Gutman Library – Strategic Plan – 2011-2014

Vision:

Blend an outstanding physical and virtual presence, so that the library is valued as the premier academic information resource of the University

Mission:

Gutman Library staff work collaboratively with the University community to ensure students achieve institutional learning outcomes. The Library develops, preserves, organizes, and makes accessible a variety of relevant physical and digital collections which support the University’s curricular and research goals.

Environmental Assessment

External Situation Analysis:
Common Characteristics of external context impacting University, its services and programs

1. Overall: The following describes the external trends may impact the academic support and supplemental academic programs.
   a. Economy
   b. Students
   c. Technology
   d. Trends in Higher Education

2. By Area/Unit/Program - Paul J. Gutman Library
   1. Economy
      a. Escalating database and journal subscription costs, often outpacing budgetary increases
      b. Expansion of the availability of user-desired databases and electronic resources adding budgetary pressures.
      c. Bad economic times; stagnant or slightly increasing budgets (2)
      d. Greater need to afford multiple formats for the same title – adding cost pressures
      e. Higher staff salaries required for increasing skill sets like Systems Librarian

2. User Behavior and Expectations
   a. Competition with search engines and the free web as the preferred information source (3) - making it more and more difficult to convey to students and faculty the value of library resources.
   b. Collaborative learning is on the increase, so students will continue to seek spaces on campus that meet their preference and need for group work.
   c. Increased user expectations, meaning demand for faster and easier access to services and resources (1)
d. Shorter attention span; more need for entertainment in the classroom, but less sophistication and skill with performing research and information search retrieval (4).

e. Patron driven demand and desire for electronic “just in time” (not “just in case’) resources driving library collection development, and meaning that “libraries still need to learn how to support discovery –or multi-resource searching” (2).

f. Increasing demand for collaborative efforts, such as work with faculty to integrate library resources into the curriculum and joint information literacy efforts, such as embedded librarianship (2).

3. Technology

a. Shifting, advancing technology creating ongoing pressures on library staff to maintain currency with skill levels and address added job complexity and more workplace responsibilities.

b. Increasing user demand for online/digitized formats, as opposed to print

c. Expansion in demand for technology related products and systems to manage (1), including explosive growth in the use of mobile devices and applications, and social networking, all of which will drive new services (2).

d. Increased push for digitization of unique library collections requiring a larger share of resources (2).

e. Less need for traditional uses of the Library’s physical space, driving possible repurposing as the virtual space expands (2).

4. Trends in Higher Education

a. Increasing debate about intellectual property and copyright issues (1)

b. Tendency to view the facility as a business and expect ROI (Return on Investment) and stronger budget allocation justifications (1)

c. Accrediting agencies’ emphasis on information literacy skills as outcome measures of student learning rather than focus on traditional representations of library quality such as building space and collection size.

d. Increased Open Access and free public access to information (1) with declining predominance of traditional modes of scholarly communication.

Internal Situation Analysis:

Common Characteristics of internal context impacting University, its services and programs

1. Overall: The following describes the internal trends may impact the academic support and supplemental academic programs.

a. Strategic plan

b. New academic organization

c. New faculty governance (committee) structure

d. Increased focus on data, assessment, and retention

e. Limited resources

f. Internal technology changes: such as data access (dashboards), electronic time cards, etc.

g. New Nexus Learning initiative

h. Introduction of new programs; greater access on graduate programs and research
2. By Area/Unit/Program-Paul J. Gutman Library

a. Introduction of many new academic programs, research efforts, and graduate programs, placing additional demands on library staff and resources. Continued shift away from traditional textiles studies to other areas, like DEC and Health Sciences, meaning that the Library will need to modify its collection priorities to meet the needs of these new programs, and their faculty and students.

b. New nearby DEC building impacting library traffic positively or negatively.

c. Arlen Specter collection project engaging time and effort of some of the library's professional staff – also requiring greater knowledge and understanding of archival and management processes for major historical collections. Will likely entail grant-seeking initiatives and significant planning processes.

d. Expectation of more refinement and organization of the library's Information Literacy (IL) initiative and associated assessment activities, along with greater involvement of IL in the institution’s curricula overall.

a. Potential for ongoing staff turnover driving the need for succession planning, cross-training, documentation of existing knowledge, and professional development in leadership and other areas of library functioning.

Values Statement

Patron-Oriented: Listen to the needs and preferences of our user community. Respond with high quality customer service that is appropriate and respectful of all users: students, faculty, staff, and administration. Provide library services in an environment that is mindful of the comfort level and dignity of our users.

Professional: Maintain a standard of performance based on the ethical and professional requirements of our profession. Continually strive to improve our skills and expand our learning.

Importance of Technology: Be proactive in the use and application of technology. Be willing to take risks in trying new information resources, as well as related software and hardware.

University Commitment: Support the mission and goals of the University with participation and professionalism.

Societal Commitment: Advance the professional values of intellectual freedom, intellectual property rights and values, user privacy and confidentiality, collaboration, and user-centered service.
**Strategic Goals and Process Delivery Outcomes**

**Strategic Goal 1:** Develop and maintain systems, technologies, and collections which enable Philadelphia University community members to independently and easily locate and access information of sufficient quality, depth, and currency to support of their teaching and research needs.

**Process Delivery Outcome:**
Professional librarians will continuously evaluate the marketplace and consult with the relevant internal user populations, in order to make wise resource selections, negotiate terms, secure adequate funding, and acquire, implement and maintain resources and systems which have demonstrated continuing usefulness to the university community.

**Objectives/Action Plan**

1. Continually and dynamically review, evaluate, and improve the library’s web site to ensure it meets user needs, promotes ease of access to library resources and incorporates current information and technologies.  
   **One year target:** Assess user satisfaction with new website design and address deficits uncovered from survey(s) or student observation. Continue evaluating, updating, improving, and adding Library Research Guides.  
   **Possible Assessment methods:** suggestion box, surveys, focus groups, user studies via observation; allow for comments on the site, usage data.

2. Continually review and evaluate the library’s Integrated Library System, make improvements in the catalog, and keep apprised of advances and changes in the ILS marketplace and associated technologies for possible future library application.  
   **One year target:** Make catalog and ILS improvements where possible. Attend professional development sessions and gather information on useful advances and new developments in library systems which address Gutman Library needs.

3. Review and implement new technologies (such as iPads, eReaders, mobile, apps, discovery tools, social networking) as appropriate and useful for improving library services and utilization of resources. Communicate new programs and advances to the university community.  
   **One year target:**
   - a) Implement a Research Guide devoted to mobile versions and applications of library resources. Begin an iPad loan service.
   - b) Implement and assess a discovery tool for one-stop searching across multiple library resources, including the library’s catalog.
   - c) Investigate library applications of mobile devices like the iPad and Kindle; pilot patron use of these devices; implement new services and programs as pilots and obtain patron feedback.
4. Transform the library’s collection to emphasize greater electronic access and application of other new formats (streaming video, eBooks, popular films).

**One year target:**
- a) Review print journals collection; convert titles to electronic format where possible, feasible, and supported by user needs and preferences
- b) Pursue greater eBook access; add new collections or individual titles, based on user input and criteria developed by librarians.
- c) Add needed databases and new format resources as feasible and affordable.

5. Pursue collection management and development strategies which promote maintenance of a balanced, relevant collection which provides optimal support for the University’s academic programs and teaching and research activities.

a) Explore the patron driven acquisition options
b) Develop and implement an operational plan for ongoing inventorying of print resources, fiche, and multimedia. Alternate the focus on different disciplines on a revolving basis, so that all areas are covered over a 3-5 year time frame.

**One year target:**
- a) Read professional literature on patron-driven acquisition options
- b) Review and act on withdrawing closed runs of fiche subscriptions where advisable.
- c) Inventory and weed appropriate collection areas.

**Possible Assessment methods:** - use ILL data & database requests and usage data as a basis for collection development decision-making.

**Strategic Goal 2:** Create an information environment with a combination of services and resources that encourages regular and frequent use of library resources by the Philadelphia University community.

**Process Delivery Outcome:**
Library staff will implement strong outreach and communication strategies to promote understanding, awareness and use of library services and resources by the university community.

**Objectives/Action Plan**
1. Conduct satisfaction surveys and focus groups to understand how constituents are using Gutman Library services and resources and ways in which their information needs are shifting

**One-year target:**
- a) Perform surveys described in other Goals (1 and 3) to assess collections and space needs.
- b) Continue to address needs revealed on last year’s LibQUAL Survey

**Possible Assessment methods:** Administer LibQUAL survey every 3 years; review and assess other tools, such as MISO.
2. Create communication vehicles which regularly alert community members to new and existing services and resources and how to best use them.

**One year target:**
- a) Hold voluntary faculty and student programming to create regular learning opportunities
- b) Pursue opportunities to present to students, faculty and staff, and seek access for librarians to college, division or program-specific faculty meetings
- c) Use new outreach modes (including Web 2.0/social networking strategies) to keep constituents well-informed about library resources, events, activities, and services. Ideas to investigate and/or pursue: Twitter, Facebook, new blog engine; library newsletter.

3. Communicate with constituents in order to adapt to changes in the Philadelphia University curriculum to continuously offer the best array of information resources.

**One year target:**
- a) Participate on curriculum committees to provide input and gain insight on library support needs
- b) Review and respond to the library and IL-related portions of new course and program proposals.

**Strategic Goal 3:** Renew and refresh the library’s physical environment to preserve its inviting atmosphere and foster its role as a campus center for research, study, and learning.

**Process Delivery Outcome:**
The Director and other library staff will continuously evaluate patrons’ space needs and expectations and make modifications as feasible to promote learning and support individual and group study, as well as optimal utilization of the library’s collections and user areas.

**Objectives/Action Plan**
1. Develop a plan for renovation/updating of specific areas of the library.
2. Improve and expand on the available quiet and collaborative learning spaces within the Library

**One year target:**
- a. Retake possession of 2nd floor group study space(s) and work towards developing additional quiet study areas.
- b. Implement publicity about computer locations on all floors of the library to alleviate crowding issues.
- c. Plan an event to celebrate the 20th anniversary of the opening of the current library building.

3. Explore the idea of a Learning Commons

**One year target**
- a. Research options and alternative configurations and plans for implementing a Learning, Academic, or Research Commons in a university
- b. Visit local implementations and consult with the planners and implementers
c. Work with the University Academic Support Council, OIR, and other interested departments to develop a feasible plan and proposal for implementing a Commons.

4. Create and host ongoing cultural and social events which bring students and faculty to the library, and collaborate with faculty, students, and other administrative offices in developing programming and in making use of library display cases.

**Strategic Goal 4:** Partner and sustain connections with faculty and administrators to support achievement of student learning outcomes and promote integration of library services, resources, and information literacy (IL) into the academic curriculum.

**Process Delivery Outcome:**
Through committee work, communication with University administrators and faculty, and ongoing fulfillment of instructional requests, professional library staff work to effectively embed information literacy (IL) and awareness and understanding of library resources and services into academic programming. Librarians also guide and support university assessment activities implemented to determine levels of student achievement of IL learning outcomes.

**IL Mission:** To help students become “wise information consumers” and lifelong learners, by developing in them the abilities to effectively find, evaluate and apply information

**Objectives/Action Plan**
1. Lead the institution’s effort to integrate information literacy throughout the curriculum in support of IL and overall student learning outcomes.
   **One year target:**
   - Update and disseminate overall University IL goals and outcomes
2. Provide guidance, direction, and support for faculty, program directors and administrators in planning and performing IL learning outcomes assessment.
   **One year target:**
   - a. Lead a workshop for program directors to guide them in developing appropriate program-specific IL outcomes and assessment techniques.
   - b. Work with faculty, program directors, and administrators to integrate IL outcomes into programmatic outcomes and to plan for IL assessment.
3. Offer faculty development programs which educate faculty about information literacy principles and strategies.
   **One year target:**
   - a. See point 2a above.
   - b. Explore potential collaborations with the Nexus Learning initiative.
4. Assess the library’s implementation of information literacy, by gathering data on the effectiveness of current practices in order to drive changes and improvements, as needed.

**Strategic Goal 5:** Develop library staffing levels and allocation of responsibilities based on staff skills and expertise, to address the continuously shifting landscape of library and information resources and services in higher education, while optimally supporting the library’s overall mission and strategic goals.
Process Delivery Outcome:
The Library Director will investigate peer library practices and, in collaboration with HR and the administration, make recommendations for allocating responsibilities to support accomplishment of the strategic goals with the aim of maintaining positive staff morale, and strengthening staff recruitment, retention and growth opportunities.

Objectives/Action Plan
1. Assess library staff positions in terms of appropriate salary and advancement potential, with the aim of making improvements in these areas.
   One year target:
   a) Complete updating of job descriptions.
   b) Research comparable libraries’ staffing levels, job descriptions, and practices.
   c) Advocate for position upgrades and shifting of responsibilities where justified by data, review, and individual staff strengths and abilities.

2. Develop an overall plan with recommendations for improvements in staffing levels and changes in staff responsibilities in response to the continuously shifting library and information environment as well as current best practices.

REFERENCES

