Information Gathering
- Serials Orientation Session: version 99.2
- Statistics Refresher Workshop
- VIRGO Order Record
- VIRGO OPAC Indexes
- VIRGO Request Module
- Web Delivery Demonstration
- WebCat for Library staff
- WebSPIRS Databases
- Workflows

Tutorials
- Windows 95:A Basic Overview
- Web Imaging with Photoshop

Computer Technology Courses
- Access I: Basic Skills for the New Access User
- Access II: The Art of the Query
- CGI for Non-Programmers\CorporateTime: An Introduction
- CorporateTime for Designates
- E-Text Center Databases: An Overview for Library Staff
- Eudora: A Windows Mailer
- Excel I: Basic Skills for the New Excel User
- Excel II: Building Your Workbook
- Excel III: Becoming a Power User
- Excel IV: The Advanced Power User
- Internet Explorer, the Browser
- An Introduction to VI, the UNIX Editor
- JOVE for the Power User
- Mac OS 8: An Introduction
- Netscape Communicator
- Netscape for Library Staff: Searching the World-Wide Web
- Network Protocols and Topologies
- Office 2000 Enhancements: Myth and Reality
- Outlook Express
- PageMaker I and II
- Perl I and II

- PowerPoint I and II
- Regular Expressions
- Simeon Mail: An Introduction
- Understanding File Structure and Management in Windows & UNIX
- UNIX I and II
- Web Page Workshop A
- Web Page Workshop for Library Staff B
- Windows 95: Advanced
- Word 2000: (5 sessions) An Overview For the Die-hardWordPerfect User; AutoTools: Rx for Busy Employees; Doing It With Style(s)!; Mastering Mail Merges; Toolbars and Nothing But!
- WS_FTP for File Management

Staff Development Series
- Adapting Our Work Habits of Today to the Library of Tomorrow
- Drivers Wanted: Career Strategies for the 90s
- Effective Writing I: Basic Writing Skills
- Effective Writing II: E-Mail Etiquette
- Effective Written Communication in the Workplace III: Writing Monthly Reports & Other Communications
- Effective Written Communication in the Workplace IV: Evaluations and Performance Plans
- Effective Written Communication in the Workplace V: Writing for Success
- (How to Be) the Millionaire Next Door: Investing in the Stock Market on the Internet
- Public Speaking
- The Role of the Supervisor in Today's Workplace I & II
- The Supervisor as Team Leader
- Two's Company, Three's a Crowd: Understanding Group Dynamics in the Workplace
- Turning Failure into Success
- When Three's Definitely a Crowd: Resolving Problems in Your Group
- Work Habits for the New Workplace

Skills for the New Workplace Series
- Assertive Communications
- The Art of Brainstorming: How to Generate Ideas in Your Group
- Asking the Right Questions: The Reference Interview
- Building a Team that Delivers
- Communication Issues in Supervision I-IV: Basic Skills, Coaching for Improved Performance, Delegation, and Giving/Receiving Feedback
- Friendly Persuasion: The Art of Negotiating to Get What You Want
- From Confrontation to Cooperation: Negotiation Skills
- Hearing What They Say
- In the Details: The Art of the Referral
- It Takes Two to Tang(le): How to Successfully Resolve Your Conflicts
- Keeping Your Cool: Dealing With Angry, Rude, and Defensive People
- Reframing the Game: Learning How to Cope with Situations You Cannot Change
- S/He Said: Gender-speak in the Workplace of the 90s
- Successful Customer Interactions
- Time Management for Workgroups and Teams
- Wet Book Recovery

While Library Technology Services staff are responsible for hardware and software infrastructure of the library as a whole, the LSPs and DAVEs are responsible for installing and maintaining hardware and software, trouble-shooting computer–related problems, and providing one–on–one tutorials and training in their assigned areas. Training for LSPs and DAVEs is coordinated by the Library Training Coordinator and provided by Library Technology Services staff, library trainers, and university ITC instructors.

Training the Trainers. Training the trainers is a program that brings together staff from all departments and units of the libraries who are designated library trainers. These individuals volunteer their time and special skills for training and instruction in the program. Once a year a workshop is held for trainers featuring invited guests from the university's Teaching Resource Center, Organizational Development and Training, and other training agencies or businesses. A monthly trainer meeting is used to cover issues and topics of interest to trainers and to provide updated information on projects and problems encountered at various library sites.

Career Development. Staff development is a continuous and gradual learning experience. As part of the university library's interest in staff career development and education, arrangements were made with the University of Tennessee-Knoxville School of Information Sciences to offer a distance education master's degree program using interactive telecommunication technology through the University of Virginia Division of Continuing Education. Four sites in Virginia receive the degree courses via an electronic classroom in Knoxville. To date, one University of Virginia staff person has received the degree since the program's beginning in 1996, and 38 are currently enrolled in the program. Staff may also become certified in computer technologies through the ITC programs. Both professional and computer technology programs serve to provide avenues of choice for staff.

Research. As noted earlier in this article, the University of Virginia Library has a unique and generous program wherein grants of time and/or funds are made available to enable library faculty to conduct research. A faculty research committee administers the library's faculty research program with the mission to provide support for research and scholarship to faculty members of the University of Virginia Library. These paths of scholarship are important to academic librarianship and are supported by the university. Although the primary focus is support for library faculty, staff involved in research projects may also apply. Proposals for research projects are submitted to the faculty research committee outlining the research project proposed, the time needed, a detailed breakdown of estimated costs, and a statement indicating what the faculty member hopes to accomplish with the time or funds requested. Upon completion of the project, a presentation is made to the Library Faculty at-large.

The University Programs

University development and training is an integral part of the training program and is available to library staff for specialized computer training, computer certification programs, and university-wide supervisory and leadership programs. ITC (Information Technology and Communication) and ODT (Organizational Development and Training) offer programs to individuals who need more intensive and specialized training. The Department of Information Technology and Communication (ITC) states on its web site that ITC's purpose is to provide and promote information technology and communication within the university community as staff prepare for a world of rapidly developing technological innovations. Training services include short courses, training and certification for technologies, local training partners program, cable and video-based training, conferences and round-table discussions, and instructional technologies.

The Department of Organizational Development and Training (ODT) offers a range of professional and organizational development services to faculty and staff. These initiatives are developed in response to identified needs. Services available include training, leadership development, technical assistance, consulting, and trainer/facilitator development. These services are designed to improve individual performance, facilitate organizational change, and enhance the quality of worklife at the University of Virginia according to its statement of purpose. ODT also administers the Educational Aid, Tuition Waiver, and Administrative Internship programs. ODT programs have shifted their emphasis with some workshops wherein previous workshops were planned and individuals attended. Now the focus has changed to target programs for special groups, and individuals are recommended for participation by their supervisor or department head.

Training Statistics and Observations

For planning purposes, library staff was recently asked to respond to a survey indicating their training needs and interests for the coming year. There were no real surprises in the responses. Interests expressed ranged from training for new technologies and software applications to providing documentation online and expanding human-based workshops. It has been observed that staff has made positive attitudinal changes toward training. Technology is no longer an option. It is an essential element of both the professional and personal life and is viewed as an opportunity rather than an obstacle. Staff has accepted training and understands the necessity for keeping up with technological

skills. Training is no longer treated solely as the supervisor's responsibility but rather a joint effort in identifying training needs for the individual. Because of this, staff has become pro-active in requesting training for current job responsibilities. From any group, there will always be one or more who want to take every course offered in the program, then there are those who are working in very specialized job responsibilities and see no need for any participation. As to preferred training times, Thursday morning was a first choice with some interest expressed for evening courses. Statistics in **Figure 3** were compiled by the Training Coordinator covering Oct. 1998-Aug. 1999. These will be used for benchmarking analysis and planning purposes in the coming year.

A Vision for the Library of Tomorrow

As we approach the 21st century, the Library of Tomorrow will build on library staff training and development programs that have focused on the traditional library and its services in the past decades. The Library of Tomorrow will offer extensive collections of all media types and will serve a community of users who will expect a more efficient delivery of information.

In the next five years, the University of Virginia Library expects to build its digital collections extensively, including commercially purchased collections and shared digitized collections of other major research libraries nationwide and within the state. It will build on the work that has been established in the last few years to create *Information Communities*. These communities will function as learning and teaching environments in which subject-specific web sites are developed around print and digital versions of the library collections. These web-based approaches will reach students, teachers, citizens, and businesses. Libraries will create valuable resources and promote higher standards of education for K-12 students and teachers. Distance learners will have access to rich collections. Innovative technology will be utilized and demonstrated at its highest level. All of this change means reshaping library services to the user, providing staff expertise in building the collections, and effectively developing and using innovative technologies to deliver information.

The University of Virginia Library will continue to foster partnerships in the creation of the Library of Tomorrow's digital collections. The University of Virginia Curry School of Education is an acknowledged leader in the use of technology to link the university's resources and K-12 schools. In the 1980s, Curry School faculty developed a K-12 network known as Teacher -LINK, which connected local teachers with the university's online systems. It evolved into a statewide system called VaPEN (Virginia Public Education Network). Now this connectivity will be taken into the 21st century to achieve higher standards of education and enable more effective teaching.

Figure 3

**Yearly Statistics
For UVA Library Staff Education Courses
Covering Oct. 1998-Aug. 1999**

Base Figures: 146 Support Staff
65.5 Faculty
211.5 Total Staff

Education and Training Program

Total number of courses offered	109
Average number of courses per month	10
Total number of attendees	907
Average number of staff per course	8.3
Average number of staff attending per month	35

Tutorials (one-on-one)	**Number of Staff**
VIRGO InfoView Basics	7
Workstation training for new employees	9
Misc. tutorials with individual trainers	12

Courses Offered by External Trainers	**Number of Staff**
Financial Planning Seminar	30
UVA Computing Survival Skills	
Number of attendees (LSPs)	8
Number passed certification exam (LSAs and LSPs)	20
Sexual Harassment Workshop	8
American Red Cross First Aid Certification	7

Number of Courses Taken	**Number of Staff**	**%Total Staff**
15 or more	3	1.3%
10 or more	20	10%
5 or more but less than 10	39	19%
3 courses	39	19%
0 courses	21	10%

The questions now being asked are: How is this done? How do we make use of digital and print collections available via the Internet and found in major research collections? How do we foster an *Information Community* that will support public school teachers and develop their expertise in the use of technology to create curriculum packages and content-specific lesson plans while delivering resources that enrich the subject content? How do we prepare education students today for the technological changes and use of digitized library resources and collections in their teaching materials?

A partnership between the Curry School of Education and the University of Virginia Library has begun on such an adventure and has been funded through a recently awarded grant. While the possibilities are exciting and creative planning goes forward, the challenge to library staff will be an expectation to provide services and expertise in the use of these resources.

Staffing the Library of Tomorrow

In pursuing such endeavors as creating the Library of Tomorrow, staff will have to be aggressively reassigned and retrained. Special skills, knowledge of new technologies, creative thinking, and the ability to translate the technological innovations into practical products will be required of library staff. Instructional staff will need to know how to organize and deliver electronic information to users and assist users in creating their own digital collections and products. Technical expertise in designing interfaces and software packages will be necessary in addition to building the infrastructure that a digital library environment requires in server hardware and storage capacity. Digital collections require the same extensive quality and standards of cataloging that have been established with print materials. The challenge will be to find ways to re-train existing staff and hire qualified staff with high-level technical skills and expertise.

Benchmarking Staff Training

The University of Virginia Library has initiated a new project, a review and evaluation of its staff education programs through benchmarking staff training. By examining what we are doing now, how we can do it better, and identifying and assessing staff training needs for the 21st century, the University Library will approach the challenge in an organized and knowledgeable manner. It will develop new ways to train staff efficiently and cost-effectively for the job requirements in the 21st century.

Benchmarking is the practice of measuring a company's product or service against that of a leading company. It is a management concept that is being embraced by governments, universities, the service sector, and the healthcare industry. Benchmarking is a continuous process with the purpose of analyzing what, why, and how the organization is doing compared to leaders of similar organizations. Libraries that utilize this practice prepare for a systematic and rigorous examination of a library service, customer satisfaction, or work processes. The process is then measured against those libraries recognized as the best and the result is changes and improvements in the library organization. The benchmarking process is fairly simple, consisting of planning, observing, analyzing, understanding, and acting on change.

In the 1999 *ASTD State of the Industry Report*, Laura Liswood, president and CEO of American Society for Training and Development, stated that the research summarized in the report provides clear evidence that increases in education and training investments are followed by improved performance. Dollar investments in education and training, while growing, remains small, compared to the dollar costs spent on information technologies. Another segment of the ASTD report includes the annual data of Benchmarking Services which collects information from all types of organizations on the nature of their employer-provided training expenditures, practices, and outcomes. In the report, a group of firms called the "leading-edge" represent the pinnacle of training practices in the U.S. both in the amount of training and the types of human performance practices provided.

As part of the University of Virginia's Library review and evaluation process for benchmarking staff training, best practices in both libraries and businesses should be examined, and a review of the literature for current and future training practices compiled and updated for future reference. A review of eight to ten top-rated Schools of Library and Information Science and their curriculums may well be worth investigating in order to understand the education and training graduates receive today and the skills they will bring to the workforce. Styles of learning which utilize new technologies should be explored, and a list of training resources and their descriptions developed while assessing current library training documentation and materials for creativity and instructional design. Current statistical data of program offerings should be analyzed and compared to other libraries. Understanding the current trends, standards, and strategic plans as set forth by the major library associations and divisions such as SLA, ALA, LITA, MLA (Medical Library Association), and AASL (American Association of School Librarians) would be beneficial as applied to current training practices. And finally, a list of recommendations, a plan of action, and an implementation schedule should be prepared indicating short-term and long-term changes and expected outcomes.

Trends and Implications

What are the implications for the University of Virginia Library and its training programs entering the 21st century while progressing through a benchmarking project and facing a continuous state of change and technological advances? The trends cited in the 1999 ASTD report may well be reflected in the library staff education and training program which are projected as follows:

- increases in staff development and training budgets
- increases in the number of people trained
- increases in use of external training personnel and products
- expanded use of learning technologies
- emphasis on technical skills training
- introduction of innovative training and work practices
- collection of statistical data for analysis and evaluation

Included in staff education programs will be an increase in cross-training or job sharing, team-solving practices, computerized documentation of individual competencies and certification, with an increased focus on evaluation of training outcomes and performance assessment. Classroom instruction is the primary setting of training today. It is seen as decreasing with more reliance toward learning technologies or technology-delivered training such as computer-based text products, intranets, the Internet, interactive multimedia, simulations, groupware, visual basics, virtual reality, EPSS (electronic performance support system), and other self-paced delivery methods. This is not to predict that classroom instruction will be eliminated but it re-enforces the theories for embracing varying styles of learning that will continue to be explored and tested. As educators, we know about the personal touch that a good teacher brings to a class and the give-and-take of classroom discussion that cannot be mirrored in computer-based technologies, but there is room for all forms of learning.

Of such importance is a training program today, that no one person should be expected to carry the responsibility for planning and implementation alone. To fully carry out a staff education and training program, an appointment of an advisory group composed of professional library staff working with the Training Coordinator is recommended. This will ensure full input from all library departments and units, bringing to the planning process the necessary training and skills expertise of individuals. The challenge facing the library profession today is that of training staff to use various technologies effectively while developing an understanding of user needs and limitations. Our mission will be deemed a success if we are able to impart the knowledge and effectively instruct end-users in the application of these new technologies and resources that we have mastered.

Will library staff be able to cope with change and new technologies in the 21st century Mr. Jefferson? Again the answer will be an enthusiastic and resounding **Yes!**—if staff education and training programs are planned and implemented in an organized manner, recognizing that change is an ongoing process.

References

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Note: This article is available at the following web address: www.people.virginia.edu/~hla5f/article.html. Included are links to university and library staff development and training web pages, full texts of library policies and guidelines, and other sites of interest.

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