2007

Renewal of the Sacred Heart University Library: Progress Report, 2006: Executive Summary

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Renewal of the
Sacred Heart University Library
—Progress Report, 2006—
Executive Summary

In early 2003, I presented the Provost's Council and the President's Cabinet with a plan for the renewal of the University Library. In October, 2003, I provided the students, faculty and staff with a document that made public our plan to revive library organization, infrastructure, collections and services.

As calendar year 2006 has come to a close, so has the fourth year of the plan. Now that the fifth year is beginning, it seems appropriate that I report on our progress.

It is important to note that at the same time I offered the five-year plan to the Council and the Cabinet, I also proposed a ten-year plan of development based on a model that offered a new role for "library" at Sacred Heart University. As the five year-plan progressed, and as opportunities for development of the ten-year plan presented themselves, we made strategic decisions to capitalize on those opportunities to move forward.

Generally speaking, progress on the funding, service and infrastructure goals of the first five years has been excellent and on-target. Organizational and staffing goals have exceeded the five-year plan and, as I mentioned in the previous paragraph, some goals of the ten-year plan are already a reality. That is not to say that there haven't been some disappointments. Progress on marketing and fund raising in particular has been slow. I am hopeful that 2007, the fifth year, will bring success on these elements as well.

Regarding points of comparison, the Academic Library Survey (ALS) provides us with the ability to compare ourselves against specific libraries on some statistical factors, and against all Carnegie Comprehensive I and II libraries on others. In 2005, we were invited to join the Affinity Group, comprised of libraries supporting colleges and universities similar in mission and size to SHU. It includes most of the institutions against which we compare ourselves. While statistics from the ALS are compiled biennially and take another year or more to be released, Affinity Group statistics are compiled annually and are reported for comparison purposes within a few months of being collected. Wherever possible, I will make comparisons to Affinity Group statistics.

There are many people inside and outside the Library organization to thank for our successes. The Library staff has been a force for change. The Faculty and the Provost's Council have been extraordinarily supportive. The University Administration has been true to its word.

What follows is the text of the Executive Summary of the plan (indented and 10-point type). For the sake of brevity in this summary, I have abridged the text further. My report on each of the points of the five year plan is distinguishable as un-indented, 11-point type.

Introduction.

(2003) The need for a renewal of Sacred Heart University's Library was illustrated by an assessment of library operations made over the last year. The assessment took the form of "soft" research—interviews, observations, anecdotal evidence—and "hard" research—comparison of library statistics with those of like institutions. (See for example, National Center for Education Statistics, *Status of Academic Libraries in the United States, 2001 Survey Report, (Academic Library Survey or A.L.S.)*) Our research pointed out six major areas of concern.

Library organization.
Library collections.
Library services and infrastructure.
Public relations.
Budget and stewardship, and
Preparing for the future.

This document is not organized along these lines *per se*, but each of them is covered here and each of them in one way or another impacts on the others.

Funding Objective.

(2003) Over the twenty-two year period from 1974 to 1996, the percentage of total institutional education and general (E&G) expenditures spent by academic libraries nationwide declined from 3.9% in 1974 to 2.8 in 1996. Be that as it may, the challenge for Sacred Heart University is greater still. For Fiscal Year 2003, the Library was funded at 1.8% of the E&G, placing the Library in the lower quartile of Master's I and II institutions as reported in the 2001 *Academic Library Survey* [and the 4th quartile of Affinity Group statistics].

The University's five-year budget model includes allocations to increase funding of the Ryan☐ Matura Library to 3.0% of the University E&G by Academic Year 2007. The first of these increases were passed on to the Library in FY 2004 in the form of a $230,000.00 addition. The modeled additions to the Library budget are cause for great hope. This is the resource we need. There will be a difference . . . and this is how it will happen.

FY2003, Library's share of the E&G budget is 1.8%.
FY2007, Library's share is just under 2.7%.
Our goal is 3.0%.
Since AY2002, budget has increased from $1.1 to nearly $2 million.

These additions to the Library budget, as I said in 2003, ". . . are cause for great hope. While these allocations will not bring about an immediate turn-around in the Library, it is a clear statement by the University that 'Library matters' and that, for the 21st century, there will be a resurgence of information services at Sacred Heart University." This is the resource we need. There has been a difference . . . and this is what and how we did it.

Organization.

> (2003) The Library needs to be organized to accomplish a plan to renew its collections, develop its services, advance itself as a center of learning, and to prepare for a new future.

January 2003, Library reorganized into four functional departments: Administrative Services, Public Services, Technical Services and Automation Services
This organizational structure was maintained through AY06.
July 2006, Library reorganized again: Four of the six major units of the ten-year plan established; University Librarian responsible for fund raising, marketing, strategic planning, planning new library, building operations, and functions important to the continued development of library and learning resources; Leadership team established from across library and learning resources.

Staffing and Staff Development.

> (2003) This plan sets out a series of staffing decisions and actions that will re-tool and re-focus the existing staff and assist in selecting new staff, to participate to the greatest degree in teaching, and learning, and the intellectual life of the University.

Staff has grown from 2002 to July 2006: Professional staff from 6.5 full time equivalent (fte) to 13.25 fte, includes 3 fte professionals in positions that do not require the MLS; The clerical staff from 8 to 9.5 fte; Fall 2002, better use made of full-time staff by extending reference desk coverage with part-time staff on Sundays and weekdays from 6:00 pm to 11:00 pm.
Improved academic profile of professional librarians: July 2002, one librarian possessed a subject master's degree; July 2006, additional academic credentials include, in addition to the MLS: 7 subject master's degrees (6 in addition to the MLS); 2 Ph.D.'s (1 in addition to the MLS); 1 professional certification equal to a second master's degree; Two professional staff enrolled in master's programs.
Professional staff development: FY2003, most development took the form of attendance at state-wide meetings; Since FY2005, development of the professional staff includes: Educause, Computers in Libraries, Buying and Selling e-Content, Innovative Interfaces Users' Group, North East Regional Computing Program (NERCOMP), World Criminal Justice Library Network (WCJLN), Association of College and Research Libraries (ACRL),
American Library Association (ALA), New England Library Instruction Group (NELIG), Academic Libraries Advancement and Development Network (ALADN), and other regional, national and international organizations and conferences.
Service to the profession and to professional organizations: Staff member, former President of Connecticut Association of Health Science Libraries; Two staff appointments to ACRL Committees; Staff member referee for a major library publication—*Resources for College Libraries*; Staff member holds position of *Rapporteur* for an international library organization; Paper presented at NELIG conference; Four abstracts submitted, 2 accepted for presentation at NERCOMP, 2007; Successful grant applications to the ALA and the National Science Foundation, and a third pending; One abstract submitted for presentation at ACRL New England Chapter conference; One scholarship application submitted to attend the ACRL National Conference.

Collections.

> (2003) Attention will be paid to an array of issues, including: improving access to the materials we already own, securing the collections, budget and budget allocation, a collection development organization, a collection development policy, surveying the collections, cultivating the collections, and of course, in the digital age, the development of digital collections.

Improving access to the existing collection—the catalog
Since December 2002, cataloging practices standardized.
Fall 2005, the Library inventory project begins: Catalog purged of 3,457 missing titles; Access to 12,579 titles improved by correcting catalog records; Approx. 800 'missing' titles found to be incorrectly shelved.
FY2006, shelf maintenance organization established to: Continuously read shelves; Monitor the quality of the shelving process; Continuously inventory the collection.
FY2006, 14,000 cataloging records for online full-text periodicals added to catalog—provides linked records in our catalog for online journals, just as if they were print titles on our shelves.
Results: Catalog is as accurate as that of any academic library; A more accurate picture of what we own; Reduced frustration looking for items on the shelf.

Improving access—other efforts
FY2005, the Library subscribed to *SerialsSolutions'* "A to Z List"—lists in one alphabet, all full-text journal titles accessed from several vendors.
Interlibrary Loan: Added access to DocLine, expediting requests for medical literature; "Mean ratio of items loaned to items borrowed" rises from .3 annually in 2001 to .54 annually by 2006.

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Securing the collections

FY2003 library security devices were upgraded. Doors are video monitored.

FY2003 circulation policies were standardized and overdue and lost book processes were coordinated with the Bursar's Office.

Budget

FY2005, departmental allocations recalculated to account for multiple factors.

FY2003 to FY2007, the acquisitions budget doubled.

Result: acquisitions budget rose from the fourth to the third quartile among Affinity Group Members.

Collection development organization/cultivating the collection

2003, Collection Development Librarian hired.

2004, Core Periodicals Project began.

2005, the Reference Collection inventoried, updated and provided with a budget.

2005, plan submitted to retrospectively build the collection ("RAM Project").

2006, Core Periodicals Project completed.

AY2006, 317,208 queries made during 132,967 sessions on research databases.

July 2006, by adding subject expertise to the staffing plan, reorganization sets the stage for more in-depth development of the collection.

Operational Plan 2007 directs Collection Development Librarian to survey the collection and plan specifics to accomplishing the RAM Project over coming years.

FY2007, Library subscribes to a total 66 online databases.

Reference Services/Information Access.

(2003) Reference is traditionally the mainstay of library service anywhere. We will need to style our offerings to the information-seeking behavior of our students as well as provide them with first-class traditional services.

Assessment; Library web site; Library guides, pathfinders, informational brochures; Improving service to part-time and distance education students; Improving service to the faculty; Provide support for other programs on campus; Expanded liaison program are all major goals.

In recent years, we altered our focus on statistics-gathering with the assertion that Library statistics can also be a measure of the performance of our academic programs.

Assessment. AY2003, library committee on statistics established,

AY2003, categories of statistics kept are reconsidered

2003, Counters added to key Library web pages. From AY2003 to July 2006, access to the site increased from 25,529 to just over 56,000 hits. For several reasons, these figures only indicate trends.

2003, internal definitions of statistics and how computed brought in conformity with those of the ALA and US-DoE.

2004, fine-tuned reference statistics to determine number of queries asked by academic discipline. Used to complete the library's portion of externally mandated self-studies.

2004, head count statistics kept in addition to gate count statistics. The former is an indicator of how long patrons remain in the Library.

AY2005, Library joins the Affinity Group.

AY2007, committee renamed to Assessment and Performance Committee. Committee given new charge to reconsider reference data elements, and expanded to include gathering other useful data.

Operational Plan, 2007 directs Committee to identify a set of statistics to be provided to the academic departments that will assist them in understanding how their respective students use the library and its resources. The Committee is also considering additional means of information gathering such as point-of-contact surveys, online surveys and focus groups.

The following statistics illustrate how use of the Library has changed from 2003 to 2006. Although 'gate count' has increased slightly, the change in on-site use of library resources is significant.

**Statistical comparison,
Nov/Dec 2003 with Nov/Dec 2006**
(Nov. & Dec. are busiest months)

Gate count up 5.99%
Number of reference queries up 51.54%
Circulation transactions up 19.09%

2007 Operational Plan directs a committee to complete redesign of web site and web-based catalog: Add catalog search box on the home page; Recommend the addition of *Web-Bridge* (real-time linkage from citations to full-text articles) and/or *ResourcePro* (federated searching) search services.

Library Guides, Pathfinders, Brochures.

AY2006, Library's three-fold brochure redesigned.

AY2005, faculty manual of services compiled.

Research Guides and Pathfinders written or rewritten: Doing Business Research, 2004 (DVD); AMA Style Guide, 2004 (Print); Chicago Style Guide, 2004 (Print); MLA Style Guide, 2005 (Print); Subject Guide for History, 2005 (Online); Subject Guide for Political Science, 2005 (Online); Subject Guide for Psychology, 2005 (Online); Subject Guide for Sociology, 2005 (Online); Subject Guide for Social Work, 2005 (Online); Subject Guide for Criminal Justice, 2005 (Online); Pathfinder on the Electoral College, 2005 (Print); APA Style Guide, 2006 (Print); Guide to Basic Company Research, 2006 (Print); Pathfinder on Political Theorists, 2006 (Print); Tutorial for doing company re-

search on ABI/Inform and NetAdvantage, 2006 (Online)

Service to Part-time and Distant Students.
Since FY2004, a number of visits to the off-site locations.
2004, Luxembourg campus visited.
Visits provided instruction as requested by faculty and publicized the Library's collection of research databases.
2004, the Library staff teams with Media Studies and Digital Culture to film video on business research: Video distributed to the College of Business and Luxembourg campus; Video technology used to create online tutorial for doing company research on *ABI/Inform* and *NetAdvantage*.

Service to Faculty. Building a collegial relationship with the faculty is perhaps the best way to market the Library's resources to the student body. These relationships are built upon trust in the abilities of the Library staff and a sense of being served.
FY2003, DocLine Interlibrary Loan System, cutting the turnaround time on ILL requests on some items by ½.
FY2004, the University Library covers the cost of borrowing privileges at the Yale University Library for faculty on sabbatical.
FY2005, the Library began to facilitate the faculty's use of Blackboard by offering to migrate their e-reserves from the Innovative Interfaces System to Blackboard.
Fall 2005, the Library provides more in-depth orientation to new faculty.
Programs. The University Librarian worked with individual members of the faculty on three grant proposals (one, still pending) resulted in the presentation of academically-oriented programs: The Research Revolution (NSF) and the Isaac Singer Centennial Program (ALA).
Faculty input in library and learning resources is regularly sought. Faculty have been invited to participate in the following: Strategic Planning Committee; Instructional Technology Advisory Committee; Digital Learning Advisory Council; Library/Faculty Liaison Program; Search Committees to fill professional positions

Support for Other Campus Programs. 2005, cataloged Park Ave. House Collection
Contributions to University-wide/Division-wide/College-wide Committees: Governance Committee; Faculty Athletic Committee; Ten-year Anniversary of the CEHP; University NEASC Committee

Expanded Liaison Program. Under the new organization, we are already seeing indications of librarians' and the faculty's willingness to expand the scope of the liaisons beyond collection development. Most notable of these indications are: The History Department's proposal to require an information literacy in history course.; increases in the number of requests for library instruction sessions; increased communication between faculty and librarians in relation to the curricular, research and topical needs of the faculty and their students.; an increasing number of con-

sultations between department chairs and librarians related to new and expanding programs.; increased involvement of library staff in accreditation/self study of academic programs, e.g. AACSB and State licensure of MACJ.; involvement of library staff in identifying resources needed to support the new core curriculum.

Library Space.

> (2003) Library space is a looming issue. Study space, stack space and staff space are all at a premium. The Library Administration has already taken steps to renovate and improve under-utilized space in the Library. There remain only a few more things that can be done.

Shifted the collection to accommodate varying levels of acquisition by subject; added more casual seating for students; relocated staff; converted some public space (6 carrell seats) on the third floor to create two staff offices; addition of a staff desk to the "Reference Office" to raise the number of occupants from 3 to 4.
Additions to staff anticipated in FY2008 will require us to convert more public spaces to staff offices.

Information Literacy & User Education.

> (2003) The current state of user education at the Library can be considered "basic" by contemporary standards. This plan proposes the following actions: Hire a trained and experienced Instructional Services Librarian. Develop and execute a comprehensive Bibliographic Instruction/ Information Literacy program. Develop an Information Literacy curriculum. Promote the concept of information literacy as a core competency.

August 2004, Instructional Services Librarian hired.
From 2004 to 2006, 15 library guides, pathfinders and style guides compiled and/or up-dated in print, online and video;
Formal and informal orientation sessions conducted for staff and faculty;
Off-campus sites were visited: Stamford (Annually), Derby (Annually), Lisbon (FY2004), Luxembourg (FY2004);
74 instructional sessions reported on ALS in AY2003, 171 in AY2006.University Librarian speaks with parents about information literacy in formal sessions of spring orientation commencing 2004.
Librarians make presentations to students during spring orientation.
Fall 2004, Information Literacy 101 piloted beginning with four sections: Fall 2005, 10 credit-bearing sections taught.
Fall 2006, IL101 is part of the core effective fall 2007.
Fall 2006, Instructional Services Librarian begins to adapt the course to maximize instruction and minimize staffing requirements.
Fall 2006, online version of IL101 in development.
Spring 2006, IL299, Information Literacy in History, is developed.

Ongoing discussions have taken place regarding different approaches to providing advanced, subject-specific information literacy instruction with various departments.

Instructional Technology.

(2003) The assignment of responsibility over instructional technology to the University Library is a new development and a departure from the traditional view of the library's academic domain. Its placement within the University Library acknowledges the relationship that both have to instructional content, and their respective relationship with Academic Affairs. It is a first step in recognizing a new role for the academic library.

Organizationally, the Director of Instructional Technology will report to the University Librarian, but draw most of his/her guidance from the Academic Affairs Division, specifically from the Deans and Chairs, and the demands of the academic programs. An Instructional Technology Committee will be drawn from the University Faculty to act in an advisory capacity to the Director.

July 2005, Director of Instructional Technology (DIT) comes aboard and Office of Instructional Technology (OIT) created.

Instructional Technology Lab outfitted and opened in L202.

OIT organizes and presents fall 2005 Faculty Institute.

Spring 2006, GIS workshop provided to 12 faculty.

Spring 2006, responsibility for support of online learning moved to DIT

Spring 2006, Instructional Technology Advisory Council formed and comprised of four faculty, one librarian and the Director of Academic Computing.

Spring 2006, Digital Learning Taskforce formed to support online learning, comprised of five faculty, Dean of University College, Associate Registrar and Manager of Administrative Information Technology.

Summer 2006, OIT shares responsibility for Innovative Teaching Coalition (ITC) Summer Workshop.

Summer 2006, two part-time Digital Learning Support Technicians hired.

Fall 2006 Online Teacher Certification Program developed, 11 faculty participants.

AY2007, ITC Brown Bag workshops continue the summer workshop.

AY2007, Ten OIT programs offered in 30 individual sessions.

Library Technology.

(2003) The Library and library services that we envision require a technology rich environment. Many, if not all, of the Twenty-First Century services that we will be offering require the use of technology.

FY2003, created the position of Head of Automation.

FY2003, created III Committee to manage the III System.

FY2004, converted e-reserved documents from TIFF to PDF images.

FY2005, created the position of Digital Library/Multimedia Specialist.

FY2005, experimented with diversifying document formats for e-reserves.

FY2005, began encouraging faculty to migrate their e-reserves to Blackboard and continued to scan reserves for use in their Blackboard courses.

FY2006, Director of Instructional Technology hired, Instructional Technology Lab established.

FY2006, Up-grade of III server.

FY2006, Broadened the focus of the III Committee to include all library technology and renamed it as the Online Library Systems Committee.

FY2006, With the Office of Instructional Technology, metadata elements developed for use with the Blackboard Content Management System.

July 2006, reorganization transforms Automation Librarian to Head of Digital Library Development and Library Systems and charged to work closely with the Office of Instructional Technology.

Operational Plan 2007 includes goals for the reconfiguration of the Library's website and online public access catalog and make recommendation on *WebBridge* & *ResearchPro*.

Making the Library a Welcoming Place.

(2003) In January 2002, the Library was not a welcoming place for research or study. The Library will continue to make improvements to the furnishings as needed.

Small physical changes made in an effort to capitalize on earlier successes—additional lounge seating, electrical outlets for laptops, etc.

Making the Library a welcoming place includes more than making the physical surroundings comfortable: New approach to customer service at the circulation desk—may have contributed to 20% rise in circulation statistics; Librarians' greater presence in the classroom—may have contributed to 51% increase in the use of reference services since 2003; Increasing contact with the faculty—may have resulted in more collegial consultations; There is also anecdotal evidence that faculty are increasingly inclined to send students to speak to specific members of the library staff about their research needs; Finally, head-count statistics, when contrasted with gate-counts, would indicate that although traffic in and out of the building has had modest increases, students and faculty are remaining in the building for longer periods of time. This interpretation is further supported by the increases in reference and circulation statistics.

All of this would indicate that those who use the Library, those who have entered the Library Building, find it more welcoming.

Mission and Strategic Planning.

> (2003) Sacred Heart University is distinguished for its mission and commitment to mission. Early in the plan, the Library staff will develop a mission statement and strategic plan for the Library. The strategic planning committee will be composed of Library Staff, University Administrators, Faculty, Students, Alumni and interested external parties.

Late 2004 and early 2005, mission statement drafted.
With the addition of Instructional Technology and a reorganization mission statement is no longer applicable.
Late 2006, Strategic Planning Committee convened.
Following the completion of the strategic plan, we will bring the staff together once again to discuss a revision of the mission statement.

Marketing.

> (2003) An observation made early on in our study of the Library is that its public image is not inspiring. Students and faculty alike tended not to view the Library as a reliable source of information and information resources. This has been borne out by use statistics, placing the Library firmly in the lowest quartile of *A.L.S.* indicators of traditional use—head count/gate count, visits per week, reference statistics, circulation statistics, etc.

> In the first three years of this five-year plan, the Library will conduct a series of focus groups and market surveys with an eye to developing a marketing strategy for library services. Also in the first three years, we will establish a "Library Development Committee.

Progress in the area of marketing the Library in a coordinated manner has yet to be achieved. The focus groups were not gathered and the Library Development Committee was not created.

Most achievements are the result of efforts to advance individual services.
2004, Library extends borrowing privileges to alumni.
2004, Library newsletter introduced.
2004, with Dept. of Media Studies and Digital Culture, Library produced its Library Policies and Procedures Video: DVD wins Connecticut Library Association's *Best Thematic Library Publication Award* for 2004.
2005, Library extends borrowing privileges to diocesan high schools.
January 2007, the Library and Office of Alumni and Parent Relations provides alumni with access to the Alumni Edition of the *Academic Search Premier* database.

Fund Raising.

> (2003) Fund raising for the University Library was recognized by the NEASC visiting team as a necessary element in library funding. In addition, the construction of a new library facility will require a major fund raising effort. ... [W]e will recommend the establishment of a Blue Ribbon Library Committee to advise and assist in identifying fund raising programs for the Library. These programs should provide a financial basis for acquiring and developing unique services and/or collections that have curricular value to the University. The Blue Ribbon Committee will be joined in its fund raising efforts by the Library Development Committee.

Progress has been modest.
Building prospectus offered to prospective donor.
2006, Draft of three-fold fund-raising publication.
2006, the University Librarian attended meeting of the Academic Libraries Advancement and Development Network (ALADN).
2006, plan to implement "Honor with a Bookplate" program, draft forwarded to Institutional Advancement.
FY2007 operational plan, calls for the preparation of a communications plan.

Executive summaries like this one, are very difficult to write. Fret as one may, things are ultimately left out. As always, my door is open to suggestions and questions. A copy of the full report is available upon request.

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