Amarillo College Library Vision

Core Values
- Learning — we are a learning community helping each other develop our skills and knowledge for a life-time.
- Partnerships — collaborative efforts produce quality results.
- Innovation — we embrace productive change.
- Effectiveness — we seek to make a difference in our patrons' success.
- Service — library patrons are at the heart of everything we do.

Our purpose is to
- empower our patrons to be self-sufficient information consumers and to possess critical evaluation and thinking skills;
- create a physical environment that encourages personal study, collaboration and networking, and inspires creative and academic growth; and
- place the best information and research tools for project completion at our patrons' disposal.

Vision statement
Our vision is to be the center of information access, personal study, and collaboration for the college community.

Preferred future*
Change our practices for managing traditional content and develop new capabilities for dealing with digital materials of all types, but especially new forms of teaching and learning resources.

- The library deploys services and resources into virtual environments used by students, faculty, and researchers. The library provides physical content resources that are purchased only on an as-needed basis--just in time, not just in case.
- Web-based resources, as they change how users and application developers interact with the Web, facilitate communication, creativity, collaboration, and sharing by fostering Web-based communities. Students are the primary drivers, and their information consuming behaviors and work habits guide the library in its responses. The library responds with comprehensive, relevant, evolving, and appealing virtual domains.
- The ubiquitous presence of Wi-Fi, handheld communication devices, smart phones, etc., spurs us to re-tool content for mobile users and mobile devices. The library is innovative to supply content, tools, and services.
- Course management systems provide a logical nexus for distributing and highlighting resources, tutorials, guides, and other library assets. Library content that is pertinent, timely, focused on student assignments, and complementary to course learning outcomes is the standard of service. Engagement with teaching faculty produces best results.

Emphasize collaborative approaches to new activities both with regard to traditional operations as well as emerging functions.

- Shifts in pedagogy to "active and engaged learning" affect how the library partners with academic faculty to support student learning, scholarship, and productivity.
- The library embeds information literacy into foundation courses and across curricula, which creates new opportunities for the library to contribute to curriculum development, support for research methodologies, and promotion of library resources and services.
- In some instances, library staff engaged in information literacy efforts spend less time in classrooms and lectures halls in face-to-face instruction, and more time creating learning objects and tutorials, video- and multimedia-based instruction components, and asynchronous instruction. Heightened attention to learning outcomes, grading rubrics, and co-teaching with academic faculty is best practice.
- As instruction shifts to active and experiential learning and research, the library draws more heavily on primary materials in digital image repositories and data stores to support the new pedagogy. To achieve this, library instruction staff intensifies their marketing to academic courses, as well as facilitate digital access to these resources.
- New relationships are continually formed with library users to support rapid shifts in research and teaching practices.

Radically reconfigure library organization and services coupled with keeping a talented staff to provide needed leadership and technical skills to respond to the rapidly changing environment.

- As the college budget tightens, library programs and new initiatives face cutbacks and delays. There is increased scrutiny and pressure to demonstrate return on investment. These pressures cause the library to make profound organizational change rather than incremental adjustments.
- The library is a popular destination for productivity and learning. It is seen as the logical provider of primary learning spaces on campus. Faculty and students are more outspoken in their expectations that the library address their research and contemplative needs via physical space solutions.
- The Lynn Library building accepts new tenants and services ("space wars"). The library partners with library-preferred tenants whose service to students and faculty complements its own.
- The strongest case for retaining library real estate is grounded in data derived from user-needs assessments, and qualitative and quantitative evidence of the benefits that the library delivers to users within these spaces.
- The West Campus library follows the same model. Services, resources, and instruction programs are primarily Web-based. The librarian is deployed into critical areas as needed--discipline accreditation needs, medical research specialty, etc.
- Success, in part, is fostered by the adaptability of our staff; the recruitment of differently skilled staff; the reorganization of library work and services around emerging academic, research, and learning practices; and a commitment to experiment, innovate, and take risk.

*Based on ideas expressed in *Transformational Times: An Environmental Scan* Prepared for the ARL Strategic Plan Review Task Force, 2009; Michael A. McRobbie, *The Library and Education: Integrating Information Landscapes*, 2003; Scott Bennett, *Libraries Designed for Learning*, 2003.