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A Renewal of the Sacred Heart University Library: A New Role for the Sacred Heart University Library

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A Renewal of the Sacred Heart University Library

A New Role for the Sacred Heart University Library

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It is a pleasure to present this prospectus for renewal of University's Library to the students, faculty, administration, alumni and friends of Sacred Heart University. This first part of a two-part plan is intended to provide a statement of how we will proceed toward transforming the Library into a center of learning. But this is only the starting point for a larger and more exciting plan. Part II will outline a new role for the Library—one befitting a 21st century university—that we believe will distinguish Sacred Heart University among its peers. One that, we hope, will contribute to the University's goal to improve its reputation as a leading Catholic university.

Introduction.

The need for renewal was indicated 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.

(For example, those found in the 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.

1. **Library organization**—the need to establish a core operational organization.
2. **Library collections**—the need to rationalize collection development, and to build a collection that supports the curriculum.
3. **Library services and infrastructure**—the need to address infrastructure issues, such as the catalog, staff development and technical expertise; and to refine certain traditional services that our peer institutions have developed to a high degree.
4. **Public relations**—the compelling need to improve the Library's public image and to restore our patrons' confidence.
5. **Budget and stewardship**—the need to make the Library budget work for the Library; and
6. **Preparing for the future**—the need to tool the organization and acquire the technical skills that will prepare the Library to provide 21st Century information services.

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.

A Clear Mandate.

*Transform the Ryan-Matura Library into a center of learning
that supports the vision of the University for the 21st century.*

—Draft Strategic Plan, 2003-2008. Goal 1, Objective 3.

*Significantly improve Sacred Heart University's
reputation as a leading Catholic university.*

—Draft Strategic Plan, 2003-2008. Goal 8.

Funding Objective.

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. (U.S. Dept. of Education, National Center for Education Statistics (NCES), *Digest of Education Statistics*, 1996, table 412.) Further compounding the problem, the results of the 1996 *Academic Library Survey (ALS)* indicated a continuation of the decline by 7.5 percent over the 1990 to 1996 period. (NCES, *The Status of Academic Libraries in the United States (ALS)*, 2001, 46.) In an era of double-digit inflation in the price of library materials, there is reason to question as to whether 2.8% is adequate to support the technologically rich library of the Twenty-First Century. Be that as it may, the challenge for Sacred Heart University is greater still. For Fiscal Year 2002, 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 *ALS*.

The good news is that there is clear resolve at the University to remedy the situation. The University's five-year budget projection 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. These funds have been allocated to address several issues, among them renovations called for in this plan, but also recommended by the NEASC visiting team; \$110,000.00 allocated to the acquisitions budget; and additional funds for staff and staff salary adjustments, also called for below.

The projected additions to the Library budget 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 will be a difference . . . and this is how it will happen.

Organization.

No amount of funding will assist us unless the University Library is organized to spend its funds prudently and provide its services effectively. 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.

We have already begun a course of reorganization that incorporates a rather *traditional and hierarchical structure*. The hierarchical structure allows us to bring technical expertise to bear upon *traditional library functions*, such as circulation, reference, acquisitions, cataloging, etc. This organization provides for communication, accountability and assessment, and clearly identifies the expertise.

The organization chart in *Figure 1* is current for approximately the next 12 months. Some reporting relationships may change earlier as opportunities present themselves, but the division of the Library staff into four functional departments, Administrative Services, Public Services, Technical Services and Automation Services, will remain.

Administrative Services Unit. Staffed by the University Librarian and the Administrative Services Coordinator, it is responsible for procurement and building management/maintenance. It also provides secretarial support, assistance with personnel management, and budget reporting. It maintains a management information system, an administrative calendar and provides statistics reporting.

Public Services Department. Performs all functions related to providing direct on-demand services and access to information resources: circulation, reserve reading, interlibrary loan, reference service and instructional services (i.e. classroom instruction and information literacy).

Technical Services Department. Purchases library materials, catalogs materials according to established professional standards, and tracks the inventory.

Automation Services Department. Provides on-demand support for computing within the Library. Lends professional and technical expertise to the maintenance of library systems and the Library's web site.

This organizational scheme gives us the opportunity to establish a senior management team similar to those composed of department chairs in the Colleges. In the spring 2003, we established the Executive Council consisting of the University Librarian, the three department heads and the Administrative Services Coordinator. Each member of the group brings his or her own perspective, talent, expertise and departmental interests to library-wide planning, budgeting and management.

The traditional structure that we've imposed works well for the management of traditional functions. However, the technical and other advances put in practice in libraries over the past 15 to 20 years have caused us to rethink the traditional structures, at least for the management of non-traditional functions. One such advance is the Integrated Online Library System (IOLS), a single computerized information system that automates elements of all traditional library functions, such as circulation, acquisitions, cataloging, interlibrary loan, etc. Because such developments cut across the organization, we will be superimposing a peer-to-peer organization on top of the traditional hierarchical structure in order to manage the multi-function processes. We took the first step in this direction in the spring of 2002 when we formed the Innovative Interfaces Committee and charged it with the planning, prioritizing and managing the Library's Innovative Interfaces online system.

Similar cross-organizational structures will develop as time passes, and they are already well within view. Among the organizations that are appearing are the Reference Services Team, Instructional Services Team and Collection Development Team. All these groups are composed of the professional library staff, dispensing with issues of rank and structure. Each team will be coordinated by an appropriate member of the staff (for example the Collection Development Librarian), and each focuses on its respective task at hand.

Finally, to promote a more flexible organization, able to react quickly to opportunities as they present themselves, another level is added. This last level gives the organization a dimension of mutability and is composed of ad hoc committees or teams called upon to study, solve, address or implement one of any number of potentialities.

Staffing and Staff Development

The pace of the technical advances put into practice in libraries over the past 15 to 20 years has indeed been dizzying. To contend with the rapid change in library technology, librarians must develop new technical skills and maintain those skills, while continuing to be generalists. Simultaneously, new specialties have grown within the profession. Specialties that we could not have dreamed of 20 years ago now include knowledge management, records management, database development, etc. Meanwhile, librarians' theoretical bases have grown to include hermeneutics, linguistics and taxonomy.

The team of librarians with which Sacred Heart University entered the 21st Century is a group of committed professionals dedicated to renewing the Library as a center for learning. 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. Our goal is to recruit, develop and retain a staff of life-long learners, suitably trained, effectively organized, and efficiently scheduled.

Up to Academic Year 2002, the Library staff was hired for their reference skills. Many of the technical skills needed to guide a 21st Century library were available in the labor market, but not maximized in hiring practice. Cataloging, for example, while taught in library schools, and taken by most of the staff as a part of their curriculae, was not a sought-after specialization. Proficiencies such as this were considered an afterthought in job descriptions, and experience in them was not required.

Re-focusing, re-tooling and recruiting the staff. The emphasis in staff hiring has been shifted to technical and other skills. Reference, instead, will be the presumed ability of all staff, except where it is the sought-after specialization. Existing staff were polled and evaluated for their abilities and preferences and matched to needed specializations. Their duties are being gradually adjusted, and as time passes, all professional job descriptions will be re-written to emphasize technical proficiencies.

Staff development and re-tooling. Staff members that are not already at generally recognized levels of proficiency to match their new assignments are being provided with educational opportunities designed to raise their level of skill. The Library's budget has been reallocated to support attendance at conferences and workshops to develop new skills.

Recruiting new staff. As positions become vacant, job descriptions will be rewritten to accommodate the need for technical skills and organizational structure. The first of these was the hiring of the Head of Technical Services and Cataloger. In this case, substantial cataloging experience and management savvy were requirements. We were also successful in hiring a reference coordinator with superior interpersonal skills.

Salary levels for the professional and clerical staff will need to be raised in order to recruit and retain the best possible staff. As part of this plan, we will design a staff development and salary program that will make the Ryan-Matura Library a competitor for qualified clerical staff and information professionals. Our ability to attract the most highly qualified staff is hindered by our relatively low salaries. Among professional positions, for example, Norwalk Public Library has recently advertised for a position similar to our Head of Technical Services. Their salary range begins at \$67,500.00 per year while ours begins at under \$50,000.00. Clerical salaries also fare poorly relative to other academic institutions in Connecticut. A 1998 salary survey conducted by the Connecticut Library Association revealed that clerical salaries at academic libraries averaged \$31,868.00 per year (24% return rate). Our FY 2004 average is approximately \$27,000.00.

An increasing number of academic libraries now require second master's degrees of the professional staff. Within the next 5 years, we will also be providing modest incentives for professional staff that acquire or already have a second master's degree.

Recruitment of part-time staff will take a new turn. It will no longer be sufficient to identify and hire part-time staff for their availability alone. As we expand on their duty hours, refine their responsibilities and provide them with duties that contribute to operations, we will also be looking for staff who have the same dedication to the University's mission, and to advancing the University Library, as do full-time staff. Part-time staff will be recruited for the same qualities as full-time staff, they simply work fewer hours. Simultaneously, we sense an obligation to provide these dedicated individuals with some form of employment benefit beyond pay and continuing professional education.

Continuing professional education. In the rapidly changing profession of information science, it is assumed that the level of professional development will remain high. Continuing education and involvement in state, regional, national and international organizations will become more and more important a part of the professional staff's responsibilities as it is for the University's faculty. These activities are critical to the improving the University's reputation as a leading Catholic university.

Retention. The retention of staff is also important to improving library service. In addition to providing the staff with sufficient opportunity for professional development and continuing education, there is a need to provide opportunity for advancement within the organization. The Library's organizational structure includes such opportunity with the creation of department head positions that can be coupled with staff positions. Likewise, by giving the staff a greater degree of involvement in operational decision-making, it is hoped that they will develop a greater sense of empowerment and ownership in the organization.

Effective scheduling. Beginning in the summer 2003, the Library added funding to employ part-time staff to cover reference periods from 6:00 pm to 11:00 pm each evening as well as the weekends. This effectively makes 10 more hours per week of full-time staff available to take on projects that address infrastructure issues such as cataloging policies, practices and procedures. Part-time staff will be assigned tasks in addition to reference coverage that are associated with service development projects. Their projects include database development, web work, re-writing pathfinders, etc.

Student staff. The University Library employs as many as thirty-five student assistants. As part of the University's mission to develop its students, it will be a Library goal to provide our student staff with fulfilling employment. As professionals it is also our duty to recruit likely candidates for graduate work in librarianship. To make their experiences as meaningful as possible, and to give them a window into the serious nature of the information services, we will be recruiting, training, supervising, and retaining the best possible students to assist us in as many as six job descriptions. It is also our objective to provide students with compensation equal to responsibility. We have proposed a student compensation package that accommodates positions requiring differing degrees of responsibility and/or higher levels of skill, and promoting retention by providing increases in pay for returning to library employment. With the assistance of the Financial Aid Department, a pilot project will be put in place in the fall 2003.

Collections.

Collections are the heart of a university library, historically its *raison d'être*. There is general concern shared across the University for the health of the Ryan-Matura Library's collections and their ability to support teaching and learning. Restoring them to a state of vitality and strength in this new age of ownership, as well as access, is the most complex, and yet exciting and fulfilling part of our plan for renewal. Attention will be paid to a whole 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.

Access to the existing collection. Once the size of a collection gets to be too large to simply browse from beginning to end, a catalog is necessary to identify works that address topics of research and study. The catalog's ability to provide access to a collection is not generally considered an element of collection development. But the condition of a catalog will determine the users' ability to maximize the use of resources that are available in a library collection. For that reason, the catalog is an important element in the availability of collections.

On the one hand, the library catalog is an access tool, a window to the information in a library's books. Access is best provided when collections are cataloged using standard, generally accepted rules of description and entry. The "bibliographic description" of the item assures patrons that they have found what they are looking for. The entry—author, title and subject—helps them identify the item in the first place. For the most part, the cataloging of materials in the University Library follows the basic rules. Enhancing access to the information in the collections is achieved through a complex set of cross-references to names and subjects. In the spring semester of 2003, the Library loaded the Library of Congress' name and subject authority files into the online catalog, thus providing users with automatic cross-references to the authorized form of names and subjects used in cataloging.

On the other hand, a library catalog is an inventory control tool. To a large degree, a book that is not in the library catalog, that is missing from the shelf, or that is ineffectively cataloged, even though it is on the shelf, is lost to the user. Again, it might well not be in the collection. A poorly maintained catalog only serves to obscure a collection's resources and frustrates the people we seek to educate.

A quality catalog will not only enhance access to information held by a library, it also serves to inform the users of what is available in a collection and by inference, what is not. With the hiring of an experienced cataloger who manages all aspects of both access and inventory control, we will gradually be bringing greater reliability to finding the materials that the Library already owns.

The Library will also be improving access to materials by developing new procedures for circulation and shelf maintenance. Improved circulation procedures will help us maximize the existing collection by tracking materials that have been loaned, and assuring that they are returned in a timely manner to be made available to other users. Overdue fines are one way that we encourage users to return books after a reasonable period of time. Fines have already been

increased and procedures will be put in place to more effectively collect fines. The Library's "get tough" policy on overdue materials will be extended to lost items as well. Users that have lost materials or cannot account for them will be billed for replacement costs, and the revenue will be returned to the acquisitions budget. Audit-worthy procedures will be implemented to protect against the unauthorized use of identification cards, and hold patrons responsible for loans they make on behalf of friends. Once fines and fees exceed a yet to be determined amount, the Library will work with the Bursar and Registrar to collect funds. We will withhold grades when necessary and in extreme cases, we may prevent a student from registering or receiving a diploma.

We will also be working with the Faculty, the Department Chairs and College Deans to address the complex of topics associated with faculty borrowing and over-dues.

Books that have been mis-shelved are also "lost" from availability. The Library's goal to improve recruitment, training, supervision and evaluation of student staff will help curtail the incidence of mis-shelved books. This will supplement the Library's existing annual shelf-reading project.

Reorganize to provide better collection maintenance. As mentioned earlier, some of the problems with our patrons' access to the collection may simply be that what we own is improperly shelved. We will designate a member of the public services staff as responsible for collection maintenance. Duties will include recruiting, hiring, training and supervising student staff for shelving, shelf reading, shifting the collection, etc.

Securing the collections. A very small sample inventory performed in 2002 revealed that we may not be able to account for as much as 20% of the collection. Despite the scientific invalidity of the sample size, it raises some real concerns. Twenty percent is clearly a substantial portion of the collection. While some of the disparity between records in the catalog and books on the shelf can be attributed to flaws in the catalog and simply mis-shelved materials, we have to consider the real possibility that a large number of items have left the library without being properly charged out. The electronic security system that has been installed in the Library should be adequate to the task of keeping the collection secure. It has several flaws however, not the least of which is its remote location. Unsecured egress through doors in other parts of the building is also a looming problem.

The Library administration has already worked with campus security to identify and address problems with fire exits. The rear entrance/loading dock door is to be refitted with a security system to prevent unauthorized access and egress.

The issues with the security gate from the main entrance are considerably more complicated because of its distance from service points. Staff can neither hear the alarm nor can they respond quickly enough when it is set off. In the spring of 2002, the system was given a modest up-grade, but evidence indicates that the up-grade was not completely effective. Too many patrons either by-pass the system or continue to exit the building despite being called back to the Circulation Desk by an automated voice. The existing camera and video tape equipment is unreliable.

As a next step, we will again up-grade the system with a second gate to reduce the possibility of circumventing the system. We will also acquire, install and configure new video equipment that we hope will further discourage theft. These measures will cost the Library approximately \$20,000.00.

Our last option is the most reliable solution, but it is also substantially more costly to implement and more intrusive to the patrons. It would involve hiring staff to be on duty approximately 92 hours per week at the exit to inspect all bags and similar items as they leave the building. This option is widely used by academic libraries. Should our security problem reach this level, we will work with Public Safety to staff, recruit, train, deploy and supervise the position.

Acquisitions budget and allocation. Our long-term budget goal will be to allocate between 40 and 45% of the Library's total budget to the collection. Approximately 63 to 70% of the allocation will be assigned to purchase print and online serials, 20 to 27% to monographs and 10% to other materials. We will also continue our practice of allocating departmental funds for the selection of monographs.

For the next five years however, budgetary flexibility and discretion will be important and we will reserve major portions of new acquisitions funds to key remedial initiatives. Examples of such initiatives include addressing inadequacies in collections that support departments under external review, and to filling gaps in the collection. We will also be re-examining the departmental allocations to adjust to shifts in the curriculum and to provide adequate support for new and expanded programs.

Additional funds will be designated for special purposes, such as creating and maintaining our collection of core materials. We will be earmarking funds to establish mission-sensitive collections on topics such as mentoring, service learning and faculty development and to provide seed money for collections that we hope will attract donor attention, for example, a named Collection of the Catholic Intellectual Tradition.

Our approach to improving the collection over the next five years. The following is a summary of how we will approach acquisition budget spending.

Monographs. In order to maintain an equitable distribution of funds among the programs, departmental allocations for monographs may have to be re-evaluated annually. We will be testing a formula that factors in enrollment, the presence of graduate programs, the average price of books in the respective disciplines, core course designations and other related factors.

Core collections. We will initially focus our attention on remedying the Library's Reference Collection. This is a general collection that supports the entire curriculum. Since the 1980's, it has experienced severe cuts, cuts that were made to maintain monographic acquisitions and periodical subscriptions. For the first time in some years, we will allocate funds specifically to the maintenance and development of the Reference Collection.

Periodicals. Over the past 20 years steady-state budgets, aggravated by nearly geometric increases in the subscription prices of periodicals, have forced the Library to make some critical decisions about our journal collection. Our responses to price increases have included large cuts

into the collection and the licensing of aggregate databases such as *ProQuest*, which provide access to journal titles at a lower cost per item.

The advent of online periodicals, and especially aggregate databases such as *ProQuest* and Ebsco's *Academic Search Premier*, has offered us a way to *access* a very large number of periodicals in full-text, many more than we could afford to *acquire* and store in paper format. While this has been a blessing in many ways, it has caused dilemmas as well. Largest of the dilemmas relates to the fact that we only access the information and do not own it. When an aggregator loses the rights to distribute a journal, we lose access to it and to all the back issues that we might have otherwise collected and made available for our researchers to access in perpetuity. This, and other issues related to aggregator databases is beginning to settle, in the mesne time however, we need to provide our students' with reliable access to journal literature so that the faculty can assign learning exercises that result in research.

Our solution to the issues of periodical materials will be to evaluate the existing print collection against those that the faculty judge to be the core journals in their disciplines. We will stop relying on the aggregate databases as our sole source of core titles. We will acquire them in the most reliable and cost effective means possible. Thus, if a core journal title is available in print and on an aggregate database, we will acquire and maintain it in print. If that same journal title is less expensive and reliably available online, such as directly from its publisher, we will license it online. Whichever path we choose, the determining factor will be its continuing availability.

Collection development organization. The existing liaison program will continue to serve as the centerpiece of our collection development organization. A new position of Collection Development Librarian has been created and filled, and charged with the supervision and organization of collection development and possibly interlibrary loan activities. Over the next 18 months to two years, the Collection Development Librarian will be responsible for writing a collection development policy that brings all selection in line with the curricular demands of the University; for gathering appropriate statistical resources to inform the collection development process; for identifying shortcomings in the collection; and for devising a plan to address the shortcomings. In the long term, he or she may challenge conventional wisdom on how collection development should be performed at Sacred Heart University.

Collection development policy. The collection development policy in place at the moment is a simple one. It roughly translates: "we collect for the curriculum." That basic principle will remain in force, but it will be refined and formalized to address the specifics of how each discipline will be served. The refinements will speak to the proportion of a discipline's funds that will be allocated to periodicals as opposed to monographs, whether the collection level to be achieved for each subject should be appropriate to general education, or in support of an undergraduate major, a masters degree or doctoral program, and the languages to be included.

The Library will not reach the research level of collecting, nor is it intended. The research need of the faculty will be satisfied by an increasingly sophisticated interlibrary loan system.

Surveying the collections. The first step in improving the collections is to perform an inventory. The inventory provides us with several opportunities, among them, to clean up our catalog of lost and long-missing books and to correct records for items that were improperly recorded. It

will also give us a read on the strengths and weaknesses of the collection in terms of the number of titles held by subject and the age of those works.

The Development of Proprietary Digital Collections. Compared to some libraries, our digital collections are quite small. Modest though they may be, we have made respectable progress since 2002 in developing collections of material in digital form.

Our first venture into digital documents came with the installation of the Innovative Interfaces online library system. With the system came the e-reserve module which allows the Library to scan articles that faculty have designated as reserve reading for their students. These articles are available online through the Library catalog and they provide 24/7 access to the virtual reserve room.

As the University expands its offerings of online courses, the demand for online library resources will continue to increase. This is a demand that is also shared by our traditional undergraduate students who find the online world very comfortable. These online resources have a number of advantages: they save expensive library space, they cannot be lost or missing from the shelves, more than one person can use a volume at a time, they are available from anywhere in the world, and they are available 24 hours per day, 7 days a week and 365 days per year.

In the spring and summer of 2002, we reconsidered our collection of research databases to provide our patrons with a more comprehensive selection of core online indexes, abstracting tools and full text journals. We also selected specialized databases to service our largest majors and to provide additional resources to expanding majors and those approaching external review. These include full text of journals published by the American Psychological Association, expanded access to Education Abstracts and ERIC, more business, nursing and allied health databases, Social Work Abstracts and Criminal Justice Abstracts to name a few. This effort will continue as our ability to support them in our budget improves and as demand increases.

In Fiscal Years 2004 and 2005, the Library will evaluate and phase-in implementation of a third party solution that will enhance access to these online resources. Services such as *SerialsSolutions*, will give faculty, students and staff the ability to link directly from an article cited in one online resource to the corresponding journal located in another. In some instances, the user may be able to link directly to the cited article. It will also permit our patrons to access all our full text online journals from links made in the Library catalog. This effort in particular will greatly improve access to journal articles and help us control our inventory of these important resources.

Interlibrary Loan Service. Although generally considered a "public service," and not a collection development activity, interlibrary loan is a viable way to expand our patrons' access to resources. The Library already belongs to the OCLC interlibrary loan network through which we can provide materials that we simply do not own or materials that would be out of our realm of collecting. This service is particularly important to providing research level materials that our faculty need for their publication responsibilities. In addition to the OCLC network, the Library has joined the National Network of Libraries of Medicine and will be participants in the National Library of Medicine's "DocLine" interlibrary lending service by the end of FY 2004. DocLine is a highly specialized service with an excellent turn-around time, ideal for serving the

health professions' problem-based curriculum. As problem-based learning expands into other parts of the University curriculum, and within the next five years, we fully expect to participate in the Research Libraries Group *Ariel* project, if demand justifies it. Ariel provides digital delivery of interlibrary loan requests overnight.

Interlibrary borrowing is a viable source of information for collection development. Specific resources that the library does not own, yet which are frequently requested, are targets for acquisition. Likewise a growing number of requests for materials in a subject, for example criminal justice, is a good indicator that the criminal justice collection needs attention and perhaps a larger allocation. For this reason, but not this reason alone, we may take the unusual step of making interlibrary loan a part of our collection development program.

Negotiate additional reciprocal borrowing arrangements with local libraries. Arrangements have been made by the University Library to provide our students with access to the collections of libraries in Connecticut. We have an agreement with the University of Connecticut that gives students and faculty borrowing privileges at all UConn libraries. With a letter of introduction from the University Librarian, members of the faculty have stack privileges at Yale University and the University Library subsidizes faculty borrowing at Yale. Through our membership in the Council of Connecticut Academic Library Directors, faculty also have borrowing privileges at most academic libraries in the state and students are assured access. In Academic Year 2003 Sacred Heart students were granted borrowing privileges at Fairfield Public Library.

Reference Services/Information Access.

Our flagship service. Reference is traditionally the mainstay of library service anywhere. But the demands of the new information environment require that, in addition to the traditional set of services, the Library needs to respond to a new market, and to compete with *Yahoo* and *Google* for the attention of students. 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. Reference service is a good barometer of a library's service successes. We are evaluating the reference statistics that are currently being kept and investigating best practices in statistics-keeping to arrive at a set of measures that will better reflect our patrons' use of the Library and help us develop and improve our services.

Library web site. One thing is clear about the current information environment, a growing number of library patrons, whether in the traditional classroom or in non-traditional settings, expect information services to be delivered to their desktop computers. Over the next five years, we will endeavor to deliver information services to computer desktops in the residence halls, and the homes of faculty, staff, distance education and commuter students. All these groups are under-served as long as we strictly define library as a "place." In addition to developing digital collections, the library should be offering instruction and reference service online, and guiding our students in the selection of sources even when they are not in the Library.

The Library's web site is a good effort at providing information to the University Community over the Internet. Practical principles of web design need to be applied to the site to make navigation more intuitive.

Additional features will be added so that our students will refer to it instead of their favorite Internet search engine. The Library Staff is already working in a revision of the site that will appeal to each of the Library's constituencies: students; faculty/staff; alumni/friends; and guests.

Library guides, pathfinders, informational brochures. As already mentioned, the current information environment is extraordinarily complex and overloaded with sources, not all of them authoritative. One of the complicating factors in the environment is the isolation of the researcher, who, in his or her dorm room or home, late at night, does not have access to a librarian or other authority to help guide their research and selection of sources. In response to that, the Reference Department will be re-evaluating existing guides and pathfinders and writing new ones that will be designed to assist. In addition to being printed and available to on-site library users, these guides will be available on the Library's web page.

The Library's three-fold brochure, intended to provide basic information to a broad audience, is being revised. Perhaps for the first time, the Library will begin compiling a *Library Handbook* that will inform our constituency of library policies and provide more complete information about library services.

Improving service to part-time and distance education students. The Library Staff have set an operational goal for FY 2004 to investigate ways to improve service to part-time and distant students. Focus groups are being planned to convene in Fairfield, Stamford, Derby and Lisbon. We hope to institute a focus group for Luxembourg and online students using the Blackboard system. This is a part of what we hope will be a modest marketing study.

Improving service to the faculty. Service to the faculty, as well as the students, is an obvious objective of an academic library. Providing information for their research and publication projects and in support for their classrooms is part of what we do. We have already spoken to improving interlibrary loan service to support faculty research in lieu of developing research-level collections. In addition, it is incumbent upon us to facilitate the use of the Library's resources and technology to improve the faculty's access.

The Library will maximize existing databases for information dissemination. The Ebsco product, *Academic Search Premier*, provides a feature that informs the user of new journal articles in a field of research via email when the article or articles are first loaded into the Ebsco database. The Library Staff will be informing and instructing the faculty on this, and other database features, at product demonstrations that we hope to present at a Faculty Institute in the fall 2003. As new information products are acquired, we may institute an annual information fair to demonstrate new databases and new database features.

We recognize that the faculty is the Library's best ally in reaching the student population. In A.Y. 2004, the Library will make an effort provide the faculty with as much information as possible to assist them and their students in their academic work. In addition to the product

demonstrations, we will schedule a faculty forum on copyright issues that we all face as academics.

Provide support for other programs on campus. The University Library is an important contributor to many University functions, including student recruitment and retention, career development, counseling, the freshman year experience and others. Much of what we can accomplish in these areas is a matter of outreach. To date, the library has already made several productive connections. The Library mounted exhibits for the Counseling Center and Career Development Office. In Academic Year 2004, we are cooperating with Career Development in the acquisition of materials for the reference collection that are not held in the Career Development office and will be cataloging their resources for improved access by students. We have also made efforts to become involved in freshman orientation programs and have become a point of interest on prospective student tours.

Programs such as these can be extended to other areas of the campus, such as mentoring programs. Greater cooperation with the Jandresevits Learning Center are extremely desirable.

Expanded liaison program. For the next year or so, the liaison program will continue to be focused on collection development. However, as the new Head of Public Services completes the reorganization of the Public Services Department, the liaison program will expand in scope for improved outreach to the faculty. In addition to collection development responsibilities, the liaison will act as a conduit for information between the faculty and the Library; he or she will provide the departments and their students with topic-specific instructional services; and generally be recognized by every faculty member as their individual point of contact for service, instruction and content from the Library. Ideally, the librarian liaison would be accepted by the respective departments as an *ex officio* member of the department faculty, present at departmental meetings (except where personnel matters are discussed) to raise and respond to the curricular information needs of the departments and their students. He or she will also keep the Library Administration informed of departmental activities that impact and are impacted by Library operations.

Library Space.

Of course, library space is a looming issue. We already know that study space, stack space and staff space are at a premium. We also know that the Library was built thirty-five years ago for a commuter student body of about 1,500 students and that the size and composition of the student body has changed substantially. The University has taken the first step in providing suitable space for the University Community in developing a site plan for the campus. Just the same, there are several issues that need to be addressed in the next five years—before we build a new library.

Over the years, library space has been converted to non-library functions. Largest among them was the location of the Jandrisevets Learning Center.

But the presence of the Learning Center within the Library is only one of several restrictions on space. The Instructional Materials Center (IMC), where the Library's collections of juvenile

literature, educational media and kits are housed, is scheduled most of each day as a classroom. Despite the staff's encouragement to our patrons to retrieve materials while classes are in session, they do not want to interrupt the faculty or their fellow students. The scheduling of classes in the IMC has the effect of prohibiting access to the Library's resources.

The implementation of this five year plan will also place pressure on the Library's space allocation. Written into this plan is the addition of two, and possibly a third professional position, all in need of office space to perform their duties. Under the topic of Information Literacy, covered below, there will be a need classroom space—preferably in the Library. Finally, the expansion of our notion of "Library" to include such services as supporting Instructional Technology, will include its own demands for space.

None of this is meant to say that there is no underutilized space in the library. The Library Administration has already moved to make better use of existing space. The area opposite the Jandrisevets Learning Center has been identified for locating the Technical Services Department. This area has been renovated and will house three full-time, one part-time and one student staff member.

Underutilized space behind the Reference Desk is to be converted to use as office space for a growing staff and service offerings.

The existing technical processing area will be reconfigured to house archives, circulation staff and an office for the Head of Public Services. The area now assigned to the archives collection will be converted for use as a lab for instructional technology.

Some of the book stacks that house the periodical collection are substandard. Replacing them would yield a small increase in useable floor space. We are trying to identify a source for used shelving to replace the existing stacks.

Student spaces, while not expanded *per se*, have been enhanced with the addition of casual seating on the upper level. We've also succeeded in making better use of the foyer and stairwell spaces. Study spaces will be improved in FY 2004 with additional electrical outlets to carrel seating areas on the main and upper levels.

Information Literacy & User Education.

The current state of user education at the Library can be considered "basic" by contemporary standards. The Library staff conducts one session of most En011 and En012 classes and provides specialized instruction in the use of library resources for courses on request. The staff has also developed a modest series of finding aids. In contrast, most university libraries are offering a range of instructional sessions from credit bearing courses, to sessions on how to use specific databases, to individualized research consultations, to web based instruction, etc. The University's stated mission is to educate our students for life, to challenge them to think critically, analyze carefully, evaluate with a sense of justice and proportion and to convey conclusions in an intelligible and articulate fashion. To accomplish that, we must equip them

with the skills. In the information age, that means that our students need to know how to find, use, manage, evaluate and communicate information.

Hire a trained and experienced Instructional Services Librarian. This person would be responsible for the development and administration of a comprehensive bibliographic instruction and information literacy program with a distance education component. In addition to being capable of administering a program, he or she must be familiar with instructional technology and be a teacher who is as able to support the teaching efforts of the librarians.

Develop and execute a comprehensive Bibliographic Instruction/Information Literacy program with a distance education component. As mentioned above, the Library has a very small presence in the classroom. A comprehensive program of instruction will challenge conventional wisdom of our students that all the information they need is on the Internet. The program might include conducting tours of the library; greater involvement in orientation sessions for new students, faculty and staff; designing print and/or online instructional materials on how to use library databases; the design and instruction of short courses, for example, on legal research for education majors; point of contact instruction; visiting off-campus sites and providing instruction on doing research on the web; partnering with teaching faculty in designing and instructing capstone courses; partnering with teaching faculty in the development of content for online courses.

Develop an Information Literacy curriculum with a distance education component. Information Literacy is a model for life-long learning. It provides students with the information skills needed to compete effectively in the information age. Our objective here would be to develop a credible information literacy program using the standards and guidelines promulgated by the Association of College and Research Libraries, and one that fits the University's curriculum objectives.

Promote the concepts of information literacy as core competencies. The University Librarian and the Instructional Services Librarian will become involved in the University's core curriculum efforts with an eye to including information literacy competencies in core courses.

Library Technology.

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, much of it not yet available on campus under the auspices of the Information Technology Department. In addition, some of what we call Library Technology is unique to library operations and not likely to fall into use anywhere else on campus. These unique systems may not qualify for support from the I.T. Department. From a purely information services perspective, these services may be better administered from within the Library itself, although hardware and network support will continue to be needed from I.T. All of these library technologies are driven by the demands of content—its creation, storage, access, and distribution.

~~Our first objective in this plan~~ has already been achieved, to up-grade the position of Reference/Systems Librarian to Head of Automation Services. This position provides in-house, on-demand assistance with computing and the support needed to run unique systems within the Library, among them the Innovative Interfaces Library System.

The Library staff needs to acquire the needed skills, and seek out opportunities, to develop digital resources and establish digital library and digital document archives programs in support of teaching and learning. We've covered this goal under an aggressive continuing professional education program.

We will need to work with Information Technology Department to acquire greater independence in support of library technology. We should also consider ways to contribute in a meaningful way to I.T. initiatives that support Library Technology. One such effort occurred in the spring 2003 when the Library and I.T. shared the cost of sending an I.T. staff member to Innovative Interfaces administrator training.

Making the Library a Welcoming Place.

In January 2002, the Library was not a welcoming place for research or study. It projected an image of disconnectedness that did not inspire the confidence of the Library's patrons. It appeared neglected and un-kept, as if no one cared any longer.

By the end of FY 2003, working with a limited budget and the help of student government organizations and the Buildings and Grounds Dept., the following improvements in surroundings, furniture and equipment were accomplished:

- New interior signs were acquired and installed
- All three floors were painted
- A foyer closet was converted from a catch-all space to a brightly light vending and telephone booth
- Benches were added to the foyer for comfortable seating
- Lockers were installed in the lower level stairwell for part-time students' use
- Artificial plants were added to the entry
- Space at the upper level landing was furnished for casual seating, and plantings were added
- The Reference area was refurnished with ergonomic workstations and chairs
- Thirteen new computers were acquired for student use
- The Special Collections room was refitted with furniture and equipment to better accommodate bibliographic instruction
- A "Faculty Publications" space was created on the main floor

The Library will continue to make improvements to the furnishings as needed, and to work with Buildings and Grounds Department and Housekeeping to improve upon the cleanliness and attractiveness of the Library as a place to study and do research.

We will continue to work with Student Government to identify low cost improvements that will make the Library a comfortable place for students to study and do research, but also to help curtail vandalism and damage.

Marketing.

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.

Compounding its image, is the Library's inability to respond to the information demands of a new kind of user. The new user, for example, wants information on his/her desktop; the new user is working 24/7; the new user doesn't necessarily come to the Library for information; the new user, although information rich, lacks the basic skills needed to access, evaluate and communicate information . . .

One of the things that libraries have never done well is market their services. The reason for that is simple, they have never been challenged to do so. Libraries were always passive participants in information gathering--the place where people went for information. That premise is no longer valid. Competition for the library's patrons is everywhere on the Internet, albeit competition based on convenience. Marketing library services to students who believe that all the information they need is on the Internet has become a critical issue.

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. The first of these will be conducted to ascertain the information needs and service prospects of part-time and online students. Part-time students have been selected in response to the University's goal to improve services generally to part-time students and to develop online programs.

Also in the first three years, we will establish a "Library Development Committee." This committee will have student, librarian, alumni and faculty representation. Its purpose will be to advise the University Librarian and staff on matters of service and collection development, and to assist the Library in programming, fund raising and other development ventures.

Mission and Strategic Planning.

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.

Fund Raising.

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, or addition, will require a major fund raising effort.

Once a new Vice President for Institutional Advancement is hired, we 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.

Additional fund raising opportunities are being considered including a cooperative venture with the Athletic Department.